

## **CHAPTER 1**

### **INTRODUCTION**

Teachers are considered as the medium to convey and model the knowledge, skills and ways to the students. For a teacher to achieve his teaching professional competency, knowledge and understanding of subject taught and skills of teaching and learning is needed in order to maintain the quality of education. The quality of the teachers lies on how the school lays the foundation of a community that strive for excellence.

Effective leaders need to be one that able to create a community that promotes a good working condition for his staff. Without one, there would be a lot of pressure and stress that the teachers have to put up with and later multitude of issues may surface (Littrell, Billingsley and Cross 1994). For beginning teachers or novice teachers, help, support and guidance at the beginning of their first working year are needed as they sometimes face problems or challenges that they cannot solve. Some of the challenges are classroom management, motivation of students, dealing with the individual differences among students, assessing work and relations with parents (Britton, Paine and Raizen, 1999).

As a result of these challenges, the beginning teacher may unable to function effectively and he may be experiencing anxiety and emotional distraught. Many beginning teachers report of an inability to cope, and describe feeling isolated (Stanulis, Burrill, & Ames, 2007), as well as frustrated, anxious, demoralized, and overwhelmed by the demands of the profession (O'Neill, 2004; Rogers & Babinski, 1999; Schlichte, Yssel, &Merbler, 2005).If this situation is being allowed to prolong without guidance, support and resources, issues like in adapt to the school community, fail to apply

knowledge and skills obtained, being effective in management of teaching and learning and of showing an appearance of a teacher surfaced. School leaders then, need to be proficient not only in managing the physical structure of the school, the scarce resources but also in maintaining good relationship with the staff in order to produce decent quality students for their next level of education or the workforce and society as a whole(Veenman, 1984).

Thus, orientation or induction is being introduced in order to solve the problem. Although the number of beginning teacher in a year varies and they come at any time of the year, it is imperative for the school to provide a good induction as to smooth in the process of assimilation or fitting in with the new working condition. The teacher induction program has started since the early 1980's with the goal to make a successful transition process of being a preparatory from teaching institution to being a teacher in a classroom. Studies by Huling-Austin,(1990); Sprinthall, Reiman, and Thies-Sprinthall (1996) ; Halford, (1999); and Goodwin, (1999), the common goals of a teacher induction program are to improve teaching performance, increase the retention of promising beginning teachers, promote the personal and professional well-being of beginning teachers, satisfy mandated requirements for induction and lastly transmit the culture of the school and education system to beginning teachers.

Without a doubt, it is crucial for a professional foundation to be laid upon during the first two years of beginning teacher at school. Principals or school leaders should remember that beginning teachers are teacher in the making. Novice teacher is not fully equipped to be launched into professional career without further assistance (Cawood and Gibbon, 1985). The implementation of training and mentoring orientation at an early stage is essential to ensure the teaching profession itself. It will allow beginning teachers to make arrangements for teaching and learning, manage and handle the work load of teaching and other responsibilities of and getting to know how to work with the students and other staff members.

In Canada, the Ministry of Education has made policy where schools need to run a program called New Teacher Induction Program. This program is hoped to assist beginning teachers to be able to transit from their formal teacher education training to professional teachers. The Canadian's New Teacher Induction program includes many components such as teacher-mentoring relationships, professional development opportunities catered to new teachers' needs, release time for new and mentor teacher conferencing and in-services that focus on student teaching (Cherubini, 2007).

Meanwhile, in United States, to address this problem, schools hire or purchase services from private institution like The New Teacher Centre based in California to assist their schools in the two year induction of beginning teachers. Some have their districts to develop a manual for school leaders when they are in need to run the program. Based on State Higher Education Executive Officers Association (SHEEOA) in 1999, the program must be aiming at to provide support and guidance to smooth the transition of beginning teachers from novice to professional, to familiarize beginning teachers with the responsibilities of teaching and the culture of the schools where they teach, to increase the competency of beginning teachers by improving their content knowledge and professional skills and lastly to assess beginning teachers to ensure that they can perform the duties of teaching and that they are an effective match for their particular school.

