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A STUDY OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF ORIENTATION PROGRAMS IN SELECTED SECONDARY SCHOOLS IN SOUTH CAROLINA

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

J. Earl Vaughn

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ABSTRACT

The purpose of the study was to ascertain which orientation practices were being utilized in selected secondary schools of South Carolina, how beginning teachers evaluate these practices and to determine if there was a significant relationship between the orientation practices and successful experiences of the beginning teachers. Further, the study was undertaken to determine if there was a significant relationship between the evaluation of the orientation program and the retention or nonretention of beginning teachers in the school systems surveyed.

The data collected via questionnaires were analyzed and compared between beginning teachers and administrators and also according to size of school systems using the statistical procedure of Chi Square for significance at the 0.05 level. Frequency tables and percentage tables were developed from other data collected to determine which personnel and activities were helpful to the beginning teachers.

The analysis of the data revealed that most of the orientation practices reviewed in the literature were being utilized in a majority of the school districts of South Carolina according to the beginning teachers and administrators surveyed. Orientation activities of providing beginning teachers with released time to observe other teachers, reduced teaching loads and reduced extra duties were missing in a majority of the school districts. The data further revealed that a majority of the beginning teachers evaluated their first year's experiences positively but they viewed the orientation programs in

their schools negatively. Further, the data revealed that beginning teachers indicated that the principals and/or assistant principals were most helpful to them. Of all the meetings, conferences and workshops attended by the beginning teachers, conferences with other teachers were rated most helpful to the beginning teachers. Finally, the data indicated that the orientation programs in their school systems did not significantly influence the decision of beginning teachers to return to their teaching positions the following year.

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CHAPTER I

INTRODUCTION

Beginning teachers starting careers in public education face demands from the public, school boards, administrators, fellow teachers and students that are unparalleled in the history of education. Despite the four years of training at the college level, many beginning teachers are ill-equipped to meet the demanding challenges.

Thousands of prospective teachers enter the teaching profession each year, but many are lost to the profession during the first year of service or do not return to the profession the following year. On the national level, one out of three teachers entering the profession is lost after one year of service. Many of those who stay in the profession do not become very good teachers—the kind really needed (National Association of Secondary School Principals Pamphlet, 1969a: 12). There is no reason to believe that the state of South Carolina suffers less. This loss is reason for concern.

Reasons are numerous as to why many beginning teachers do not remain in the profession. One study reported that teachers gave the following reasons for leaving the profession (Ellenburg, 1973: 5): (1) discipline, (2) poor relationship with parents, (3) different methods of teaching, (4) evaluations, (5) planning, (6) materials and resources, and (7) classroom routines. In another study, (Ryan, 1974:2) the problems encountered by beginning teachers are listed in the following

order: (1) culture shock, (2) instruction, (3) students, (4) parents, (5) administrative, (6) fellow teachers and (7) extensive isolation.

The development of an orientation program to help beginning teachers prepare to meet the demands of the teaching task is of utmost importance. The purpose of the program is not merely to maintain all teachers in the profession, but to identify and maintain the outstanding beginning teachers. With the current teacher supply exceeding demands, many school systems have deemphasized the recruitment and training of beginning teachers, but administrators should be aware of the fact that they cannot just wait for good teachers to happen along. They are going to have to be selected more carefully and the administrators in the schools are going to have to assume more responsibility for their training (National Association of Secondary School Principals Pamphlet, 1969b: 12).

The need for meaningful orientation programs in the schools today is accentuated by demands placed on the beginning teachers by society. The teachers, especially at the secondary level, are not longer mere dispensers of information to the passive, humble recipient in a model environment, but they must be prepared to cope with and manage situations which their academic training did not prepare them to encounter. If a teachers accepts a position in a school where the background and culture of the students are different from his, problems could arise because of these differences. The orientation programs should be designed to help the teachers adjust or adapt to the environment. Hopefully, these adjustments and adaptations will make teaching more pleasant and learning more enjoyable.

Another factor that accentuates the importance of orientation programs to help beginning teachers is the amount of finances that the public has invested in the training of teachers. Preservice education prepares the teacher to enter the profession. Provisions should be made to diagnose, prescribe and program for beginning teachers to correct weaknesses and develop competencies beyond this juncture (Di Tosto, 1974: iii).

College graduates entering other professions usually experience an internship or a period of service where a senior member of the profession is available for guidance and leadership. Members of the teaching profession sometimes serve a short period of apprenticeship during their senior year in college which is designed to prepare them for professional status. Perhaps no other field of endeavor expects so much from a person new to the job and provides so little assistance and so few opportunities to become oriented to the position as the teaching profession (Stoops, 1961: 380-84).

The need for orientation programs where none exists and the improvement of programs in the school systems that now have them cannot be overemphasized. Far too little attention has been given to this problem despite the fact that no two schools are alike and orientation needs vary greatly from school to school and from community to community (Harrison, 1968: 127).

The planning of the induction program is a crucial aspect of the endeavor. The administrators should include all persons concerned in the planning of orientation activities. This includes experienced

teachers and beginning teachers who have just completed the first year of teaching.

Industry has long been the advocate of upgrading its personnel to provide for greater productivity. Schools are now taking their cue from industry, and are recognizing that it is in their own best interest to provide time, money and support to develop staff members (Education U.S.A., Sept. 22, 1975: 19). Since the orientation or induction program is a part of inservice education programs and the instructional supervisory behavior program in the beginning stages, program development at this level is most important.

I. STATEMENT OF THE PROBLEM

In the 1974-75 school year, 4,679 beginning teachers were issued teaching certificates in South Carolina (Musgrove, 1976). Godfrey (1976: 1) indicated that an average of 48.2 percent of the beginning teachers certified to teach will enter the profession in South Carolina. According to this data, approximately 2,255 beginning teachers entered the profession in South Carolina in 1974-75. The majority of these are still teaching, but many did not return to the profession. Many of the teachers who did not return to the profession would have contributed little to the advancement of education, but some of those who did not return probably would have been an asset to the profession. Many of those who left did so because they were not prepared to become instant full-time professionals.

The shrinking economy, declining birth rate and high unemployment are factors that contribute to the high availability of personnel for the teaching profession. Many of the applicants are highly qualified with excellent credentials. When the school fills vacancies with these promising beginning teachers, the administrators should strive to maintain that level of competency in the staff. The orientation programs in schools should play an important part in helping to develop and maintain an outstanding staff.

In spite of the fact that the teaching field is overcrowded, beginning teachers who show promise of becoming superior teachers will usually find employment. Developing and maintaining high morale is an important part in obtaining and retaining outstanding teachers. A viable program of orientation contributes to improving the morale of the beginning teacher.

The teaching profession is often victimized by the proselytizing of its members. The broad, liberal background and training of teachers renders them adaptable to many other positions in the world of work. When the teaching profession loses an outstanding teacher because poorly constructed and ill-planned orientation programs failed to prepare them to meet the demands of the teaching profession, the students in the schools are the ultimate losers. Conversely, if the poorly constructed orientation program renders the beginning teacher ineffective and this teacher directs the learning activities of students for an entire school year, the students' progress will probably be retarded.

The dollar value of loss of student achievement and investments in teacher training is staggering. At state supported institutions in South Carolina, each student was subsidized by the taxpayers an average of $2,337.00 in 1974-75. This figure is expected to be higher in future years [Associated Press dispatch, Columbia (South Carolina) The State, March 28, 1976, p. 18A, Cols. 1-2]. When beginning teachers are poorly orientated to the teaching profession, morale problems render them ineffectual. When this happens, they become prime targets for recruitment by other interests. A carefully planned, meaningful and relevant orientation program plays an important part in preventing this personnel drain in the profession. In order for orientation programs to have these qualities, the planners of the programs and the beginning teachers who are the recipients of the information that will aid them in realizing their potential should have similar views of the importance of the contents of the programs.

Therefore, the problem of this study was to determine if the state of South Carolina could retain promising, outstanding beginning teachers with improved designed and implemented orientation programs.

II. PURPOSE OF THE STUDY

The study was undertaken to examine the relationship between the retention of beginning teachers in school systems that provided excellent orientation programs and those that did not. The study was further designed to describe, analyze and compare the perceptions of beginning teachers and administrators as to how helpful and how well implemented were the orientation practices in the schools of South Carolina.

III. ASSUMPTIONS

In conducting the study, the following assumptions were made:

1. Beginning teachers and administrators can identify useful and meaningful practices of the orientation programs.

2. Beginning teachers' perceptions are a valid source for determining the effectiveness of various orientation techniques and practices.

3. The views of administrators and beginning teachers could be considered as a valid basis for improving the existing orientation programs.

4. The orientation program is a phase of the instructional supervisory behavior program in its early stages.

5. The findings from the survey will be used to improve the existing orientation programs and these improvements will result in reducing the exodus of outstanding beginning teachers from the teaching profession in South Carolina.

IV. DELIMITATIONS

The study was limited to beginning teachers and administrators participating in orientation programs in selected school districts in the state of South Carolina in the school year 1975-76. The study was conducted in 20 school districts selected by a stratified random sampling technique.

All beginning secondary teachers were considered collectively except for specific categorizing by the size of the school districts. This also applied to all administrators surveyed.

V. DEFINITIONS OF TERMS

Beginning teacher. A beginning teacher is a professional instructor licensed by the State Department of Education in South Carolina to teach in the public schools of the state for the first time in a given school district.

Planners and implementors. The planners and implementors refer to principals, assistant principals, central office personnel, department chairpersons, cooperating teachers and other personnel who participated in developing and conducting the orientation programs.

Orientation program. The orientation program is the section of inservice education program for teachers that introduces the beginning teacher to the teaching profession in that school system.

"Buddy teacher." A "buddy teacher" is an experienced teacher who helps the beginning teacher to learn the purposes, philosophy and method of operation of the school (Wiles and Lovell, 1975: 238).

Cooperating teacher. The cooperating teacher is a specialist who, in addition to his own duties and teaching his own classes, teaches one or more classes of beginning teachers (National Association of Secondary School Principals Pamphlet, 1969b: 7).

Small school district. School districts in South Carolina with less than two thousand students.

Medium school district. School districts in South Carolina with more than two thousand but less than ten thousand students.

Large school district. School districts in South Carolina with a student population of more than ten thousand.

VI. QUESTIONS TO BE ANSWERED

In order to make recommendations for the improvement of the orientation programs in school systems in South Carolina and to provide a guide for those school districts that are planning orientation programs, answers to the following questions were sought:

1. What orientation practices were being utilized in selected secondary schools in South Carolina?

2. How did beginning teachers in these secondary schools perceive and evaluate the orientation practices?

3. How did the planners and implementors of the orientation programs perceive and evaluate the orientation practices?

4. Was there a significant difference between the evaluation of orientation practices as seen by beginning teachers and program planners?

5. Which school personnel or staff members did the beginning teachers deem most valuable and helpful?

6. What meetings and conferences did beginning teachers deem most valuable and helpful?

7. Was there a significant difference between the retention and nonretention of beginning teachers between school systems that (a) involved beginning teachers in the evaluation of the orientation program and (b) involved beginning teachers in the planning of future orientation programs?

8. Was there a significant difference between the rating of the orientation program by beginning teachers and the rating of their overall experiences during their first year of teaching?

