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THE FIRST YEAR OF TEACHING: A GROUNDED THEORY — PART II

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Introduction

This is the second of two articles to focus on the findings from a study of the socialisation and induction of a sample of New Zealand primary school teachers. In the first paper, background information about the study was presented and categories of data on *Pupil-teacher Influences*, *Parent-teacher Interaction*, *the Role of the Principal*, and *Guidance from Senior Teacher* were discussed. These four categories of data, along with the three to be detailed below constitute a 'grounded theory' about the socialisation and induction of primary school teachers. The practical applications this theory has for those concerned with beginning teachers will be elaborated in the final section of this article.

Associating with Colleagues, *Inspectorial Visits* and *Management and Organisation Patterns* constitute the three remaining categories of the grounded theory outlined in this and the previous article.

Category 5: Associating with Colleagues

The tabular summary of this category and its related properties (or sub-categories) and propositions is given in Table One. These propositions have been designated with a level of generalizability — high, medium or low — which provides a guide as to the strength or 'thickness' of data supporting a particular proposition and the level of confidence with which it is possible to generalise the proposition to other beginning primary school teachers.

Table 1

Propositions on *Associating with Colleagues*

PROPERTIES	PROPOSITIONS	LEVEL OF GENERALISABILITY
5.1 Meeting Colleagues	5.1.1 First year teachers have differing expectations of the colleagues.	Medium
	5.1.2 Prior to the commencement of the school year, first year teachers have not met the colleagues they will have during the first year of teaching.	High
	5.1.3 First year teachers initially react to their colleagues in positive terms, e.g., "They're friendly".	High
5.2 Conflict Amongst Staff	5.2.1 First year teachers are disillusioned by intra-staff conflicts.	Medium
5.3 The Significant Colleague	5.3.1 First year teachers are significantly influenced by a colleague, other than the Principal or Senior Teacher.	Low
5.4 Impressions from Association with Colleagues	<i>First year teachers. . .</i>	
	5.4.1 Remember staff functions as memorable occasions	Medium
	5.4.2 Are dissatisfied with the level of professionalism they encounter during their first year of teaching.	Low
	5.4.3 Praise the contact they have with the Advisers from the Education Board.	Low

Meeting Colleagues and Conflict Amongst Staff

Although scant attention has been given in research to the interaction between beginning teachers and their colleagues, reference can be made to the work of Hannam and his associates (1976), and that of Henson (1977), in the context of the property of *Meeting Colleagues*. The three propositions of this property hypothesise about the expectations first year teachers have of their colleagues, and about beginners' initial reactions to, and interactions with, their fellow teachers. While it is suggested that Year One teachers have differing expectations of their colleagues (see Proposition 5.1.1), the claim of Hannam *et al* (1976) that beginners expect their colleagues to be 'superhumanly competent' was not supported by the data relating to this property. Moreover, there was little evidence to back up Henson's assertion that 'immaturity, naivete and dependence' are the characteristics beginners expect their colleagues to see exhibited by first year teachers.

At a more pragmatic level, the lack of contact between first year teachers and their colleagues prior to the start of the school year (see Proposition 5.1.2) may initially deter beginners from consulting with, and drawing upon the expertise of, their fellow teachers. While most of the Year One teachers in the present study reacted positively to their colleagues (see Proposition 5.1.3), the situation did exist where some of the beginners initially felt isolated from their staff. This may have been overcome if these beginning teachers had met some of their colleagues before the first day of teaching.

On the issue of first year teachers' experiences with intra-staff conflict (Property 5.2), the works of Ryan (1970, p.109) and Hannam *et al* (1976, p.165) provide evidence which lends some support to the proposition that beginners are disillusioned by staff conflict, which involves them personally or as an observer. Here, too, the early research of Rudd and Wiseman (1962) can be cited. From their survey of 600 newly trained teachers in Britain, Rudd and Wiseman found that poor relationships and conflicts amongst staff were causes of dissatisfaction to beginning teachers.