As for Malaysia, the Education Ministry have started to implement a program to address the problems faced by the beginning teachers. As of late year 2010, beginning teachers will undergo Beginning Teacher Induction Program with the objective of gearing excellent work culture on duties and responsibilities and for it to be more systematically. Beginning teachers will be mentored by experienced teachers together with the school in order to implement more effective teaching and good quality teacher can be produced. The introduction of this program is a show that the Ministry is concerned on solving the issues concerning the beginning teachers. According to Yusof (2011) the implementation of the induction program helps new teachers in terms of

personal, social interaction, management of teaching and learning, management of curriculum and lastly classroom management.

Regrettably, one of the ways that most schools adopt is by having the beginning teacher learn through trial and error. According to Marzano(2011), most school leaders assume that beginning teachers can develop professional expertise on their own, teaching can be mastered in a relatively short period of time and are always well-prepared for their class. The result of these assumptions is that many talented and creative teachers find teaching difficult and unrewarding.

Another is the practice of mentorship within the induction process. Mentorship has its benefits as it does not look like supervisory, enhanced professional learning of mentors and beginning teachers, lead to improvements of teaching effectiveness and freeing up school leaders to lead and manage the school in a more proactive way (Sheldrick, 2008). However, this does not mean that the school leader can just abandon the tasks to the mentors. School leaders also need to be proactive in overseeing the process and also to play their roles as a mentor too not just to the beginning teacher but also to the mentors. The principal needs to know who to recruit, to explain how mentorship works and also to plan regular meetings between the mentor, beginning teacher and himself in order to identify any problems that may arise.

In a nutshell, to execute good induction process for the beginning teacher will begin from the school leaders who made the policies, programs and improve the provision for the continued professional development of the beginning teachers and mentors.

## 1.1 Background Of The Study

Education has become an important factor in improving the individual success and of a country. Teachers have been recognised as one of the crucial component in developing the students. Thus, the profession has become of a challenge and the teachers need to be able to keep in order or keep up with the situation around in order to provide useful information, knowledge and skills to the students. Teachers need to be effective, knowledgeable, to have the skills and attitude to meet the clients' need. According to Ibrahim Ahmad Bajunid (1985), a teacher or an educator needs to be alert and responsive to the current practices of leadership, management of resources and to achieve the education mission.

Therefore, it is important to see that school leaders play their roles in maintaining good quality of teacher's induction. Brock and Grady (1998) noted that—although most of the literature on teacher induction has focused on the importance of mentors, principals are clearly key figures in the induction process. School leaders need to be aware that they have to orientate the beginning teachers at school effectively so as they will be able to eliminate most of the problems experienced by the beginning teachers. Beginning teachers always experience a 'culture shock' where they unable to cope the change of idealistic philosophy they have to the harsh realities of classroom and school-based work (Calderhead and Lambert, 1992). Good leadership from the school leaders can help the beginning teachers to feel more secure and supported and not of abandonment for problems like classroom skills, curriculum and teaching and learning planning, school culture and the personal problems. This can be done by identifying programs, form strategies and then give support (Lunenburg, 2011).

Not all beginning teachers come from a teacher training institute. For example, the beginning teachers in MARA are mostly without experience in teaching and certificate or diploma in education. These beginning teachers, novice teachers or new teachers are given the responsibilities to teach their students without any experience or

knowledge and off with a certified teaching credential. Therefore, these beginning teachers are highly dependent on the management of the school in ensuring that their work experience as a teacher is not overshadowed by various problems as described by educational researchers.

Beginning teachers always need help in setting up a classroom for the first time; learn school routines and procedure, design lesson planning, develop classroom management and how to deal with behavioural problems (Gordon, 1991). According to Veenman, 1984; Knowles & Cole, 1994; Calderhead & Shorrock, 1997, majority of teachers at the beginning of teaching years experienced various problem such as managing students, establishing a good relationship in the classroom, mastering the subject, planning activities that involve students' learning, monitoring student understanding and be part of the social structure of the school management, the curriculum management and sports activities for students. It is crucial for the school leaders to develop an induction program that can cater these areas because just like students, they are individuals who have different learning styles, background and needs.