9. Did beginning teachers with advanced degrees view the orientation programs significantly different from beginning teachers without advanced degrees?

VII. PROCEDURES

After the researcher's committee reviewed and approved the topic to be investigated, a questionnaire was developed to collect the necessary data.

Instrumentation

Due to the number of people involved in the orientation programs (administrators, supervisors, experienced and beginning teachers) and the limitations of time and finances, a questionnaire was used to gather the data for the study (Appendix A). The questionnaire was divided into four parts. Parts one and two of the questionnaire revealed information concerning specific orientation practices. Data were gathered indicating if certain events occurred, at what stage in the orientation program, and how helpful they were. Part three of the questionnaire was divided into a segment for beginning teachers and a segment for principals. The beginning teachers reported their overall evaluation of the orientation programs. The principals reported data concerning the stability of staff among beginning teachers. Part four of the questionnaire was designed to collect demographic data concerning the primary assignments or duties of the respondents, highest educational levels attained and the number of students in the school system.

Three models were used to formulate questions for the instrument. Some of the items were developed from the model describing phases and functions of the induction cycle. According to Castetter (1971: 225-30), the three phases of the induction cycle are as follows:

1. Phase one is the preappointment period. It includes (a) attracting the competent candidate and (b) explaining the conditions of employment.

2. Phase two is the interim period. This period includes such activities as (a) confirming the conditions of employment, (b) acquainting the inductee with the community, (c) acquainting the inductee with the school system and (d) acquainting the inductee with personnel of the school district.

3. Phase three is the probationary period. This period encompasses activities that (a) explain the inductee's role, (b) assist the inductee in performing role, (c) appraise the performances of the inductee and (d) follow-up activities.

Additional questions were developed from a model outlined in a publication listing induction activities in four phases (National Association of Secondary School Principals Pamphlet, 1969c: 4-12). The project on the Induction of Beginning Teachers lists the phases as follows:

1. Summer phase includes the period of time after the contract has been signed until school begins.

2. The school orientation or special beginning teachers orientation which occurs usually a week or two before the students report is the second phase.

3. The third phase occurs during the first semester. Many routine activities are provided to help the beginning teacher during this phase.

4. The fourth phase comes during the second semester. In this phase, activities to help the beginning teacher articulate and analyze his philosophy of education, his performance in the classroom and the understanding of the students are provided.

Julius (1976: 350-56) described Britain's new induction plan for first year teachers. From this model, additional questionnaire items were formulated. These questionnaire items dealt with reducing the teaching load of the beginning teachers and providing released time to permit the beginning teacher to observe other classes being taught.

Testing the Instrument

After constructing the questionnaire, it was examined to determine if acceptable standards were being met. Mouly (1970: 263) lists the following criteria for evaluating a questionnaire:

1. It deals with a specific topic.
2. The importance of the problem is clearly explained.
3. It seeks only information needed in the study.
4. It is brief.
5. The directions are clear.
6. The questions are relatively free of ambiguity.
7. The questions are in good psychological order.
8. The questions are arranged so that they can readily be tabulated and interpreted.

On three occasions, graduate students attending classes at the University of Tennessee in the College of Education were asked to complete the questionnaire and make suggestions for improvement. After reviewing remarks and suggestions from the graduate students, adjustments and changes were made. The questionnaire was then presented to the researcher's doctoral committee for final approval.

Sources of Information

The South Carolina State Department of Education in Columbia, South Carolina was contacted and a 1975-76 school directory was obtained. The directory listed the school districts in the state along with the names and addresses of the superintendents. The ten-day enrollment for each school district was obtained from the 1974-75 State Superintendent's Report.

Selecting the Sample

The school districts were divided into three groups according to the number of students shown in the ten-day enrollment report. The first group of school districts (large school districts) consisted of those with a ten-day enrollment of ten thousand students or greater. Nineteen of the ninety-four school districts were in this category. The second group of school districts (medium school districts) consisted of those with a ten-day enrollment of two thousand or more but less than ten thousand. This group consisted of fifty-one districts. The third group (small school districts) had a ten-day enrollment of less than two thousand students. Twenty-four school districts were in this group.

A stratified random sample of 20 school districts was selected from the parent population of 94 school districts. This amounted to 21 percent of the total population. Using proportional allocation as described by Boyd (1964: 404), Ferguson (1966: 122) and Mouly (1970: 192), a yield of four school districts from group one, eleven school districts from group two and five districts from group three was obtained. Using a table of random numbers (Dixon and Massey, 1957: 366-370), the following school districts were selected:

Large school districts

1. Oconee County School District
2. Spartanburg School District Number Seven
3. Horry County School District
4. Florence School District Number One

Medium school districts

1. Orangeburg School District Number Five
2. Spartanburg School District Number One
3. Anderson School District Number Four
4. Marlboro County School District
5. Spartanburg School District Number Two
6. Marion School District Number One
7. Hampton School District Number One
8. Bamberg School District Number One
9. Anderson School District Number Two
10. Laurens School District Number Fifty-Six
11. Greenwood School District Number Fifty

Small school districts

1. Dorchester School District Number One
2. Florence School District Number Two
3. Florence School District Number Four
4. Calhoun School District Number Two
5. Orangeburg School District Number Six

Figure 1 shows the location of the ninety-four school districts in South Carolina. The shaded areas indicate the twenty school districts selected for participation in the study.

Collection of Data

Letters were sent to each superintendent (Appendix B) of the selected school districts asking for a list of beginning teachers in secondary schools in each school system. A list of administrators and others who planned and implemented the orientation programs was also requested. After a period of three weeks, replies were received from seven of the 20 superintendents. The names and addresses of the teachers and program planners in the school districts not responding to the request were obtained from the State Department of Education in Columbia, South Carolina.

Questionnaires were mailed to the participants with a cover letter explaining the purpose of the study (Appendix A). The instrument was printed on the reverse side of a self-addressed, postage paid mailer so that the respondents could easily fold the completed questionnaire and place it in a mail collection box.

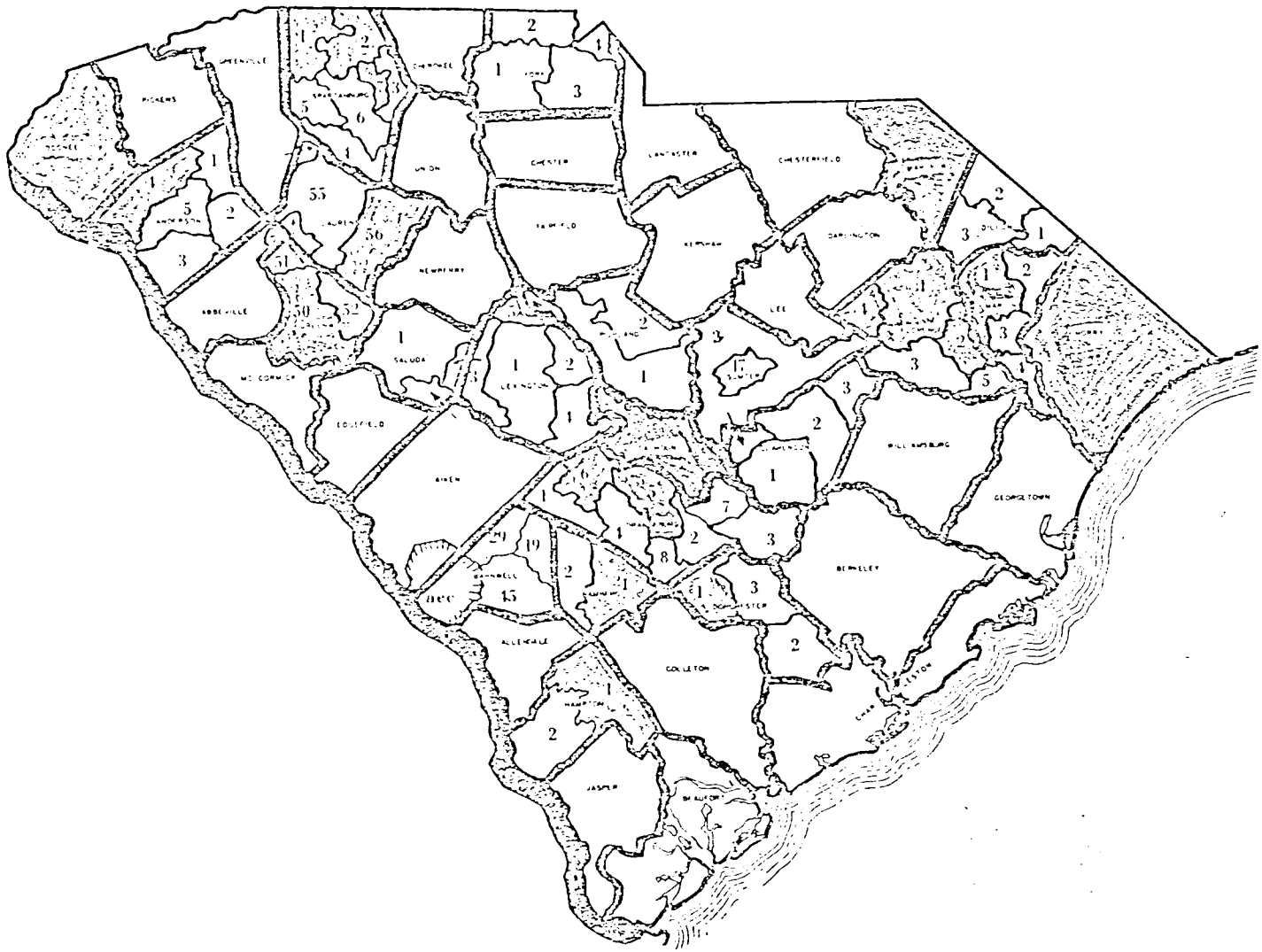


Figure 1. South Carolina County Outline Map showing school districts, 1975, South Carolina Department of Education, Columbia, S. C.

After a two week waiting period, a follow-up letter along with a copy of the questionnaire was mailed to the nonrespondents (Appendix C). A final request was mailed to the superintendents asking their assistance in the collection of the data after another three week waiting period (Appendix D).

A 50 percent return of questionnaires from the administrators and beginning teachers was sought. The sample size of the administrators was eighty-nine. Sixty of the administrators returned completed questionnaires for a return percentage of 67.42. The sample size for beginning teachers was 153. Eighty of the beginning teachers responded for a return percentage of 52.29. Overall, 242 questionnaires were sent to administrators and beginning teachers and 140 replies were received for a return percentage of 57.85.

Treatment of Data

A flexible statistical technique for determining significant differences is the Chi Square. The nature of the data (nominal and ordinal) lent itself to the Chi Square treatment. The data collected from the beginning teachers and the data collected from the administrators were tested separately to determine significant differences within each group.

Chi Square probably has its greatest usefulness in testing for significance between groups (Spence and Others, 1968: 200). Questionnaire items were tested for significant differences between the two groups (administrators and beginning teachers) at the 95 percent confidence

level with the appropriate degrees of freedom from the table of significance (Guilford, 1973: 517)

The data were analyzed to determine if the perceptions of the administrators and the beginning teachers differ significantly at the .05 level using the Chi Square statistical test. The existence of cells in some of the categories with small numerical values or zeros necessitated the use of Fisher's exact test (Ferguson, 1966: 208).