The Significant Colleague

The role of some colleagues, particularly the Senior Teacher and the Principal, in the process of beginning teacher's socialisation has been well documented (see, Hoy, 1969; Edgar and Warren, 1969; Jackson, 1974; Lortie, 1975; Raggett, 1975). However, it is unclear from these studies as to the importance of other colleagues as socialising agents. Hoy (1969) and Jackson (1974), for instance, refer to the key role played by the 'experienced teacher' without elaborating further. Waller (1932), too, is vague when he suggests that

The significant people for a school teacher are other teachers (and that) a landmark in one's assimilation to the profession is the moment when he decides that only teachers are important (Waller, 1932, p.389).

The supporting data on this property indicates that some beginners may be significantly influenced by a colleague, other than the Senior Teacher or Principal (see Proposition 5.3.1). Furthermore, most of the significant colleagues of the Year One teachers in the present study were 'experienced teachers'. However, it is clear from the data that the majority of beginning teachers made few references to the prominent influences of fellow teachers. In view of this, it

does seem, contrary to Waller's view, that the significant people for beginning teachers may not necessarily be their colleagues.

Impressions from Associating with Colleagues

The first proposition of this property hypothesises that first year teachers remember staff functions as memorable occasions (see Proposition 5.4.1). The significance of this proposition, which is given little recognition in the literature and research on beginning teachers, lies in the fact that interaction between first year teachers and their colleagues may not be confined to the daily contact they have at school. Indeed, a number of the Year One teachers in the present study attended staff functions and outings with fellow teachers.

The second proposition suggests that some beginners are dissatisfied with the level of professionalism they encounter during their first year of teaching (see Proposition 5.4.2). This, however, contradicts Davenport's (1971) study of beginning teachers in Auckland, which reported that a high level of satisfaction with professional relationships in schools existed amongst his sample of teachers. This particular finding of Davenport does appear suspect, in that it may have been contaminated by the nature of his survey, which attempted to 'avoid matters that were political' and sought comments that were 'positive' and not destructive or contentious.

The last proposition of this category, relating to the contact between beginners and Advisers from the Education Board (see Proposition 5.4.3), finds agreement with the outcomes of Sealey's (1966) study in England, and more recently with the findings from Ennis's (1972) New Zealand research, where he remarks that more than half his sample of beginning teachers found the help Advisers gave to be of substantial benefit.

Overview

This fifth category of the grounded theory, comprising four properties, gave rise to eight propositions relating to the interactions and relationships between first year teachers and their colleagues. In the section which follows, the tabular summary of *Inspectorial Visits* is presented and then discussed in the context of the relevant research and literature.

Category 6: Inspectorial Visits

Table 2

Propositions on *Inspectorial Visits*

PROPERTIES	PROPOSITIONS	LEVEL OF GENERALISABILITY
6.1 Visits from Inspectors	<i>First year teachers...</i>	
	6.1.1 Receive an informal, introductory visit from an Inspector during the first three weeks of the school year.	Medium
	6.1.2 Receive their first, formal inspection during term one, and their second inspection during term two of the school year.	High
	6.1.3 Receive inspections which are less than an hour in duration	High
	6.1.4 Find inspectorial visits of some help.	Medium
6.2 The Introductory and First Visit	<i>First year teachers...</i>	
	6.2.1 Who receive an introductory visit from an Inspector find him/her to be helpful or friendly.	Medium
	6.2.2 Express satisfaction with the outcome of their first inspection.	High
6.3 The Second Visit	<i>First year teachers...</i>	
	6.3.1 Are certificated after having received two inspectorial visits.	High
	6.3.2 Are aware of, and use, strategies (e.g., tidying the classroom) to impress the Inspector.	high
	6.3.3 Are worried by inspections.	Low
	6.3.4 Are not worried by inspections.	High