Hence, school leaders play a critical role in the process of induction. Beginning teachers want to succeed in their work. However, they usually have problems in mastering the ability to deal with individual difference and hence to differentiate in classroom situation. Beginning teacher also have problems of communicating with learners in order to establish and maintain classroom discipline (Heyns, 2000; Gorton, 1983). Other problems face by beginning teachers are being assigned with challenging students and the workload in extracurricular activities and committee assignment.

According to Gerber et al.(1989) he had maintained that the responsibilities for induction are usually split between human resources department and a new employee's immediate supervisor or manager. In the case of the school the responsibility is split between the principal and the head of division. The principal is responsible for initiating and co-ordinating induction at general orientation where the new teacher is familiarised

with the school policy, timetable, register, introduction to new colleagues etc., while the head of division is responsible for the orientation of a new teacher towards his task in the department where he will be working .

However, there are so many other things school leaders can do to support beginning teachers. Firstly, it would be through the ways the beginning teacher being greeted. Beginning teachers should not to be left alone to immerse themselves in the working environment without support. School leaders can support beginning teacher induction by providing the opportunity or even create a communication opportunity for the beginning teacher. The school leaders' role in helping the beginning teachers to adjust with the school environment of culture is needed. This is because with the support, it helps the beginning teacher to adjust themselves with the work situation, understand what the school's goals are, what are expected of them and how much support he can get from the school (Scherer, 2003).

In order to help the teacher to be able to sync with the school culture, the first day experience is important. Principal can orient the teachers by walking new teachers through the building, introducing them to their colleagues and to the facility. While the school leaders orient the beginning teachers on site, they can also mention the school policies, procedures and rules, access and use of school equipment such as computers and copying machine, how to sign in and out, what to do in case of absence, school dress code, how to handle disciplinary actions, availability and location of school resources (personnel resources such as librarian and counsellor, and material resources such as computers and copying paper), school expectations and school traditions (Scherer, 2003). The importance of reorienting beginning teachers with these steps is to ensure they are able to adjust themselves with new working condition and to make life seems less stressful.

Besides that, school leaders must be aware of the challenges or problems face by beginning teachers. To be conscious of the problems faced by beginning teachers, the

school leaders can make short visits to classrooms, observe in classrooms for longer periods and provide immediate feedback and last but not least directing new teachers to others who can provide assistance and support if needed (Watkins, 2011). Hope in 1999 claims that principal need to seek out beginning teachers and initiate conversation about instructional matters until the beginning teachers develop a level of comfort to initiate contact on their own.

In Malaysia, Canada and United States, they adopt the method of mentoring within the induction process. For example, in United States, through the services of The New Teacher Centre, they will appoint mentors based on their performance and personal qualities. The mentors will meet weekly or fortnightly to observe, provide feedback, support, counselling and ideas for best practice. The beginning teachers will be intensively supported and coached until they will able to show improvement or official recognition. In Canada, it is imperative for the school leaders to provide a mentor where in the has stated that the principal will “work with the new teacher and his or her mentor to determine the content and method of delivery of each element specific to new teacher’s needs” (Induction Manual, 2008). Meanwhile within the Malaysia Education Ministry, school leaders are to provide beginning teachers with mentors where they are to support and guide the beginning teachers in aspects of teaching and learning, to motivate and to teach reflective feedback after an observation of teaching and learning in order to improve.

School leaders play an important role in induction by setting the parameter, stage and environment for beginning teachers and mentors success. This is because beginning teachers always being given a workload that is impossible for them to carry and mentors that do not know or understand their roles. School leaders must know how to match the beginning teacher with suitable mentor based on the level, content area and time. The way of matching or pairing up beginning teachers with suitable mentors is very important because most beginning teachers feel embarrassed and do not want to be a burden. Most of the time beginning teachers feel reluctant to bring forward any

problems they faced to the mentors (Halford, 1999).