Data concerning when specific orientation practices occurred, how helpful were these orientation practices and how well were they implemented, were tested to determine if there were significant differences between the perceptions of the administrators and the beginning teachers. These data were also tested to determine if there were significant differences between the perceptions of the administrators according to the size of the school systems in which they were employed and between the perceptions of the beginning teachers according to the size of the school system in which they were employed.

The findings of the study were summarized and analyzed. The conclusions were based on comparisons of the views and perceptions of the beginning teachers and administrators. Recommendations for changes and improvements were made on the basis of the findings.

VIII. ORGANIZATION OF CHAPTERS

The study is divided into four chapters. Chapter I contains the introduction, statement of the problem, purpose of the study, importance of the study, the basic assumptions, delimitations, definition of terms,

questions to be answered and the procedures for the collection and treatment of data. In Chapter II, a review of related literature and research is reported. Special emphasis is placed on activities that took place in the past ten years. Chapter III presents the findings of the study and the analysis and interpretation of the data. The summary, conclusions and recommendations are presented in Chapter IV.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The review of related literature and research focuses on three aspects of the induction and orientation programs for beginning teachers. They are: (1) the needs of the beginning teachers, (2) the planning and implementation of the orientation programs and (3) the evaluation of the orientation programs. Over the past two decades, the teaching profession has experienced problems of acute shortages of teachers in the 1950's to an oversupply of teachers in the 1970's. The availability of beginning teachers moved from one end of the spectrum to the other, but the problem of providing meaningful and useful orientation programs for beginning teachers remained with the teaching profession.

All of the literature reviewed agreed that orientation programs for the purpose of introducing beginning teachers to the profession are needed, but the models presented in the literature differ in content and sequence of activities. Scholars also agreed that orientation programs should be individualized to meet different needs of the beginning teachers in different schools and communities.

Harrison (1968: 128) stated that no two orientation programs have to be identical because no two schools are identical. Each school and each community has its own requirements and its own restrictions. For this and other reasons, the beginning teachers need considerable planned guidance and activities to meet individual needs. Some means of

assistance with the rapid professional adjustment necessary to a successful beginning is the responsibility of the school; particularly it is the responsibility of those in charge of supervision and leadership.

Culver (1965: 62) pointed out that the orientation program should be adapted to the school system and to the individual schools with the teachers playing a major role in its preparation. It is difficult for school administrators to anticipate all the problems and areas of misunderstanding and difficulty. The orientation program should be flexible enough to satisfy the needs of the beginning teachers as opposed to the needs of the experienced teachers. The keystone of the orientation program is individual attention.

Unruh and Turner (1970: 91) substantiated the need for individuality in orientation programs. They asserted that beginning teachers are seldom adequately prepared to undertake the professional responsibilities required of them. Their needs will vary because there is a great diversity in the preparation of teachers at the preservice level, with regards to both quantity and quality.

Eye and Lane (1956: 88) emphasized the fact that different school systems will make varying demands upon the teachers. Policies will differ in regards to instruction, the approval of different personal habits of the teachers and the maintenance of records and reports. Each new teacher has to make individual adjustments regardless of previous training.

Parks (1967: 12) asserted that specific needs and goals of the orientation program should be set by the teachers, administrators, and

board members according to the characteristics of the school district. The task should not be left to any one group in the school system. It should be a cooperative approach. Some school systems will require more intensive orientation in some areas than others. Different schools in the same system will require greater emphasis in some areas and on different activities than others.

Finally, Scheer (1970: 283) cautioned that care should be taken in planning the orientation program. Materials should be presented for the benefit of the new employee and not simply to glorify the organization. Unless it is made meaningful to the employee, it is a waste of time.

I. THE NEEDS OF BEGINNING TEACHERS

The needs of beginning teachers must be known if school systems are to provide productive orientation programs. Through the process of observation, inquiry and evaluation of ongoing programs, meaningful orientation programs consisting of useful and needed activities can be proposed and implemented.

> In my judgement, no kind of preservice program can prepare the preservice teacher to operate effectively in a "sink-or-swim" situation in which they too often find themselves. Many local school boards have, I believe, been scandalously remiss in failing to give adequate assistance to new teachers. I recommend, therefore, that:
>
> During the initial probationary period, local school boards should take specific steps to provide the new teachers with every possible help in the form of: (a) limited teaching responsibilities, (b) aid in gathering instructional materials, (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom, (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice

> to handle effectively, and (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter. (Conant, 1963: 70-71)

In view of the statements that orientation programs should be different and planned according to the needs of the schools and communities, there are some activities that are generally appropriate.

Swanson (1968: 77) stated that there are some common concerns shared by all beginning teachers. Regardless of the college training beginning teachers receive, the subject(s) they teach or the type of school in which they find themselves, they share common concerns relating to their basic adjustment to teaching.

Castetter (1962: 225) found that past investigations revealed that beginning teachers experienced a major problem in becoming acquainted with and making adjustments in the community. Another problem area involved was understanding the school system, its aims, policies, programs, procedures, controls, resources and organizational relationships. A third problem is becoming acquainted with the position, including courses of study, pupil personnel and parents. The fourth area in which beginning teachers experienced problems was making acquaintances with other school personnel. Finally, the beginning teachers experienced problems of a personal nature, such as locating housing, health facilities and services, and obtaining transportation.

Eye and Lane (1956: 91) interviewed 120 beginning teachers in the state of Wisconsin and found that the teachers wanted information about the community, the school, the teaching position and information of personal interest to the teachers.

Some of the needs seem to be basic and common among beginning teachers, while other needs seem to be peculiar to given situations. Of the common needs, the intensity and depth of the need may vary but they are present. Other needs will have to be identified in specific school systems and dealt with accordingly.

Belongingness, Security and Self Confidence

One of the best ways to build self confidence in a beginning teacher is to make him feel wanted and give him the feeling of being a part of the group. When a beginning teacher has the feeling of security, he is less apprehensive and should be able to perform more effectively.

Ryan (1974: 23-24) stated that the beginning teacher's insecurity about himself and his professional abilities serve only to compound the original problems he encounters during his first year.

Wiles and Lovell (1975: 236) maintained that much of the difficulty of the first few days or weeks can be made insignificant by realizing that the needs of security and belongingness exist and initiating activities to fulfill these needs. A warm greeting by the principal and introducing the beginning teacher to other members of the staff will help in this endeavor.

Castetter (1971: 214) stated that school administrators need to recognize that one of the emotional needs of every employed individual is an organizational environment in which he can find a reasonable degree of security and satisfaction. The beginning teacher is no exception. The beginning teacher is generally unaware of "the way we

do things here." He is probably uninformed about school objectives, specific duties and responsibilities. He probably does not know about community traditions and taboos, nor personal and positional standards to which he is expected to adhere. The principal, supervisor, cooperating teacher or well informed staff member can explain many of these requirements in an informal setting. This will not only enlighten the beginner about his new position, but he will also make much needed acquaintances with the other staff members.

The staff members can play an important part in helping the beginning teacher to feel at ease. The extending of warm greetings by the staff members to the inductee will make him feel that he is not alone in the new situation. For this to take place, information should be provided to the staff members concerning the inductee's assignment, status and background. This is one way of allaying fear, suspicion, aversion and insecurity that members of the staff may have about the newcomer (Castetter, 1971: 218).

Unruh and Turner (1970: 66) emphasized that being introduced to other teachers in the department can do much to promote security, self confidence and a sense of belongingness. Not only can the experienced teachers help the beginning teacher with learning about the teaching process, but they can make it easier. Learning to interact with local family and staff will provide many of his satisfactions.

II. ACTIVITIES OF THE ORIENTATION PROGRAMS

The activities of the induction and orientation program can be divided into four distinct phases and represent a continuing process of orientation and professional growth for the beginning teacher.

The National Association of Secondary School Principals pamphlet "Project on the Induction of Beginning Teachers, Guidelines for Principals"(1969: 5-6) indicated that phase one includes the time between the signing of the contract and reporting time for preservice orientation. Phase two is the school orientation or special orientation for beginning teachers usually held one or two weeks before school starts. Phase three and phase four come during the first and second semesters, respectively.

Orientation to the School and Defining Duties

Probably one of the most embarrassing moments for a beginning teacher is to become lost in the school building. Many schools are multileveled, multiwinged complex structures. A cursory tour of the building may be sufficient during the preappointment period, but a thorough tour is in order before school begins.

Hunt (1968b: 133) suggested that the cooperating teacher assume this duty. If a floor plan or fire evacuation plan is available, it would aid the beginning teacher in gaining knowledge of the building. This is an additional activity to promote security on the part of the beginning teacher. If a cooperating teacher is not used, the departmental chairperson or an administrative assistant can perform this duty.

Buchard and Hull (1970: 11) conducted a study on problems of beginning teachers and they reported that a majority of the beginning teachers experienced initial difficulties because they did not have sufficient information defining their roles.

Ryan (1974: 29) advocated that when a teacher is hired, he should be given all the materials he will need to know and put into effect in September. He should be given a full set of curriculum materials involving his assigned subjects so that he can master them over the summer.

Hunt (1968: 74) recommended that the beginning teacher be shown where instructional materials and supplies are stored and the status of their availability. Teaching aids such as audio-visual equipment can be used very effectively in the classroom. Tape recorders, filmstrips, overhead projectors and slide machines often go unused because the teacher is either afraid of using them or does not understand their potential. The cooperating teacher or another staff member can encourage him to experiment with this equipment and learn to use them.

Parks (1974: 14) suggested that a cognizance of resources in the schools and in the community can be handled through a categorical listing of system resources and a community resource file. In addition to the list of audio-visual materials, a list of staff members with a history of their travels and special abilities might prove valuable. The community resource file should be readily accessible, up to date, and include places and things of interest for all grade levels and subjects.

Hunt (1968: 71) said that school systems should provide the beginning teacher with as much information concerning the teaching assignment at the earliest possible time. Understanding the nature of his assignment is a basic need of the beginning teacher.

The National Association of Secondary School Principals pamphlet "Project on the Induction of Beginning Teachers, Guidelines for Cooperating Teachers," (1969: 4) asserted that the beginning teacher needs information concerning the nature of his assignment. During the summer before school opens, the beginning teacher should be sent a copy of his schedule of classes and other vital information concerning the classes such as level of students and size of classes. A detailed description of the teaching assignment should be received and understood by the beginning teacher.

Letters of welcome should be sent to the beginning teachers. One of the purposes of the induction program is to develop good attitudes toward the school and the community. A warm letter of welcome helps in this endeavor.

Eye and Lane (1956: 347) stated that a letter from the teacher organization welcoming the teacher and informing him of the requirements for joining the organization should be sent. Others who may be interested in writing letters to the beginning teacher are the Chamber of Commerce, businessmen, churches as well as the school system.

Castetter (1971: 227) recommended that letters be sent by the board, the superintendent and the local teachers' organization. The letter from the board represents greetings from the policy making structure in the

school district. The letter from the superintendent represents the administrative structure in the school system and the letter from the teachers' organization represents the colleagues of the beginning teacher in the school system.

Harrison (1968: 127) advocated that it would be a good idea to send letters from both school personnel and from organizations of a fraternal and social nature to all new teachers. All genuinely friendly letters of welcome help to promote the personal adjustment of the teacher during some of his most trying days.