Visits from Inspectors and the Introductory and First Visit

The current system operating in New Zealand primary schools where an Inspector visits first year teachers, and is responsible for recommending their certification, has few counterparts in overseas countries. It therefore is not surprising to find a paucity of research and literature on the interaction between Inspectors and first year teachers. Indeed, even the New Zealand studies of beginning teachers (e.g., Davenport, 1971; Ennis, 1972; Ussher, 1975; Doyle, 1977; Murdoch, 1977), as well as recent New Zealand reports of inquiries into teacher training (Department of Education, 1979) and the registration of teachers (Department of Education, 1978), make

little direct reference to the contact Inspectors have (or are supposed to have) with beginning teachers. In more detail, then, the propositions derived from the first two properties of this category hypothesise that, while some beginners are visited informally by an Inspector early in the school year (see Propositions 6.1.1 and 6.2.1), most first year teachers receive two, formal inspections, each of which is less than an hour in duration (see Propositions 6.1.2, 6.1.3 and 6.2.2). Although there appears to be some ambivalence on the part of beginners as the helpfulness of inspectorial visits (see Propositions 6.1.4 and 6.1.5), Proposition 6.1.5 finds support with Ennis' (1972) research in which he reports that the majority of the 78 Year One teachers in his study did not consider the Inspector to be helpful.

The Second Visit

The frequency with which Year One teachers receive inspectorial visits, and the outcomes of these visits, has virtually gone unreported in New Zealand studies of beginning teachers, although Ennis notes that two teachers in his sample signified that they did not have a visit from an Inspector. In the present study, most of the Year One teachers were certificated after having received two formal inspections.

In the lead-up to these two visits, there was evidence to suggest that the proposition that first year teachers use, and are aware of, strategies (e.g., having workplans in order) to impress the Inspector (see Proposition 6.3.1). Use of impression management techniques (Goffman, 1956) by beginning teachers has been documented by Rhodes and Peckham (1960) and more recently by Lacey (1977) and Battersby and Koh (1980). The latter researchers focus in detail on the notion of impression management and draw upon data from Battersby's (1976) study of first year teachers in Australia to illustrate that beginning teachers, who are being assessed or inspected, are deft not only at the art of divining what is expected of them, but also of fulfilling these expectations in order to meet the appropriate requirements.

The last two propositions of this property hypothesise that, while some beginners are uneasy about inspections, most first year teachers are not worried by them (see Propositions 6.3.3 and 6.3.4). This situation, however, contrasts with the views of Rhodes and Peckham (1960) and Southwell (1970) who comment on the stress and fear experienced by most first year teachers being inspected.

Interestingly, while Morrison and McIntyre (1973, p.105) caution that 'virtually nothing is known about the influence which Inspectors have on the behaviour of teachers', they themselves are prepared to speculate, without evidence, that few teachers witness the approach of an inspectorial visit without showing anxiety.

Overview

From the three properties in this category on *Inspectorial Visits*, 11 propositions were derived, six with a high level of generalisability. In the discussion on this category, reference was made to the significance of these propositions in view of the paucity of research and literature on the interaction between beginning teachers and Inspectors.

The tabular summary of the final category, *Management and Organisation Patterns*, is presented in the next section, and this is followed by a summary statement of the grounded theory.