According to Weiss and Weiss(1999), the importance of quality support and training for mentors cannot be said enough. School leaders must know the role of a mentor because mentors must do a lot more in term of instructional need teaching and learning of beginning teachers. Mentors must one have clear picture of effective teaching, be able to talk about the best pedagogical practice and content, know of the immediate concern of beginning teacher and able to collaboratively working in a reflective and inquiry practices in the beginning teachers teaching practice (Watkins, 2011) School leaders that know and understand the roles and responsibilities of a mentor and a beginning teacher then will be able to give support that they should render.

A good quality teacher comes when a teacher gives full commitment to the tasks at hand and to the organization. Good quality teacher will produce good quality students and all beginning teachers aspire to be one. Such commitment comes when the teacher able to fit in and feels satisfied and happy with the organisation he works with. The support of the principal in many areas such as classroom load, extracurricular load and handling students discipline can help them to stay afloat throughout their first year of teaching without the feeling of frustration. It is undeniable that how the beginning teacher being inducted during his first year of teaching plays an important role.

As beginning teachers are also part of the catalyst of students' achievement, they need to be supported and exposed with various approach and improvement program. Therefore, through induction program, beginning teachers can start to improve their teaching profession starting from the support given by the school leaders themselves. David et al (2003) had said that by giving the teachers the opportunity and support, teaching professionalism can be raised and give good positive impact in the terms of the knowledge and practice of teachers in school. Thereby it will improve the quality of students' learning at school and one learning community can be created.

## 1.2 Statement of the Problem

When at school, most often than not, school leaders ignore or look sketchily upon teacher induction. They leave the beginning teachers to find their own way in school without proper orientation. School leaders' expectation is that the senior teachers or the unit to brief and orientate. Later, it will be the job of the mentor to assist the beginning teachers (Calderhead, 1988). Unfortunately, the mentors themselves have not been inducted on what entails in being a mentor. The school leaders also think that the beginning teachers will later ask questions for any matter and if there is none, they concluded that these beginning teacher have settled in without problems.

However, the matter of settling in or fit in did not happen as it should be. According to Rubistein (2010) and Veenman (1984) whom both said that beginning teachers always experience the feeling of isolation, poor understanding of what is expected of them, unable to handle the workload, lack of resources and lack of support or help from experienced teachers or supervisor. For that reason, when these teachers encountered such matters and unable to resolve them, they will feel frustrated and a failure. It is of no wonderment that some leave the profession within three years or have low mark in Annual Performance Evaluation Report. If the teachers are potentially talented and creative, the system is at the losing end.

MRSMs school leaders should be aware of the condition how these new teachers arrived at the school, either with or without teacher training. If the teachers come without one, special care should be given to these teachers but this is rarely the case. These teachers are being burdened straightaway with teaching responsibilities without much consideration and with tasks that are not related with teaching such as becoming the school warden, discipline teachers and other types of activities or responsibilities that pull them away from the main focus of teaching. The ability to float or sink in such a school is highly dependent on the teachers' self-efficacy and readiness to take on the responsibilities given.

### **1.3 Research Objectives**

This research is to identify the challenges faced by the beginning teachers during their induction period and the roles played by the school leaders within the period.

#### **1.3.1 Specific Objectives**

Specific studies performed are:

1. To identify the challenges faced by beginning teachers.
2. To identify what are the roles do school leaders particularly the principal, vice principal of academic affairs and mentors play during the induction period to resolve the challenges faced by beginning teachers.
3. To identify the effectiveness of mentoring program within induction that is structured to assist them.

### **1.4 Key Research Questions**

The main question or concern in this study is to find the answers of what role should a principal or school leaders play during the induction period of beginning teachers. To answer these questions, there are a few questions that need to be answered.

1. What are the challenges faced by beginning teachers?
2. What roles should the principal, vice principal and mentors plays during the induction period?