Wolotkiewicz (1963: 271) and Taylor (1971: 159) in separate studies of orientation practices recommended that the beginning teachers be notified of reporting dates along with a list of objectives and goals of the orientation programs so that they will be prepared to participate and benefit from the activities.

Orientation to the Community

Schools are operated to provide the educational needs of a given community. The size, composition and location of the community may vary but an understanding of the setting is important.

Hunt (1968: 71) in his article on teacher induction listed this segment of the orientation program first in the list of needs for the beginning teachers. Since many characteristics of the community will be reflected in the actions of the students, a beginning teacher may be able to anticipate many of the students' needs, desires and aspirations. These cues should help the beginning teacher to prepare to accomodate the needs of the students.

Green (1974: 595) stated that families move from one community to another more often now than a few years ago. Because of this, a constant monitoring of the orientation program in this area is needed so that it will not become irrelevant. As the composition of the community changes, certain aspects of the community change. The average American family moves an average of once every five years. In some cases, this movement is more frequent, especially among young families who are fleeing the cities. Additional emphasis should be placed on community orientation in these situations.

Unruh and Turner (1970: 103) pointed out that a knowledge of the sociology and culture of a community is important to teachers. The orientation program should view culture as the total life of the people in a society and embraces all that the people in that society do, think and believe. Orientation in the area of the sociology of a community compliments the area of culture. The impact of folkways, mores, habits of speech, dress and communications are very real. The society may impose its will on individuals by punishing them or rewarding them in various ways. This information should alert the beginning teacher to the existing situation and facilitate the adjustment process.

The National Association of Secondary School Principals pamphlet "Project for the Induction of Beginning Teachers, Guidelines for Cooperating Teachers" (1969: 6) recommended that the initial orientation to the community be implemented during the second phase of orientation or when the special orientation for beginning teachers is held before school starts. The beginning teachers can be taken on a tour of the community in order to become acquainted with the area. If maps

are available, the beginning teachers should be provided with them. During the third phase of the orientation program or during the third or fourth week of school, additional community orientation might be helpful, particularly if the school is in an area very dissimilar to the ones in which the beginning teachers grew up. This sort of knowledge is of immense assistance to beginning teachers in their efforts to understand and subsequently "reach" their students. A talk by the community relations expert before or during the tour can be most helpful if this resource is available.

Wiles and Lovell (1975: 239) stated that the principal must be as concerned about helping the new teacher make a successful adjustment to the community as to the school. Lack of success in learning to live in the community will prevent the teacher from making a maximum contribution in the classroom. In some communities, all new additions to the staff are invited to dinner by families supporting the school. This plan insures that during the first month in the community, each new teacher is a visitor in at least one home. Principals who encourage such practices give parents a greater feeling of participation in the school program and give the new teacher a sense that the community appreciates them.

Policies, Rules and Regulations

The segment of the induction and orientation program that deals with board policies, school rules and regulations and the legal aspects of teaching does not generate a great deal of enthusiasm on the part of

the beginning teacher. As stated earlier, emphasis should be placed upon making the beginning teacher comfortable and discussing the details of his assignment but it is important that the beginner be exposed to the operational details of the school system.

Eye and Lane (1956: 349) recommended that the information concerning policies, rules and regulations be placed in the teachers' handbook and discussed later in the orientation program. The handbook can be an important item in the orientation process, but in order for it to be effective, two conditions must be met. First, the handbook should contain information that the beginning teachers want. Secondly, this information should be used as a basis for discussion between the new teachers and administrators after the teachers are under contract.

Van Zwoll (1964: 147) asserted that a handbook containing the policies for the school district and one pertaining to the specific school should be provided. All handout material should be forwarded at such a time that new personnel may have time to read and reread at leisure with consequent improved opportunity to digest it.

Park (1967: 14) contended that it is the responsibility of the principal to add to the handbook materials that will be helpful to the beginning teacher in becoming oriented to the school building. An open door policy by the building principal aids in meeting the needs of the beginning teacher in relation to rules, building or system policies and other expectations.

Gibson and Hunt (1956: 184) advocated that the handbook be revised periodically to keep it current. They suggested that the following topics be included:

1. State legislation, rules and regulations
2. Local board personnel policies
3. Formal organization of the school system
4. Classification of personnel
5. Salary schedules
6. Leave provisions
7. Inservice programs for professional growth
8. School calendar

The National Association of Secondary School Principals pamphlet "Project for the Induction of Beginning Teachers, Guidelines for Cooperating Teachers" (1969: 5) recommended that the cooperating teacher attend the orientation meetings with the beginning teachers. Absorbing the vast amount of new material so often presented all at once is nearly impossible. The cooperating teacher can spend time later going over the various procedures and philosophies discussed.

Collegial Assistance for the Beginning Teacher

Beginning teachers represent the lifeblood of the teaching profession. Many capable beginning teachers have become disillusioned and lost to the profession because of outmoded hands-off, let-'em-sink-or-swim policy by the administrators (Culver, 1965: 61-62).

Some school districts have adopted a system of providing help for the beginning teacher by assigning an experienced teacher to provide guidance and help during the orientation period which begins when the beginner signs the contract and ends when the beginner feels secured in his assigned position.

The National Association of Secondary School Principals pamphlet "Project on the Induction of Beginning Teachers, Guidelines for Cooperating Teachers" (1969: 3-13) explained the role of the colleague who renders assistance to the beginning teacher. The cooperating teacher is the title given to the experienced teacher who assumes the responsibility. It is suggested that the induction responsibilities of the cooperating teacher be considered a regular part of his teaching responsibilities as well as a regular assignment for the beginning teacher. It recommended that a cooperating teacher be assigned to a group of four to eight beginners. The role of the cooperating teacher is to be "cooperative," not "supervisory" nor "evaluative." The assignment should begin during the summer before school begins and last throughout the school year. The cooperating and the beginning teachers should have reduced loads to provide time for regular meetings of the beginning teachers with the cooperating teacher. It recommended that the cooperating teacher help the beginning teachers with all aspects of the beginning teachers' duties.

Wiles and Lovell (1975: 238) advocated the "buddy" system. As a new teacher enters the school staff, one of the experienced teachers volunteers to sponsor him and help him learn the purposes, philosophy and method of operation of the school. Teachers of approximately the same age of the new staff member are selected to render this help in some systems. It is believed that new teachers will find it easier to ask someone near their own age the questions that trouble them.

Culver (1965: 64) referred to the "buddy" system in his article, "The Orientation of New Teachers." The new teacher is assigned to a "buddy," "big sister," or "big brother." It is highly desirable that the "buddy" teacher have a teaching field similar to that of the newly appointed teacher. The advantage of assigning a "buddy" according to Culver, is that he can immediately identify with someone on the regular staff when a problem arises. Where the new teacher may be reluctant to go to the principal with the problem, that reluctance will seldom keep him from approaching a colleague.

Southwell (1970: 105) recommended another approach for this relationship. He stated that it would be more acceptable to have a committee of at least three experienced teachers to serve in the stead of one teacher. The rationale given is that there is less likelihood for a personality problem with a committee than when a "buddy" has been assigned. The beginning teacher can feel free to go to any member of the committee depending on the help needed.

Harrison (1968: 128) advocated the system which permits the new teacher to select the person to whom he wishes to go to for assistance. More important is the point that opportunities be provided for teachers to become acquainted. It is the responsibility of the administrator or supervisor to see that new teachers are not floundering by themselves without encouragement and assistance.

Ryan (1974: 32-33) used the term "colleague teacher" in his recommendation for providing assistance for the beginning teacher. The colleague teacher would have the same qualifications as the cooperating

teacher but the colleague teacher should be chosen by other teachers for his teaching skills and human relations qualities. At least half of his time should be devoted to helping other beginning teachers. Ryan emphasized that the position must carry status and be rewarding if the operation is to be successful.

Russo (1968: 103) said that all beginning teachers should be involved in the program for at least the first semester working with a cooperating teacher in the same teaching field. The planning periods of the cooperating teacher and the beginning teachers should be scheduled at the same time.

Scheduling for the Beginning Teacher

The National Association of Secondary School Principals pamphlet "Project on the Induction of Beginning Teachers, Guidelines for Principals" (1969: 7) recommended that the assignments of the beginning teacher be based on training and background. When possible, the number of basic preparations should be held to two. Students assigned to beginning teachers should be students of average abilities, unless the beginning teacher has special training for working with slow or advanced students.

Elsbree and Reutter (1954: 96) stated that the most serious mistakes that the school systems have made in the assignment of new teachers are to give them large classes and to assign them to schools or classes where discipline problems abound. Some experienced teachers are always looking for greener pastures or schools and classes where the discipline

problems are few. So they press administrators for transfers and, when successful, the difficult assignments are left for the newly appointed teachers. This is obviously the worst assignment procedure imaginable. To place beginning teachers in situations where they are bound to experience more than the usual difficulties is to invite discouragement and failure.

The District of Columbia Model Schools Division (1971: 65) experimented with a program involving released time for beginning teachers to participate in workshops and other inservice activities. "POINT," a Program for the Orientation and Induction of New Teachers, was developed using forty-five beginning teachers. The program was described as successful and received recommendations for continuation.

Scates (1970: 59-61) reported the success of a similar program. "PROBE," a Program for the Recruitment of Beginning Educators, was conducted with thirty-five beginning teachers in the Washington, District of Columbia area. The program provided the beginning teachers with support, assistance and training in the initial stages. The program consisted of a two week workshop prior to the opening of school and continued individual support and assistance throughout the school year. Three one day released-time workshops were provided. The results of the evaluation questionnaire indicated that the program was largely successful in attaining its objectives.

Hite (1968: 71) reported on a similar study in Seattle, Washington, with 120 beginning teachers. The study attempted to assess the effects of reduced loads and inservice help on the classroom behavior of the

beginning teachers. It was concluded that the experimental group scored at least 25 percent higher on teaching performances than the control group.

Wagner (1975: 1-2) pointed out that teachers like to watch other teachers demonstrate various techniques in their teaching field. Demonstration teaching can serve as a model that teachers can take back to their classrooms. He further stated that teachers like to visit other schools to observe other teachers in situations similar to their own. These visits, even when observing poor teachers, are highly educational.

Culver (1965: 63) said that in addition to the minimum number of preparations, the beginning teacher's schedule should allow him to correlate his class preparation and teaching with that of an experienced member of the staff who is teaching similar classes. This will contribute to a more rapid adjustment on the part of the beginning teacher. Some school systems structure the released time for beginning teachers and some permit the teachers to work out the schedule with the cooperating teacher or supervisor.

McRae (1968: 113) revealed her experiences in a junior high school in Detroit where the beginning teachers are given a reduced class load (a reduction of one class per day), not more than two preparations and few, if any, supervisory duties. Working with a highly qualified cooperating teacher provided fertile results in this situation. The arrangement provided time for inservice activities. She concluded, "I am convinced that the only way we are going to develop good teachers

in any meaningful quantity is to have school-based, inservice teacher training during the school year."

Julius (1975: 351) reported on the introduction of an experimental program in Britain. Released time is allocated for beginning teachers (one day a week) and the teachers carry three-fourths of a normal load. Additional teachers are made available to make the released time possible. Professional tutors are designated and trained to give practical, individual help to beginning teachers with problems.