Category 7: Management and Organisation Patterns

Table 3

Propositions on *Management and Organisation Patterns*

PROPERTIES	PROPOSITIONS	LEVEL OF GENERALISABILITY
7.1 Initial Expectations	7.1.1 First year teachers have differing impressions about the management and organisation routines they expect to carry out, or have imposed on them, during the first year of teaching.	Medium
7.2 Self-imposed Routines	<i>First year teachers. . .</i>	
	7.2.1 Have established regular arrival and departure times to and from school by the end of their first month of teaching.	High
	7.2.2 Use their time before and after school for planning and preparation.	High
	7.2.3 Spend time planning outside their hours at school, during the first month of teaching.	High
	7.2.4 Feel tired and exhausted throughout the initial weeks of the first school term.	High
	7.2.5 Have adjusted to, and find less demanding, some of their self-imposed routines, following the Easter vacation	High
7.3 School-imposed Routines	<i>First year teachers. . .</i>	
	7.3.1 Are concerned that they have to rely on what they learned during practice teaching as a guide to how they should perform playground and road patrol duties.	High
	7.3.2 Enjoy playground and road patrol duty.	Medium
	7.3.3 Consider playground and road patrol duty as an irksome task.	Medium
	7.3.4 Are required to adhere to administrative procedures such as filling out children's progress cards and completing class rolls of attendance.	High
	7.3.5 Feel burdened by the administrative demands placed on them.	High
	7.3.6 Are given assistance and guidance from colleagues with administrative demands.	Low
	7.3.7 Are required to attend staff and syndicate meetings.	High
	7.3.8 Consider staff meetings as either boring or a waste of time.	High
	7.3.10 Who teach in open plan schools find the number of meetings they attend a source of discontent.	Low
	7.3.11 Find the school scheme as a help and a guide to planning.	Low
	7.3.12 Find the school scheme as an imposition because of its inflexibility.	Low

Initial Expectations

Classroom organisation and management, excluding the area of pupil control and discipline, has attracted little attention by researchers studying beginning teachers. Indeed, Morrison and McIntyre (1973) suggest that, not only is there a lack of research about teachers' management and organisation activities in general, but that there is a dearth of knowledge about teachers' view of these activities, and their experiences with them. In the light of this deficiency in the research and literature, this property of data provides some insight into the expectations beginners have of the management and organisation routines (e.g., grouping children; planning; adjusting life style) they feel they may carry out, or have imposed on them, during the first year of teaching (see Proposition 7.1.1). In focusing on the first year of teaching, Davenport (1971) claims, on the basis of his survey of beginning teachers in Auckland, that:

The average young teacher's greatest need when faced with a class for the first time was the ability to organise himself (Davenport, 1971, p.358).

There was evidence in the supporting data of this property, that some of the beginners in the present study were aware of this need and its importance to them. Furthermore, Ennis (1972), another New Zealand researcher, found that difficulties with management and organisation routines were experienced by his sample of 78 beginning teachers. Although Ennis does not report on the expectations held by his sample, the data on this property indicates that some beginners do anticipate problems and difficulties with management and organisation during their first year of teaching.

Self-imposed Routines

The fact that most beginning teachers seem to establish regular arrival and departure times to and from school (see Proposition 7.2.1), and that they use their time before and after school for preparation and planning (see Proposition 7.2.2), is corroborated by Battersby (1976) and Chafetz (1976), whose data also highlight experiences of beginning teachers with self-imposed routines of management and organisation. Both Battersby and Chafetz also provide strong support for the propositions which hypothesise that beginners, particularly during the first month of teaching, spend time outside the school hours on planning and preparation (see Proposition 7.2.3), and that beginners feel tired and exhausted throughout the initial weeks of the first term (see Proposition 7.2.4).

This latter proposition concurs with a number of studies, dating from Waller's (1932) observations in the United States and those of Phillips (1932) in Britain, to the recently published work of Ryan (1980). Although the data from the present study indicate that beginners attribute these feelings of tiredness and exhaustion to the combination of a number of factors (e.g., planning; setting up routines; making adjustments to home life), other researchers (e.g., Hopper, 1965; Taylor and Dale, 1973; Styles and Cavanagh, 1977; Coulter, 1978) seem content to speculate, often on the basis of little evidence, that there is a causal relationship between these feelings and single variables such as, beginners' expectations or the suddenness of their break from training college.

The last proposition of this property states that, following the Easter vacation, beginners have adjusted to, and find less demanding, some of their self-imposed routines (see Proposition 7.2.5). From research carried out in the 1970's (see, Raggett, 1975; Battersby, 1976, 1978; Lacey, 1977), there are findings which indicate that beginning teachers may experience a 'honeymoon period', lasting for two to three months, when they first enter the teaching profession. It is claimed that during this period, beginners come in contact with the pressures associated with the routines and demands of teaching, as well as the emotional and physical stresses of a new phase in their life. To an extent, then, the supporting data for this property lends credence to this notion, and more so to the suggestion that the period prior to Easter may be the time when first year teachers are faced with the demands of setting-up, and adjusting to, self-imposed routines both at the classroom and personal level, and that after Easter, these demands are not as great.