3. Does the mentoring program assist the beginning teachers during the induction period?

## **1.5 Significance of the Study**

The study is expected to increase the knowledge of the principal in relation to the problems faced by beginning teachers and the types of support that should be given to them. It is also hoped the findings could provide guidance and knowledge to the administrator of MARA Human Resources to improve the orientation program of new teachers and also address problems associated with beginning teachers in MRSM and to strengthen the education system MARA.

### **1.5.1 The importance of the study to MARA**

It is hoped that the finding can enlighten and inform the Human Resource Division and the Secondary Education Division of the matter at hand concerning beginning teachers. It is hoped that both division can address the issue in order to enhance MRSM teachers' quality. With a better outline of program for the teacher induction, MRSM education system can be further enhanced and to meet the challenges of globalization.

Secondly, it can help in retaining the teachers to the profession and to the organisation. With the identification of the beginning teachers' concerns and standard, MARA will be able to provide or create a program that can help beginning teachers. This can strengthen the attachment between the beginning teachers with the profession even though they are placed at far-reached colleges.

### **1.5.2 The importance of the study to the school and school leaders.**

This study hopefully will be able to contribute to a higher student achievement and at the same time the school's aims and objectives can be achieved. As beginning teachers' knowledge and skills improve, it will also improve their classroom practice and hence increase the students' achievement. Good teachers produce good students. Beginning teachers want to be good teachers. With good effective induction program, it can easily influence the teacher's effectiveness.

### **1.5.3 The importance of the study to beginning teachers**

It is hoped that it can improve the induction process and mentoring experienced by the beginning teachers. This later can improve the teachers' teaching skills and foster positive attitude about the school, students and the administration. With positive attitudes it can lead to the desire to do better and stay with the profession. Besides that, it is hoped that the beginning teachers will be able to prepare themselves better in facing the challenges of becoming a teacher.

## **1.6 Limitation Of Study**

This study is restricted to only beginning teachers that started working in 2011 or 2012 at three MRSM colleges; MRSM Muar, MRSM BatuPahat and MRSM TunGhafar Baba. The selection of respondent would be of beginning teachers that have not yet or currently pursuing teaching diplomas.

## **1.7 Definition Of Term**

### **1.7.1 Induction**

In Oxford Dictionary, an induction means the introduction of a new employee into his/her job and the organization when he/she started working. According to Gorton, 1983, induction is a process by which recently employed individuals are helped to become orientated to a new environment which includes community, the school system, the teaching profession and the people whom they will be working with.

### **1.7.2 Beginning teacher**

Beginning teacher or also known as novice teacher and new teacher. It refers to teachers who have just completed their studies and are entering the teaching profession for the first time. The time they had been teaching would be between 1-3 years. In this study, it will be MRSM teachers that just started teaching without teaching diploma.

### **1.7.3 Mentors and mentoring**

It is of pairing of beginning teacher with an experienced teacher in order to provide support and encouragement to the beginning teacher (Rebore, 1989). A mentor is one who can address issues like classroom management, instructional methodology and able to understand the needs of beginning teachers in order to provide the support.

#### **1.7.4 School leaders**

It is the principals of the schools that are in charge of the school or college for children aged approximately between thirteen to seventeen years old. In this study however, it will be the principals and the vice principals of MRMS as they have been trained in skills, knowledge, attitudes and values necessary to carry the role.

#### **1.7.5 Maktab Rendah Sains MARA (MRSM)**

It refers to a group of boarding schools created by Majlis Amanah Rakyat (MARA). Students' admission is based on their excellence in public exam; UPSR or PMR. Most MRSMs start with Form 1 but there are MRSMs that only run Form 1 to 3 or Form 4 to 5.

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**LIST OF ABBREVIATION**

MARA	MAJLIS AMANAH RAKYAT
MRSM	MAKTAB RENDAH SAINS MARA

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knowledge and off with a certified teaching credential. Therefore, these beginning teachers are highly dependent on the management of the school in ensuring that their work experience as a teacher is not overshadowed by various problems as described by educational researchers.