Wiles (1955: 310) perceived that learning by observation is considered to be important in preservice as well as inservice. Teachers are more willing to learn and accept advice from a colleague who is teaching than they are to profit from an authority figure.

The Beginning Teacher and Classroom Management

> Beginning teachers should be gradually inducted into their responsibilities. To assign them the most difficult jobs before they have learned to manage a typical class is comparable to throwing a child into deep water before he has learned to swim. (Elsbree and Reutter, 1954: 96)

Elsbree and Reutter stated that classroom management is a problem for many beginning teachers because in many cases they are assigned to problem classes with proper training to cope with the problems that may arise. Failure to provide help for beginning teachers can have serious consequences.

Taylor (1971: 157) reported that beginning teachers are asking for help. In a study of educational needs, the administrators expressed needs for more money, personnel and time. The beginning teachers

expressed needs centered around adjustment, classroom guidance, student motivation and classroom management.

Graves (1962: 146) found in his study of orientation practices that the administrators stressed the importance of the general adjustment aspects of orientation while the beginning teachers stressed the value of practices that offered specific information needed in meeting their daily teaching responsibilities.

Doyle (1975: 38) stated that most beginning teachers (approximately 75 percent) encounter some difficulties with the demands of managing their classes. Failure to help them master the necessary group management skills often leads to discouragement and failure.

Ryan (1974: 34-35) recommended in his study of how to overcome the problems of beginning teachers that special sessions of inservice training be held. He recommended that at least two half-day sessions per week be held to deal with discipline problems experienced by the beginning teachers.

The National Association of Secondary School Principals pamphlet, "The Project on Induction of Beginning Teachers, Guidelines for Principals" (1969: 6) recommended that the cooperating teacher meet with the beginning teachers during the first semester and the primary concern should be with "survival training"—helping the beginning teacher to get on top of the job. It further stated that almost everything the group does should be related directly to what is going on in the classroom.

Harrison (1968: 131) perceived that the subject area supervisor or the general supervisor should assist the beginning teacher. He stated

that many of the teachers who fail each year or become discouraged and leave the profession would have made good teachers with proper supervision.

Ryan (1974: 7-17) stated that new teachers look to their colleagues for psychological support and professional skills. Experienced teachers can provide help because they have their "bag of tricks" and files of "sure fire" materials. For the beginning teacher, the first year is a search for "what works."

Elsbree and Reutter (1954: 123) advocated the scheduling of regular meetings in which the beginning teachers, administrators and supervisors sit down and discuss the problems of the beginning teachers. This type of conference has the advantage of encouraging beginning teachers to take considerable responsibility for the solution of their own problems, and it adds greatly to morale.

Helping the Beginning Teacher through Evaluation and Appraisal

The topic of teacher evaluation and appraisal has been given much attention in current literature. Many states now require a series of evaluations during the probationary period of the beginning teachers.

Bonds and Smith (1967: 59) asserted that beginning teachers should be informed of the evaluation requirements and procedures. Many of the beginning teachers are not aware of the process. The authors reported on a follow-up study of 195 beginning teachers and 100 principals. The question was asked, "Does the teacher understand clearly how his effectiveness as a teacher is being evaluated?" Ninety-eight percent of

the principals answered affirmatively but only 50 percent of the teachers felt they knew clearly how their effectiveness was being determined. In addition, many of the teachers were not apprised of any guidelines for evaluating their teaching effectiveness, leaving them to go along day by day with little or no supervisory assistance and no knowledge of how their efforts were being evaluated.

Doll (1972: 245) maintained that if a school is to be effective, it must identify teachers on its staff who are effective. In addition, and more importantly, evaluations help in determining the teachers' potentials.

Thomas (1974: 1) stated that many school systems have devised elaborate evaluation programs based on unimportant items. Evaluations should be individualized to each teacher and should related to teacher effectiveness. Any evaluation program that does not produce better educational services to children and improve the effectiveness of the beginning teacher is only a futile exercise.

Castetter (1971: 230) said that evaluation and appraisal during the probationary period is not only designed to assist the competent, but also to spot the potentially incompetent. Individuals who are not able to perform satisfactorily in one position may be reassigned, given more personal supervision or provided with training to overcome their deficiencies.

III. EVALUATING THE ORIENTATION PROGRAM

After the planning and the implementation of the orientation program, the next step is evaluation to determine success of the program.

Gibson and Hunt (1965: 184) suggested that it would be helpful to conduct an evaluation of the whole gamut of policies and procedures periodically. Many times the procedures of an orientation program are not meeting the needs of the teachers. Textbooks on school administration and supervision are full of advice on how to help beginning teachers get off to a good start. Few of the recommendations, however, are based on what first year teachers themselves say they need.

Taylor (1971: 160) recommended in his study of orientation and inservice practices that each beginning teacher should be a part of the evaluating team to estimate the effectiveness of each orientation practice. The beginning teacher should also be asked to recommend additions, deletions and revisions to the existing program.

Graves (1962: 48) recommended that the orientation program be continually evaluated by the beginning teachers involved in the program.

Bonds and Smith (1967: 59) illustrated the need for program evaluation in a study conducted to determine the effectiveness of the orientation program. Eighty-nine percent of the administrators thought that the orientation programs were valuable. Forty-four percent of the teachers responded that their orientation programs were not helpful or were of limited value. If this information is available to the planners

and implementers of the orientation programs, steps could be taken to update the program and make it relevant to the needs of the beginning teachers.

Brimm and Tollett (1974: 523) reported on their study, "Teacher Attitude toward Inservice Education Inventory" which was conducted in the state of Tennessee. The study revealed that 95 percent of the teachers felt that special orientation programs should be held for beginning teachers, but only 21 percent of the teachers thought that the present program and activities for new teachers were adequate.

Gibson and Hunt (1956: 186) stated that it is as unwise for the activities selected to be too new and ambitious as it is for them to be inadequate and out of date. A program that is too elaborate can overtax the staff and facilities for its operations and can snow under those it is intended to help.

> One of the very fruitful sources of information on induction practices as experienced in the school will be the teachers who are just completing the first year of experience. Their suggestions should be valid because of the recency of the experience and objective because they have been notified by that time of their renewal of contract or failure of renewal. The suggestions from these teachers well may form the basis for an improvement of the induction practices which new teachers will experience in the years ahead. (Eye and Lane, 1956: 194)

IV. CHAPTER SUMMARY

The review of related literature and research dealt with the orientation programs for beginning teachers from the time the teachers signed their contracts until the time they felt comfortable in their positions and performed efficiently and effectively.

The needs of the beginning teachers were discussed from varied sources. The literature emphasized the point that the beginning teachers themselves must be a part of the planning of the program if it is to be meaningful.

The implementation phase of the orientation program dealt not only with what activities were carried out, but also who on the staff can best implement the activity. Activities such as released time, management conferences and school-based teacher training were included as contemporary practices in the orientation programs.

The section on the evaluation of the orientation programs consistently referred to the fact that the beginning teachers should be involved along with other staff members in the planning as well as the evaluation stages. The literature revealed that orientation programs that are planned, implemented and evaluated by administrators alone are doomed to failure.

The overall implication of the literature is that if educators wish to improve on the quality of performance of the beginning teachers, more thought, time and money must be devoted to develop better programs of induction and orientation programs.

CHAPTER III

FINDINGS, ANALYSIS AND INTERPRETATION OF DATA

I. INTRODUCTION

The information presented in this chapter includes the findings of the study, an analysis of the data collected from the questionnaires and the interpretation of the data. The administrators referred to in the discussion included central office personnel, supervisors, coordinators, directors, principals and departmental chairpersons who participated in the planning and implementation of the orientation programs for beginning teachers. They will hereafter be referred to as administrators. The beginning teachers were those certificated personnel approved to teach in the public schools of South Carolina for the first time who had not had previous teaching experience.

Tables are presented with the administrators' and beginning teachers' replies to questionnaire items. The replies of the beginning teachers and the administrators are discussed and compared to determine the degree of agreement or disagreement between the two groups.

Another set of tables will show the perceptions of administrators and beginning teachers according to frequencies (almost always, often, seldom and never) of specific orientation practices.

The beginning teachers' responses to which personnel and what activities were helpful to them during the orientation period are also presented in tabular form. Columns and rows of some tables may total

percentages slightly less or more than one hundred. These discrepancies result from the rounding of numbers by the computer. Chi Square tables are presented with asterisks indicating significance at the 0.05 level.

The sample size of the administrators was eighty-nine. Sixty of the administrators returned completed questionnaires for a return percentage of 67.42. The sample size for the beginning teachers was one hundred fifty-three. Eighty of the beginning teachers responded for a return percentage of 52.29. Overall, two hundred forty-two questionnaires were sent to administrators and beginning teachers and one hundred forty replies received for a return percentage of 57.85.

Characteristics of the Participants

Table I shows that twenty-four or 40.0 percent of the principals responding were from large systems or school districts with ten thousand or more students. Twenty-six or 43.33 percent of the administrators returning questionnaires were from school districts considered to be of medium size with a student population between two thousand and ten thousand. Eight of the administrators or 13.33 percent responding were from small school systems with less than two thousand students. Two of the administrators or 3.33 percent did not indicate the size of the school system in which they were employed. I

Table II reveals that thirty-six or 45.0 percent of the beginning teachers returning completed questionnaires were employed in large school systems or systems with ten thousand or more students. Thirty or 37.50 percent of the beginning teachers responding were employed by II

TABLE I

NUMBER AND PERCENT OF ADMINISTRATORS RESPONDING TO QUESTIONNAIRE ACCORDING TO SIZE OF SCHOOL SYSTEMS

SOUTH CAROLINA 1976

	Frequency	Percentage
Large School Systems	24	40.00
Medium School Systems	26	43.33
Small School Systems	8	13.33
Size of System Not Indicated	2	3.33
TOTAL	60	99.99*

*Discrepancy in percentage total due to computer roundings.

TABLE II

NUMBER AND PERCENT OF BEGINNING TEACHERS RESPONDING TO QUESTIONNAIRE ACCORDING TO SIZE OF SCHOOL SYSTEMS

SOUTH CAROLINA 1976

	Frequency	Percentage
Large School Systems	36	45.00
Medium School Systems	30	37.50
Small School Systems	13	16.25
Size of System Not Indicated	1	01.25
TOTAL	80	100.00

school systems considered to be of medium size with a student population between two thousand and ten thousand. Responding beginning teachers from the small school systems or systems with less than two thousand students numbered thirteen or 16.25 percent. One of the beginning teachers responding did not indicate the size of the school system in which he was employed.

II. ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN ORIENTATION ACTIVITIES OCCURRED

Questionnaire items one through thirteen dealt with specific orientation practices. This section of the questionnaire was designed to ascertain if the activities occurred and if they occurred, in which phase of the orientation program. The phases of the orientation program listed were: (1) before the signing of the contract, (2) before preservice conference, (3) during preservice conference, and (4) during the school year.

The first four activities dealt with (1) information sent to the beginning teachers describing their teaching assignments, (2) orientation to the community, (3) the introduction of the beginning teacher to other staff members, and (4) the touring of the school building. See Appendix A for the exact listings of these activities in the questionnaire.