School-imposed Routines

The propositions that emerged from this property of data cover a number of situations, including playground and road patrol duty (see Propositions 7.3.1 to 7.3.3), administrative demands (see propositions 7.3.7 to 7.3.10). Here, as with the previous sets of propositions on this category, there has generally been little research reported which focuses on these every day experiences of beginning teachers. However, Morrison and McIntyre (1973) do mention that first year teachers usually have to rely on their own initiative, rather than help from their training college courses or from colleagues, in carrying out management and organisation tasks imposed by the school. In the present study, Propositions 7.3.1, relating to beginners

performing playground and road patrol duty, and 7.3.6, focusing on the help they are given from colleagues with administrative demands, lend support to this contention.

Ennis's (1972) research also make brief reference to two issues conveyed in this property's propositions: staff meetings and the school scheme. Ennis reports that, while his sample of beginning teachers in Otago schools was required to attend regular staff meetings, and presumably syndicate meetings, not unlike the first year teachers in the present study (see Proposition 7.3.7), more than half of them considered staff meetings to be of little help. Although this finding is couched in different terms to Proposition 7.3.8, it nevertheless provides supporting evidence for it. On the issue of the school scheme, Propositions 7.3.11 and 7.3.12 hypothesise that some beginners find it a help and a guide to planning, while others consider it an imposition because of its inflexibility. A similar ambivalence in the attitude of beginning teachers is reflected in Ennis's study where he notes that half his sample considered the school scheme to be of some assistance, while a third of it said it was of no help.

Overview

Eighteen propositions were formulated from the three properties of this final category on *Management and Organisation Patterns*. These propositions were then discussed in the light of the relevant research and literature.

Summary

The objective of the previous article, and the first section of this paper, has been to present tabular summaries of the seven categories of the grounded theory derived from this research on beginning teachers. These seven categories represent the major over-riding factors which were able to be identified in the process of beginners' socialisation into the teaching profession. Within each of these categories, the properties detailed some of the more dominant components of this process. And, the propositions provided a set of suggestive, generalisable hypotheses about the socialising situations and influences experienced by first year primary school teachers. Also included has been a discussion of the links between some of the research and literature on beginning teachers and the propositions on each category of the grounded theory. This discussion continues in the final section of this paper with particular

reference to some of the practical uses the findings from the research have for those concerned with the professional development of beginning teachers.

Some Practical Uses of the Grounded Theory

The grounded theory elaborated in this paper may have pay-off for at least four groups of people: school personnel, such as those who have a direct interest in the welfare of beginning teachers (e.g., Principals, Senior Teachers and Inspectors); beginning teachers themselves, as well as student teachers; researchers, particularly those interested in studying beginning teachers and the teacher socialisation process; and, teacher educators. For each of these interest groups, the grounded theory in the form of the seven tables of properties and propositions, may serve two general functions:

- (a) To clarify and to explicate some of the major, over-riding factors, which can be identified, in the process of socialisation for beginning teachers; and,
- (b) to predict and to explain some of the day-to-day situations experienced by beginning teachers during their first year in the profession.

In more detail, some of the potential uses of the grounded theory, for the four groups of people mentioned above, can now be outlined.

For School Principals, Senior Teachers and Inspectors, the grounded theory could be utilised in a number of practical ways.

It may:

- (a) Sensitise them to some of the day-to-day situations experienced by beginning teachers during their first year of teaching;
- (b) Provide a base from which they could develop and build upon their own theories about the socialisation of beginning teachers;
- (c) Assist them to better understand their own role, and its relationship to the roles other people play (e.g., parents, pupils) in the socialisation process;
- (d) Assist them in policy and decision making relating to beginning teachers they are responsible for;
- (e) Provide a foundation for induction programs and form part of inservice courses, for beginning teachers; and,
- (f) Initiate dialogue about the socialisation process for beginning teachers.