Beginning teachers always need help in setting up a classroom for the first time; learn school routines and procedure, design lesson planning, develop classroom management and how to deal with behavioural problems (Gordon, 1991). According to Veenman, 1984; Knowles & Cole, 1994; Calderhead & Shorrock, 1997, majority of teachers at the beginning of teaching years experienced various problem such as managing students, establishing a good relationship in the classroom, mastering the subject, planning activities that involve students' learning, monitoring student understanding and be part of the social structure of the school management, the curriculum management and sports activities for students. It is crucial for the school leaders to develop an induction program that can cater these areas because just like students, they are individuals who have different learning styles, background and needs.

Hence, school leaders play a critical role in the process of induction. Beginning teachers want to succeed in their work. However, they usually have problems in mastering the ability to deal with individual difference and hence to differentiate in classroom situation. Beginning teacher also have problems of communicating with learners in order to establish and maintain classroom discipline (Heyns, 2000; Gorton, 1983). Other problems face by beginning teachers are being assigned with challenging students and the workload in extracurricular activities and committee assignment.

According to Gerber et al.(1989) he had maintained that the responsibilities for induction are usually split between human resources department and a new employee's immediate supervisor or manager. In the case of the school the responsibility is split between the principal and the head of division. The principal is responsible for initiating and co-ordinating induction at general orientation where the new teacher is familiarised

with the school policy, timetable, register, introduction to new colleagues etc., while the head of division is responsible for the orientation of a new teacher towards his task in the department where he will be working .

However, there are so many other things school leaders can do to support beginning teachers. Firstly, it would be through the ways the beginning teacher being greeted. Beginning teachers should not to be left alone to immerse themselves in the working environment without support. School leaders can support beginning teacher induction by providing the opportunity or even create a communication opportunity for the beginning teacher. The school leaders' role in helping the beginning teachers to adjust with the school environment of culture is needed. This is because with the support, it helps the beginning teacher to adjust themselves with the work situation, understand what the school's goals are, what are expected of them and how much support he can get from the school (Scherer, 2003).

In order to help the teacher to be able to sync with the school culture, the first day experience is important. Principal can orient the teachers by walking new teachers through the building, introducing them to their colleagues and to the facility. While the school leaders orient the beginning teachers on site, they can also mention the school policies, procedures and rules, access and use of school equipment such as computers and copying machine, how to sign in and out, what to do in case of absence, school dress code, how to handle disciplinary actions, availability and location of school resources (personnel resources such as librarian and counsellor, and material resources such as computers and copying paper), school expectations and school traditions (Scherer, 2003). The importance of reorienting beginning teachers with these steps is to ensure they are able to adjust themselves with new working condition and to make life seems less stressful.

Besides that, school leaders must be aware of the challenges or problems face by beginning teachers. To be conscious of the problems faced by beginning teachers, the

school leaders can make short visits to classrooms, observe in classrooms for longer periods and provide immediate feedback and last but not least directing new teachers to others who can provide assistance and support if needed (Watkins, 2011). Hope in 1999 claims that principal need to seek out beginning teachers and initiate conversation about instructional matters until the beginning teachers develop a level of comfort to initiate contact on their own.

In Malaysia, Canada and United States, they adopt the method of mentoring within the induction process. For example, in United States, through the services of The New Teacher Centre, they will appoint mentors based on their performance and personal qualities. The mentors will meet weekly or fortnightly to observe, provide feedback, support, counselling and ideas for best practice. The beginning teachers will be intensively supported and coached until they will able to show improvement or official recognition. In Canada, it is imperative for the school leaders to provide a mentor where in the has stated that the principal will “work with the new teacher and his or her mentor to determine the content and method of delivery of each element specific to new teacher’s needs” (Induction Manual, 2008). Meanwhile within the Malaysia Education Ministry, school leaders are to provide beginning teachers with mentors where they are to support and guide the beginning teachers in aspects of teaching and learning, to motivate and to teach reflective feedback after an observation of teaching and learning in order to improve.