Administrators' and Beginning Teachers' Perceptions of When Information Was Sent to Beginning Teachers Describing Their Teaching Assignments

Table III shows that sixteen or 26.7 percent of the administrators and twenty or 25.3 percent of the beginning teachers agreed that the information was sent before the signing of contracts, indicating similar views on that point. Fifty-five percent of the administrators said that the information was sent before the preservice conferences but only 30.4 percent of the beginning teachers concurred. Only five or 8.3 percent of the administrators said that the activity did not occur but twenty-eight or 35.4 percent of the beginning teachers felt that the activity was missing from the orientation program. A sizable disagreement between the two groups developed at this point.

Administrators' and Beginning Teachers' Perceptions of Community Orientation Being Conducted

Table IV reveals that 25.0 percent of the administrators perceived that orientation to the community was conducted for the beginning teachers before the signing of contracts but only 12.5 percent of the beginning teachers concurred. According to the data, 8.3 percent of the administrators said that orientation to the community was conducted before preservice conferences and 18.3 percent thought that this activity was conducted during the preservice conferences. Ten or 16.7 percent of the administrators stated that the community orientation was conducted during the school year, while nineteen or 31.7 percent said that this activity did not occur. Eleven or 13.7 percent of the beginning teachers thought that the orientation to the community was conducted before or

TABLE III

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN INFORMATION WAS SENT TO BEGINNING TEACHERS DESCRIBING TEACHING ASSIGNMENTS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	16	26.7	20	25.3
Before Preservice Conference	33	55.0	24	30.4
During Preservice Conference	5	8.3	5	6.3
During School Year	1	1.7	2	2.5
Did Not Occur	5	8.3	28	35.4
No Reply	—	—	—	—
TOTAL	60	100.0	79	100.0

TABLE IV

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN COMMUNITY ORIENTATION WAS CONDUCTED

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	15	25.0	10	12.5
Before Preservice Conference	5	8.3	2	2.5
During Preservice Conference	11	18.3	9	11.2
During School Year	10	16.7	7	8.7
Did Not Occur	19	31.7	51	63.7
No Reply	—	—	1	1.2
TOTAL	60	100.0	80	99.8*

*Discrepancy in percent total due to computer rounding.

during the preservice conferences and seven or 8.7 percent said the activity occurred during the school year. A majority of the beginning teachers said that the activity did not occur. Fifty-one or 63.7 percent of the teachers held this view. One of the beginning teachers did not answer the question. There was more than a 30 percent discrepancy between the views of the two groups recalling if the activity occurred or not.

Administrators' and Beginning Teachers' Perceptions of Beginning Teachers Being Introduced to Other Teachers in Their Department or Grade

Activity number three dealt with the beginning teachers being introduced to other teachers on the staff. Table V discloses that eight of the administrators and twelve of the beginning teachers, 13.3 percent and 15.0 percent, respectively, thought this activity occurred before the signing of the contracts. Seven or 11.7 percent of the administrators and five or 6.3 percent of the beginning teachers said these introductions took place before the preservice conferences. A majority of the administrators, 71.7 percent, and half of the beginning teachers recalled that the introductions were made during the preservice conferences. Only one of the administrators and seven of the beginning teachers stated that the activity did not occur.

Administrators' and Beginning Teachers' Perceptions of Touring the Building Occurring as Part of the Orientation Program

Table VI shows that the administrators and beginning teachers differ in their perception of whether the building tour took place

TABLE V

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN BEGINNING TEACHERS WERE INTRODUCED TO OTHER TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	8	13.3	12	15.0
Before Preservice Conference	7	11.7	5	6.3
During Preservice Conference	43	71.7	40	50.0
During School Year	1	1.7	16	20.0
Did Not Occur	1	1.7	7	8.7
No Reply	—	—	—	—
TOTAL	60	100.1*	80	100.0

*Discrepancy in percent total due to computer rounding.

TABLE VI

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE PHASE OF THE ORIENTATION PROGRAM IN WHICH THE BUILDING TOUR WAS CONDUCTED

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	34	56.7	30	37.5
Before Preservice Conference	11	18.3	10	12.5
During Preservice Conference	11	18.3	3	3.7
During School Year	2	3.3	4	5.0
Did Not Occur	2	3.3	32	40.0
No Reply	—	—	1	1.2
TOTAL	60	99.9*	80	99.9*

*Discrepancies in percent totals due to computer rounding.

before signing the contracts or not. Thirty-four or 56.7 percent of the administrators thought this part of the orientation process took place before the signing of contracts compared to thirty or 37.5 percent of the beginning teachers. The percentage difference between the two groups are 19.2 percentage points for their perceptions of this activity being accomplished before the signing of contracts.

Table VI further shows marked discrepancies between the two groups as to whether the activity of touring the school building occurred. Only two of the administrators or 3.3 percent said that the activity did not occur. Thirty-two or 40.0 percent of the beginning teachers said that the activity did not occur.

Chi Square Test of Significant Differences between Beginning Teachers' and Administrators' Perceptions of What Phases of the Orientation Program Activities One through Four Occurred

Table VII shows that the administrators' and the beginning teachers' perceptions of what phase of the orientation program the teachers were sent information describing their teaching assignments were significantly different ($X^2 = 21.59$) at the 0.05 level (see Table III, p. 52).

The perceptions of the administrators and the beginning teachers concerning the activity of community orientation for the teachers were significantly different. Table VII shows that the two groups viewed differently the timing of this activity ($X^2 = 19.19$). The Chi Square value for this activity was significant at the 0.05 level (see Table IV, p. 53).

TABLE VII

CHI SQUARE VALUES OF PERCEPTIONS OF THE PHASE THAT ORIENTATION ACTIVITIES ONE THROUGH FOUR OCCURRED BETWEEN ADMINISTRATORS AND BEGINNING TEACHERS

SOUTH CAROLINA 1976

ORIENTATION ACTIVITIES	CHI SQUARE VALUES
Information Sent to Teachers Describing Teaching Assignments	21.59*
Orientation to the Community Was Conducted	19.19*
Beginning Teachers Were Introduced to Other Teachers of Their Department or Grade	17.34*
Beginning Teachers Were Taken on Tour of School Building	34.91*

*Significant at the 0.05 level.

Table VII also shows that the perceptions of the beginning teachers and the perceptions of the administrators of the accomplishment of the orientation activity of introducing the beginning teachers to others in their department or grade level were significantly different. The statistical finding (X^2 = 17.34) is significant at the 0.05 level (see Table V, p. 55).

The orientation activity of taking the beginning teacher on the school building tour was also viewed differently by the two groups concerning the phase of the program in which the activity occurred. Table VII shows that the statistical value (X^2 = 34.91) was significant at the 0.05 level (see Table VI, p. 56).

Table VIII shows that the administrators' perceptions of when orientation activities one through four occurred were not statistically significant between the size of the school systems in which they were employed. All Chi Square values were not significant at the 0.05 level.

Table VIII also shows that the beginning teachers held similar views on when orientation activities one through four occurred. None of the Chi Square values were statistically significant between the small, medium and large school systems for the beginning teachers.

Administrators' and Beginning Teachers' Perceptions of Teacher Evaluation Procedures Being Explained

Table IX shows that proportionally nearly three times as many administrators than beginning teachers said that the teacher evaluation procedures were explained before the beginning teachers signed contracts. Eleven or 18.3 percent of the administrators but only five or 6.3 percent

TABLE VIII

CHI SQUARE VALUES OF ADMINISTRATORS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS AND OF BEGINNING TEACHERS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS OF WHEN ORIENTATION ACTIVITIES ONE THROUGH FOUR OCCURRED

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Beginning Teachers Were Sent Information Describing Teaching Assignment	14.52	7.17
Orientation to the Community Was Conducted	6.18	9.13
Beginning Teachers Were Introduced to Other Teachers in Their Department or Grade	10.35	8.67
Beginning Teachers Were Taken on Tour of School Building	10.87	14.97

*Significant at 0.05 level

TABLE IX

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN THE TEACHER EVALUATION PROCEDURES WERE EXPLAINED

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	11	18.3	5	6.3
Before Preservice Conference	6	10.0	2	2.5
During Preservice Conference	23	38.3	13	16.2
During School Year	16	26.7	35	43.8
Did Not Occur	4	6.7	25	31.3
TOTAL	60	100.0	80	100.1*

*Discrepancy in percent total due to computer rounding.

of the beginning teachers agreed that the teacher evaluation procedure was explained during the first phase of the orientation program.

Table IX also shows that 10 percent of the administrators and 2.5 percent of the beginning teachers said that the teacher evaluation procedures were explained before preservice conferences were held. During the preservice conferences was the phase of the orientation program when the larger number of administrators (twenty-three or 38.3 percent) perceived that the teacher evaluation procedures were explained. The larger number of beginning teachers (thirty-five or 43.8 percent) said the teacher evaluation process was explained during the school year.

Finally, nearly one third (twenty-five or 31.3 percent) of the beginning teachers said that the teacher evaluation procedures were not explained during the four phases of the orientation program.

Administrators' and Beginning Teachers' Perceptions of When District Board Policies Were Explained

Table X shows that the larger number of administrators thought that the policies of the board in the respective districts were explained during the preservice conferences. Twenty-four or 40.0 percent perceived that the policies were explained during this phase of the orientation program. The next largest group of administrators said that the policies were explained during the school year. This group accounted for sixteen or 26.7 percent of the administrators. Only five of the administrators said that the activity did not occur.

The data on the beginning teachers in Table X reveal that thirty-two or 40.0 percent of them said that the policies of the board were not

TABLE X

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN DISTRICT BOARD POLICIES WERE EXPLAINED

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	10	16.7	10	12.5
Before Preservice Conference	5	8.3	2	2.5
During Preservice Conference	24	40.0	21	26.2
During School Year	16	26.7	15	18.8
Did Not Occur	5	8.3	32	40.0
TOTAL	60	100.0	80	100.0

explained during the four phases of the orientation program. Twenty-one teachers (26.2 percent) thought that the policies were explained during the preservice conferences and fifteen teachers (18.8 percent) said that board policies were explained during the school year.

The data indicated that there was little agreement between the two groups determining when the policies of the boards were explained during the orientation program.

Administrators' and Beginning Teachers' Perceptions of the Phase of the Orientation Program in Which the Rules and Regulations of the School Building Were Explained

The section of the orientation program which dealt with building rules, regulations and school activities includes the explaining of reports, records, grading and discipline procedures. Table XI discloses that a majority of both administrators and beginning teachers said that these procedures were explained during the preservice conferences. Forty-two or 70.0 percent of the administrators and forty-three or 53.7 percent of the beginning teachers agreed that the preservice conference phase of the orientation program encompassed these activities.

Table XI also shows that nearly one third of the beginning teachers viewed that this activity took place during the school year. Only six or 7.5 percent of the beginning teachers and none of the administrators said that the activity did not occur.

TABLE XI

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN RULES AND REGULATIONS WERE EXPLAINED

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	6	10.0	2	2.5
Before Preservice Conference	7	11.7	4	5.0
During Preservice Conference	42	70.0	43	53.7
During School Year	5	8.3	25	31.3
Did Not Occur	—	—	6	7.5
TOTAL	60	100.0	80	100.0

Administrators' and Beginning Teachers' Perceptions of What Phase of the Orientation Program Dealt with Familiarizing the Beginning Teachers with Instructional Materials, Supplies, Teaching Aids and Technical Assistance

Table XII shows that a majority of the administrators (63.3 percent) said that the beginning teachers were given information to familiarize them with instructional materials, supplies, teaching aids and the availability of technical assistance during the preservice conference phase of the orientation program. Only two or 3.3 percent of the administrators said that the activity did not occur.