For first year teachers, and students undertaking training, the theory may have the following applications. It could:

- (a) Promote awareness about themselves as teachers (or as potential teachers), and their expectations of self and others (e.g., pupils, parents, Senior Teachers, etc.);
- (b) Provide a scenario, and this help them place in context some of the situations they may experience during their first year of teaching;
- (c) Make them more aware of some of the personal changes (e.g., changes in life style) which may occur during their first year of teaching; and,
- (d) Assist them to anticipate and to plan for events (e.g., parent-teacher interviews; Inspectorial visits, etc.), and to develop a repertoire of strategies to capitalise on any possible, positive outcomes, and to counter what they see as any ill-effects of these events.

For teacher educators, the grounded theory could:

- (a) Form part of a course they teach, such as in the psychology or sociology of teaching (see, Battersby, Ramsay and Sneddon, 1980);
- (b) Provide a rationale for examining the effectiveness and outcomes of various components of a teacher education programme (e.g., student teacher's skills in the control and disciplining of children); and,
- (c) Be utilised in a range of inservice and preservice courses where reference is made to beginning teachers.

And, finally, researchers interested in beginning teachers and the process of teacher socialisation, may find the grounded theory useful in:

- (a) Providing insight into the teacher socialisation process for beginning teachers, and thus a starting point (see, Ramsay and Battersby, 1979); and,
- (b) Suggesting a set of propositions, some of which could be empirically tested by quantitative research.

Conclusion

This second article on the theme of 'The First Year of Teaching', has presented findings, in the form of a grounded theory, derived from a study of the socialisation and induction of beginning teachers. This grounded theory, which was developed from a longitudinal study of a group of 38 beginning teachers during their first year in the teaching profession, comprised seven major categories of data, 23 properties, or sub-categories, and 83 propositions about the socialisation and induction of neophyte teachers. In both this and the first article, an attempt has been made to relate this grounded theory to outcomes from research and literature on beginning teachers. As well, some of the practical uses this grounded theory may have for those concerned with beginning teachers have also been discussed.

One cannot be far from the spirit of theory as process if one concludes by conceding that probably the major contribution of this New Zealand study is an embryonic theory, closely tied to the everyday world of first year teachers, which seeks to shed light on the process of teacher socialisation. This grounded theory is not a perfected product, but rather an entity which needs further development.

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BOOK REVIEWS

BRAITHWAITE, John (1983). Explorations in Early Childhood Education, ACER.

The Mt Druitt Early Childhood Project was established in 1975 to provide early childhood programmes for disadvantaged children living in Government housing estates in an outer suburb of Sydney. This book by the project's field director, John Braithwaite of Macquarie University, records the development, implementation, and evaluation of the five programmes in the project. The programmes comprised four centre-based preschools (Cognitive, Contemporary, Competency, Behaviourist) which were subsequently extended into the kindergarten and Year One classes in the schools with which they were associated, and a home-based programme. This programme was designed to help mothers provide appropriate educational experiences for their children in the home and operated only in the preschool year.

The introduction to the report describes the projects as 'an action programme in early childhood education' with 'some elements of a research character'. With regard to the first component, the project addressed many issues of current concern to early childhood professionals in Australia. These included the continuity of programming from preschool to school, community involvement in early childhood education, the co-operation of educational agencies with other community agencies concerned with the health and welfare of young children, and the development of appropriate early childhood programmes for disadvantaged children. The book is a rich source of material on these issues, although discussion is limited and readers will need to draw their own conclusions about the relevance of the data to their own professional concerns.

School administrators, nervous about the association of preschool facilities with primary schools, may be reassured by the account of the co-operation and effort expended by the staff of the participating schools to ensure the successful implementation of the programmes.

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