School leaders play an important role in induction by setting the parameter, stage and environment for beginning teachers and mentors success. This is because beginning teachers always being given a workload that is impossible for them to carry and mentors that do not know or understand their roles. School leaders must know how to match the beginning teacher with suitable mentor based on the level, content area and time. The way of matching or pairing up beginning teachers with suitable mentors is very important because most beginning teachers feel embarrassed and do not want to be a burden. Most of the time beginning teachers feel reluctant to bring forward any

problems they faced to the mentors (Halford, 1999).

According to Weiss and Weiss(1999), the importance of quality support and training for mentors cannot be said enough. School leaders must know the role of a mentor because mentors must do a lot more in term of instructional need teaching and learning of beginning teachers. Mentors must one have clear picture of effective teaching, be able to talk about the best pedagogical practice and content, know of the immediate concern of beginning teacher and able to collaboratively working in a reflective and inquiry practices in the beginning teachers teaching practice (Watkins, 2011) School leaders that know and understand the roles and responsibilities of a mentor and a beginning teacher then will be able to give support that they should render.

A good quality teacher comes when a teacher gives full commitment to the tasks at hand and to the organization. Good quality teacher will produce good quality students and all beginning teachers aspire to be one. Such commitment comes when the teacher able to fit in and feels satisfied and happy with the organisation he works with. The support of the principal in many areas such as classroom load, extracurricular load and handling students discipline can help them to stay afloat throughout their first year of teaching without the feeling of frustration. It is undeniable that how the beginning teacher being inducted during his first year of teaching plays an important role.

As beginning teachers are also part of the catalyst of students' achievement, they need to be supported and exposed with various approach and improvement program. Therefore, through induction program, beginning teachers can start to improve their teaching profession starting from the support given by the school leaders themselves. David et al (2003) had said that by giving the teachers the opportunity and support, teaching professionalism can be raised and give good positive impact in the terms of the knowledge and practice of teachers in school. Thereby it will improve the quality of students' learning at school and one learning community can be created.

## 1.2 Statement of the Problem

When at school, most often than not, school leaders ignore or look sketchily upon teacher induction. They leave the beginning teachers to find their own way in school without proper orientation. School leaders' expectation is that the senior teachers or the unit to brief and orientate. Later, it will be the job of the mentor to assist the beginning teachers (Calderhead, 1988). Unfortunately, the mentors themselves have not been inducted on what entails in being a mentor. The school leaders also think that the beginning teachers will later ask questions for any matter and if there is none, they concluded that these beginning teacher have settled in without problems.

However, the matter of settling in or fit in did not happen as it should be. According to Rubistein (2010) and Veenman (1984) whom both said that beginning teachers always experience the feeling of isolation, poor understanding of what is expected of them, unable to handle the workload, lack of resources and lack of support or help from experienced teachers or supervisor. For that reason, when these teachers encountered such matters and unable to resolve them, they will feel frustrated and a failure. It is of no wonderment that some leave the profession within three years or have low mark in Annual Performance Evaluation Report. If the teachers are potentially talented and creative, the system is at the losing end.

MRSMs school leaders should be aware of the condition how these new teachers arrived at the school, either with or without teacher training. If the teachers come without one, special care should be given to these teachers but this is rarely the case. These teachers are being burdened straightaway with teaching responsibilities without much consideration and with tasks that are not related with teaching such as becoming the school warden, discipline teachers and other types of activities or responsibilities that pull them away from the main focus of teaching. The ability to float or sink in such a school is highly dependent on the teachers' self-efficacy and readiness to take on the responsibilities given.

### **1.3 Research Objectives**

This research is to identify the challenges faced by the beginning teachers during their induction period and the roles played by the school leaders within the period.

#### **1.3.1 Specific Objectives**

Specific studies performed are:

1. To identify the challenges faced by beginning teachers.
2. To identify what are the roles do school leaders particularly the principal, vice principal of academic affairs and mentors play during the induction period to resolve the challenges faced by beginning teachers.
3. To identify the effectiveness of mentoring program within induction that is structured to assist them.