Table XII also shows that a little more than half of the beginning teachers (53.7 percent) expressed views that they were exposed to orientation activities that dealt with the process of familiarizing them with the instructional materials, supplies, teaching aids and technical assistance. Five percent indicated that the activity occurred before signing contracts or before the preservice conferences. Twenty-two or 27.5 percent indicated that the activity occurred during the preservice conference. This is the same phase of the orientation program that a majority of the administrators (63.3 percent) indicated that the activity occurred. Seventeen or 21.2 percent of the beginning teachers indicated that the activity took place during the school year. Nearly half (thirty-six or 45.0 percent) of the beginning teachers indicated that the activity did not occur at all.

TABLE XII

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTION OF WHAT PHASE OF THE ORIENTATION PROGRAM DEALT WITH FAMILIARIZING TEACHERS WITH INSTRUCTIONAL SUPPLIES, MATERIALS, AIDS AND TECHNICAL ASSISTANCE

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	2	3.3	2	2.5
Before Preservice Conference	8	13.3	2	2.5
During Preservice Conference	38	63.3	22	27.5
During School Year	10	16.7	17	21.2
Did Not Occur	2	3.3	36	45.0
No Reply	—	—	1	1.2
TOTAL	60	99.9*	80	99.9*

*Discrepancies in percent totals are due to computer rounding.

Chi Square Test of Significant Differences in Administrators' and Beginning Teachers' Perceptions of the Phase of the Orientation Program in Which Activities Five through Eight Occurred

Table XIII shows that activity five (the explaining of teacher evaluation procedures) was viewed significantly differently (see Table IX, p. 61) by the administrators and beginning teachers at the 0.05 level ($X^2 = 33.97$).

Activity six which dealt with district board policies being explained was also viewed significantly differently by the administrators and beginning teachers. The Chi Square value for this activity between the administrators and beginning teachers was significant ($X^2 = 21.52$) at the 0.05 level (see Table X, p. 63).

Activity seven which dealt with building rules, regulations and activities being explained was viewed significantly differently ($X^2 = 20.80$) at the 0.05 level by the administrators and teachers (see Table XI, p. 64).

Finally, the activity that dealt with the orientation process that familiarized the beginning teachers with instructional materials, supplies, teaching aids and technical assistance was viewed significantly differently by the administrators and beginning teachers ($X^2 = 40.09$) at the 0.05 level (see Table XII).

Chi Square Values of the Perceptions of Administrators according to Size of School System and Beginning Teachers according to Size of School Systems with Respect to When Orientation Activities Five through Eight Occurred

Table XIV shows that the administrators' views of when (a) the evaluation procedures were explained, (b) the board policies were

TABLE XIII

CHI SQUARE VALUES OF PERCEPTIONS OF THE PHASE OF THE ORIENTATION PROGRAM THAT ACTIVITIES FIVE THROUGH EIGHT OCCURRED BETWEEN ADMINISTRATORS AND BEGINNING TEACHERS

SOUTH CAROLINA 1976

ORIENTATION ACTIVITIES	CHI SQUARE VALUES
Teacher Evaluation Procedures Were Explained	33.97*
District Board Policies Were Explained	21.52*
Building Rules and Regulations Were Explained	20.80*
Teachers Were Familiarized with Instructional Materials, Supplies, Aids and Technical Assistance	40.09*

*Significant at the 0.05 level.

TABLE XIV

CHI SQUARE VALUES FOR ADMINISTRATORS AND BEGINNING TEACHERS ACCORDING TO SIZE OF SCHOOL SYSTEMS WITH RESPECT TO ORIENTATION ACTIVITIES FIVE THROUGH EIGHT

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Teacher Evaluation Procedures Were Explained	12.80	21.37*
District Policies Were Explained	16.02	9.93
Building Rules, Regulations and Activities Were Explained	7.29	7.73
Orientation Consisted of Familiarizing Teachers with Instructional Materials, Supplies, Teaching Aids and Technical Assistance	7.09	9.97

*Significant at 0.05 level

explained, (c) building rules and regulations were explained, and (d) teachers were familiarized with materials and supplies were not significantly different at the 0.05 level.

The beginning teachers' views of when the orientation activity of explaining the teacher evaluation procedures occurred were significantly different between large, medium and small school systems ($X^2 = 21.37$). Activities six, seven and eight were not viewed significantly differently by beginning teachers in the different size school systems (see Tables IX, p. 61; X, p. 63; XI, p. 65; and XII, p. 67).

Administrators' and Beginning Teachers' Perceptions of the Assignment of a Cooperating or "Buddy" Teacher

Table XV shows that only six administrators and eight beginning teachers said that a cooperating or "buddy" teacher was assigned during the phase before the preservice conferences started. Of those administrators and beginning teachers who indicated that a cooperating or "buddy" teacher was assigned, most of them said that the assignments took place during the preservice conferences. Twenty-three or 43.3 percent of the administrators and twenty-seven or 33.7 percent of the beginning teachers indicated that the cooperating or "buddy" teacher was assigned during this phase of the orientation program.

Table XV also shows that twenty-five or 41.7 percent of the administrators and thirty-eight or 47.5 percent of the beginning teachers indicated that a cooperating or "buddy" teacher was not assigned during any of the phases of the orientation program.

TABLE XV

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN COOPERATING OR "BUDDY" TEACHER WAS ASSIGNED TO BEGINNING TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	1	1.7	4	5.0
Before Preservice Conference	5	8.3	4	5.0
During Preservice Conference	23	43.3	27	33.7
During School Year	3	5.0	7	8.7
Did Not Occur	25	41.7	38	47.5
TOTAL	60	100.0	80	99.9*

*Discrepancy in percent total due to computer rounding.

Administrators' and Beginning Teachers' Perceptions of When Special Orientation for Beginning Teachers Was Held

Table XVI shows that forty-nine of the administrators and forty-eight of the beginning teachers indicated that special orientation sessions were held for the beginning teachers while eleven administrators and thirty-two of the beginning teachers indicated that special orientation sessions were not held for beginning teachers. Percentage wise, 18.3 percent of the administrators and 40.0 percent of the beginning teachers indicated that special orientation sessions for the beginning teachers were not held at all.

Table XVI further reveals that 30.0 percent of the administrators and 26.2 percent of the beginning teachers said that the special orientation sessions were held before the preservice conferences in the schools began. Twenty-nine or 48.3 percent of the administrators and twenty-three or 28.7 percent of the beginning teachers denoted that the special orientation for beginning teachers occurred during the preservice conferences.

Administrators' and Beginning Teachers' Perceptions of When Welcome Letters Were Sent to Beginning Teachers

The orientation activity that dealt with sending letters to the beginning teachers to welcome them and to inform them of the time they were to report to the schools or the school districts was performed according to 98.3 percent of the administrators and 73.8 percent of the beginning teachers.

Table XVII shows that fifty-seven or 95.0 percent of the administrators and fifty-two or 65.0 percent of the beginning teachers

TABLE XVI

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN SPECIAL ORIENTATION FOR BEGINNING TEACHERS WAS HELD

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	2	3.3	2	2.5
Before Preservice Conference	18	30.0	21	26.2
During Preservice Conference	29	48.3	23	28.7
During School Year	—	—	2	2.5
Did Not Occur	11	18.3	32	40.0
TOTAL	60	99.9*	80	99.9*

*Discrepancies in percent totals due to computer rounding.

TABLE XVII

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN WELCOME LETTERS WERE SENT TO BEGINNING TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	2	3.3	7	8.7
Before Preservice Conference	57	95.0	52	65.0
During Preservice Conference	—	—	—	—
During School Year	—	—	—	—
Did Not Occur	1	1.7	21	26.2
TOTAL	60	100.0	80	99.9*

*Discrepancy in percent total due to computer rounding.

indicated that the letters were sent before the commencement of the preservice conferences. Only one of the administrators said that the activity did not occur. A greater number of the beginning teachers thought that the activity did not occur. Twenty-one or 26.2 percent of the beginning teachers did not think that this activity materialized.

The largest discrepancy in the answers given by the administrators resulted in the "did not occur" column. The other answers by the two groups were generally agreeable.

Administrators' and Beginning Teachers' Perceptions of When Beginning Teachers Were Asked to Evaluate the Orientation Program

Table XVIII reveals that a majority of the administrators and the beginning teachers agreed that the beginning teachers were not asked to evaluate the orientation program. Forty-two of the sixty administrators responding to the questionnaire item indicated that the beginning teachers did not participate in the evaluation of the orientation program. Sixty-eight of the eighty beginning teachers indicated that they were not asked to evaluate the orientation program. These numbers account for 70 percent of the administrators and 85 percent of the beginning teachers, indicating that this orientation activity was neglected by many of the school districts in South Carolina.

Administrators' and Beginning Teachers' Perceptions of When Beginning Teachers Were Asked to Suggest Activities for Future Orientation Programs

Table XIX shows that a majority of both the administrators and beginning teachers indicated that the beginning teachers were not asked

TABLE XVIII

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN BEGINNING TEACHERS WERE ASKED TO EVALUATE THE ORIENTATION PROGRAM

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	1	1.7	1	1.2
Before Preservice Conference	1	1.7	—	—
During Preservice Conference	9	15.0	3	3.7
During School Year	7	11.7	8	10.0
Did Not Occur	42	70.0	68	85.0
TOTAL	60	100.1*	80	99.9*

*Discrepancies in percent totals due to computer rounding.

TABLE XIX

NUMBER AND PERCENT OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF WHEN BEGINNING TEACHERS WERE ASKED TO SUGGEST ACTIVITIES FOR FUTURE ORIENTATION PROGRAMS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Before Signing Contract	1	1.7	1	1.2
Before Preservice Conference	—	—	—	—
During Preservice Conference	6	10.0	3	3.7
During School Year	15	25.0	9	11.2
Did Not Occur	38	63.3	67	83.7
TOTAL	60	100.0	80	99.8*

*Discrepancy in percent total due to computer reading.

to suggest activities for future orientation programs. Thirty-eight or 63.3 percent of the administrators and sixty-seven or 83.7 percent of the beginning teachers indicated that the activity did not occur.

Only twenty-two or 36.7 percent of the administrators and thirteen or 16.1 percent of the beginning teachers indicated that the beginning teachers were asked to suggest activities for future orientation programs. These data indicated that beginning teachers' input into the planning of future orientation programs was lacking in the school districts surveyed in South Carolina.

Chi Square Values of Administrators' and Beginning Teachers' Perceptions of When Orientation Activities Nine through Thirteen Occurred

Table XX shows that activity nine which dealt with when the cooperating or "buddy" teacher was assigned to the beginning teacher, was not viewed significantly different by the administrators and beginning teachers at the 0.05 level (see Table XV, p. 72). Activity ten which dealt with when special orientation for beginning teachers was held, was not viewed significantly different by the two groups at the 0.05 level (see Table XVI, p. 74).

Activity number eleven (at what phase of the orientation program were welcome letters sent to the beginning teachers) was viewed significantly different by the administrators and beginning teachers at the 0.05 level. The Chi Square value of 18.76 denotes a significant difference between the views of the administrators and the beginning teachers (see Table XVII, p. 75).