### **1.4 Key Research Questions**

The main question or concern in this study is to find the answers of what role should a principal or school leaders play during the induction period of beginning teachers. To answer these questions, there are a few questions that need to be answered.

1. What are the challenges faced by beginning teachers?
2. What roles should the principal, vice principal and mentors plays during the induction period?

3. Does the mentoring program assist the beginning teachers during the induction period?

## **1.5 Significance of the Study**

The study is expected to increase the knowledge of the principal in relation to the problems faced by beginning teachers and the types of support that should be given to them. It is also hoped the findings could provide guidance and knowledge to the administrator of MARA Human Resources to improve the orientation program of new teachers and also address problems associated with beginning teachers in MRSM and to strengthen the education system MARA.

### **1.5.1 The importance of the study to MARA**

It is hoped that the finding can enlighten and inform the Human Resource Division and the Secondary Education Division of the matter at hand concerning beginning teachers. It is hoped that both division can address the issue in order to enhance MRSM teachers' quality. With a better outline of program for the teacher induction, MRSM education system can be further enhanced and to meet the challenges of globalization.

Secondly, it can help in retaining the teachers to the profession and to the organisation. With the identification of the beginning teachers' concerns and standard, MARA will be able to provide or create a program that can help beginning teachers. This can strengthen the attachment between the beginning teachers with the profession even though they are placed at far-reached colleges.

### **1.5.2 The importance of the study to the school and school leaders.**

This study hopefully will be able to contribute to a higher student achievement and at the same time the school's aims and objectives can be achieved. As beginning teachers' knowledge and skills improve, it will also improve their classroom practice and hence increase the students' achievement. Good teachers produce good students. Beginning teachers want to be good teachers. With good effective induction program, it can easily influence the teacher's effectiveness.

### **1.5.3 The importance of the study to beginning teachers**

It is hoped that it can improve the induction process and mentoring experienced by the beginning teachers. This later can improve the teachers' teaching skills and foster positive attitude about the school, students and the administration. With positive attitudes it can lead to the desire to do better and stay with the profession. Besides that, it is hoped that the beginning teachers will be able to prepare themselves better in facing the challenges of becoming a teacher.

## **1.6 Limitation Of Study**

This study is restricted to only beginning teachers that started working in 2011 or 2012 at three MRSM colleges; MRSM Muar, MRSM BatuPahat and MRSM TunGhafar Baba. The selection of respondent would be of beginning teachers that have not yet or currently pursuing teaching diplomas.

## **1.7 Definition Of Term**

### **1.7.1 Induction**

In Oxford Dictionary, an induction means the introduction of a new employee into his/her job and the organization when he/she started working. According to Gorton, 1983, induction is a process by which recently employed individuals are helped to become orientated to a new environment which includes community, the school system, the teaching profession and the people whom they will be working with.

### **1.7.2 Beginning teacher**

Beginning teacher or also known as novice teacher and new teacher. It refers to teachers who have just completed their studies and are entering the teaching profession for the first time. The time they had been teaching would be between 1-3 years. In this study, it will be MRSM teachers that just started teaching without teaching diploma.

### **1.7.3 Mentors and mentoring**

It is of pairing of beginning teacher with an experienced teacher in order to provide support and encouragement to the beginning teacher (Rebore, 1989). A mentor is one who can address issues like classroom management, instructional methodology and able to understand the needs of beginning teachers in order to provide the support.

#### **1.7.4 School leaders**

It is the principals of the schools that are in charge of the school or college for children aged approximately between thirteen to seventeen years old. In this study however, it will be the principals and the vice principals of MRMS as they have been trained in skills, knowledge, attitudes and values necessary to carry the role.

#### **1.7.5 Maktab Rendah Sains MARA (MRSM)**

It refers to a group of boarding schools created by Majlis Amanah Rakyat (MARA). Students' admission is based on their excellence in public exam; UPSR or PMR. Most MRSMs start with Form 1 but there are MRSMs that only run Form 1 to 3 or Form 4 to 5.

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