TABLE XX

CHI SQUARE VALUES OF PERCEPTIONS OF THE ORIENTATION PROGRAM THAT ACTIVITIES NINE THROUGH THIRTEEN OCCURRED BETWEEN ADMINISTRATORS AND BEGINNING TEACHERS

SOUTH CAROLINA 1976

ORIENTATION ACTIVITIES	CHI SQUARE VALUES
Cooperating or "Buddy" Teacher Was Assigned to Beginning Teachers	3.79
Special Orientation Was Held for Beginning Teachers	12.89
Welcome Letters Were Sent to Beginning Teachers	18.76*
Beginning Teachers Were Asked to Evaluate Orientation Program	8.67
Beginning Teachers Were Asked to Suggest Activities for Future Orientation Programs	9.30

*Significant at 0.05 level.

Table XX further shows that activities twelve and thirteen which dealt with when were the beginning teachers asked to evaluate the orientation program and when were the beginning teachers asked to suggest activities for future orientation programs were not viewed significantly different by the two groups at the 0.05 level. Chi Square values of 8.67 and 9.30 respectively shows that there was no significant difference in the views of the two groups (see Tables XVIII, p. 77, and XIX, p. 78).

Chi Square Values for Administrators according to Size of School Systems and for Beginning Teachers according to Size of School Systems with Respect to When Orientation Activities Nine through Thirteen Occurred

Table XXI shows that the administrators of the large, medium and small school systems did not view the activities of when was the cooperating teacher assigned (X^2 = 4.73); when was special orientation held for beginning teachers (X^2 - 12.22); when were welcome letters sent to beginning teachers (X^2 = 1.96); when were beginning teachers asked to evaluate the orientation program (X^2 = 6.68); and when were beginning teachers asked to suggest activities for future orientation programs (X^2 = 7.84) significantly different at the 0.05 level.

Table XXI shows that the beginning teachers of the large, medium and small school systems viewed only one of the above activities significantly different at the 0.05 level. That activity dealt with when special orientation sessions were held for beginning teachers. The Chi Square value of 22.97 was significant at the 0.05 level.

TABLE XXI

CHI SQUARE VALUES FOR ADMINISTRATORS AND BEGINNING TEACHERS ACCORDING TO SIZE OF SCHOOL SYSTEMS WITH RESPECT TO ORIENTATIONS NINE THROUGH THIRTEEN

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Cooperating or "Buddy" Teacher Was Assigned to Beginning Teachers	4.73	9.06
Special Orientation Was Held for Beginning Teachers	12.22	22.97*
Welcome Letters Informing Beginning Teachers When to Report Were Sent	1.96	5.99
Beginning Teachers Were Asked to Evaluate Orientation Program	6.68	14.84
Beginning Teachers Were Asked to Suggest Activities for Future Orientation Programs	7.84	15.35

*Significant at 0.05 level

III. SUMMARY OF FINDINGS CONCERNING ORIENTATION ACTIVITIES

The administrators and beginning teachers were inclined to disagree as to what phases of the orientation program the first four activities occurred. One of the major areas of disagreement was the activity that dealt with when information was sent to the beginning teachers describing the teaching assignments in phase two (before preservice conference). Fifty-five percent of the administrators indicated that the activity occurred during this phase but only 30.4 percent of the beginning teachers agreed. For the same activity, only 8.3 percent of the administrators said that the activity did not occur compared with 35.4 percent of the beginning teachers who perceived that the activity did not occur.

The activity that dealt with the conducting of orientation to the community was viewed significantly different by the two groups. Nearly 64 percent of the beginning teachers did not recall the experience while more than 68 percent of the administrators said that the activity was conducted.

Only half of the beginning teachers said that they were introduced to other teachers in their department or grade level during phase three (preservice conference) but nearly 72 percent of the administrators declared that the activity occurred at this time. Twenty percent of the beginning teachers recalled that the activity took place during the school year but less than 2 percent of the administrators agreed with them.

The orientation activity that dealt with the beginning teachers touring the school building revealed the greatest disagreement as to whether the activity occurred. Forty percent of the beginning teachers said that the activity did not occur while more than 96 percent of the administrators said that it did occur.

More than 30 percent of the beginning teachers did not recall that teacher evaluation procedures were explained and of those who indicated that this procedure was executed, 64 percent said it occurred during the school year. Less than 7 percent of the administrators said that the activity did not occur. A similar disagreement is pointed out with activity number six (the explaining of board policies). Forty percent of the beginning teachers said that the activity did not occur and more than 91 percent of the administrators said that the activity was executed.

A majority of both administrators (70.0 percent) and beginning teachers (53.7 percent) disclosed that building rules and regulations were explained during the preservice conference phase but the major area of disagreement was phase four (during the school year). More than 31 percent of the beginning teachers said that the activity occurred during phase four and only 8 percent of the administrators recalled that the activity took place at this time.

Forty-five percent of the beginning teachers did not recall taking part in an orientation activity designed to familiarize them with instructional materials and supplies. Only 3.3 percent of the administrators agreed with them. Nearly two thirds of the administrators indicated that the activity occurred during the preservice conference but only

slightly more than one fourth of the beginning teachers agreed with them.

The administrators and beginning teachers were generally in accord concerning the occurrence of activities of assigning a cooperating teacher, the conducting of special orientation programs, the evaluation of the orientation program and the suggestion of activities for future orientation programs (activities nine, ten, twelve and thirteen respectively). They disagreed on activity eleven. This activity dealt with the sending of welcome letters to the beginning teachers. Ninety-five percent of the administrators said that the letters were sent before the preservice conference phase but only 65 percent of the beginning teachers agreed with them. More than one fourth (26.2 percent) of the beginning teachers said that the activity did not occur.

Generally, the administrators of the large, medium and small school districts held similar views as to when orientation activities occurred. None of the Chi Square values were significant at the 0.05 level concerning the time orientation activities occurred.

Agreement prevailed among beginning teachers of the large, medium and small school systems as to when orientation activities occurred. Only two activities were viewed significantly different by the teachers from the three groups. They were activities five (when teacher evaluation procedures were explained) and ten (the conducting of special orientation for beginning teachers).

The administrators were inclined to agree among themselves as to when the orientation activities occurred and the beginning teachers did

likewise. The administrators did not view any of the activities significantly different between themselves and the beginning teachers only viewed two of the orientation activities significantly different between themselves.

The situation was not the same when the administrators' views were compared with the views of the beginning teachers. Nine of the thirteen activities tested yielded significant Chi Square values at the 0.05 level. The activities concerning the assigning of a cooperating teacher, the conducting of special orientation sessions, the evaluation of the orientation program by beginning teachers and the beginning teachers suggesting activities for future orientation programs were not viewed significantly different by the administrators and the beginning teachers.

IV. ADMINISTRATORS' AND BEGINNING TEACHERS' RATINGS OF THE HELPFULNESS AND IMPLEMENTATION OF ORIENTATION ACTIVITIES

Questionnaire items one through thirteen dealt with specific orientation practices. Column two of this section of the questionnaire was designed to determine how helpful were the activities according to the perceptions of administrators and beginning teachers. Column three of this section of the questionnaire was designed to determine how well were these activities implemented according to the perceptions of administrators and beginning teachers.

The data reflected in the following tables of this section do not include those respondents indicating that the activity or activities

did not occur. The calculations do include one of the administrators who completed column one but failed to respond to the questionnaire items discussed in this section.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Sending Information to Beginning Teachers Describing Their Teaching Assignments

Activity number one dealt with the sending of information to beginning teachers describing their teaching assignments. Table XXII shows that all of the administrators thought that the activity was extremely helpful or helpful. Eighteen or 34.0 percent of the administrators said the activity was extremely helpful. Thirty-four or 64.2 percent of the administrators said the activity was helpful.

Table XXII also shows that almost all of the beginning teachers agreed with the administrators. Fifteen or 30.0 percent said the activity was extremely helpful while twenty-nine or 58.0 percent thought it was helpful. Six or 12.0 percent of the beginning teachers said that the activity was not helpful.

Table XXIII contains data revealing how well activity one was implemented. Seventeen of the administrators rated the implementation of the activity excellent and twenty-eight administrators said that the implementation was good (32.7 and 53.8 percent, respectively). Five of the administrators (9.6 percent) rated the implementation of the activity fair and one administrator (1.9 percent) said it was poor.

The beginning teachers were not as favorably impressed by the implementation of activity number one as were the administrators.

TABLE XXII

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS
OF HOW HELPFUL WAS THE ACTIVITY OF SENDING
INFORMATION TO BEGINNING TEACHERS
DESCRIBING TEACHING ASSIGNMENTS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	18	30.0	15	30.0
Helpful	34	64.2	29	58.0
Not Helpful	—	—	6	12.0
Counterproductive	—	—	—	—
No Response	1	1.9	—	—
TOTAL	53	100.1*	50	100.0

*Discrepancy in percent total due to computer rounding.

TABLE XXIII

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF HOW WELL IMPLEMENTED WAS THE ACTIVITY OF SENDING INFORMATION TO BEGINNING TEACHERS DESCRIBING TEACHING ASSIGNMENTS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	17	32.7	15	30.0
Good	28	53.8	21	42.0
Fair	5	9.6	8	16.0
Poor	1	1.9	6	12.0
No Response	1	1.9	—	—
TOTAL	52	99.9*	50	100.0

*Discrepancy in percent total due to computer rounding.

Although the majority of the teachers rated the activity excellent (30.0 percent) or good (42.0 percent), fourteen of them rated the implementation of the activity fair or poor. Eight or 16.0 percent said it was fair and six or 12.0 percent said the implementation was poor.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activity of Conducting Community Orientation

Activity number two dealt with orientating the beginning teachers to the community. Of the sixty administrators responding, nineteen said that the activity did not occur and of the eighty beginning teachers responding, fifty-one said that the activity was absent from the orientation program (see Table IV, p. 53).

Table XXIV shows that the majority of both administrators and beginning teachers rated the activity extremely helpful or helpful. Only two or 4.8 percent of the administrators responding and three or 10.3 percent of the beginning teachers responding indicated that the activity dealing with orientation to the community was not helpful. None of the respondents, administrators nor beginning teachers said that the activity was counterproductive.

Table XXV contains data on the ratings of administrators and beginning teachers on the implementation of community orientation.

Seven of the administrators (17.1 percent) indicated that the activity's implementation was excellent. Four of the beginning teachers (13.8 percent) agreed. A majority of the administrators who said that the activity occurred (twenty-two or 53.7 percent) rated the

TABLE XXIV

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF HOW HELPFUL WAS THE ACTIVITY OF CONDUCTING COMMUNITY ORIENTATION

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	8	19.0	9	13.8
Helpful	31	73.8	22	75.9
Not Helpful	2	4.8	3	10.3
Counterproductive	—	—	—	—
No Response	1	2.4	—	—
TOTAL	42	100.0	29	100.0

TABLE XXV

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS
OF HOW WELL IMPLEMENTED WAS THE ACTIVITY
OF COMMUNITY ORIENTATION

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	7	17.1	4	13.8
Good	22	53.7	13	44.8
Fair	9	22.0	11	37.9
Poor	2	4.9	1	3.4
No Response	1	2.4	—	—
TOTAL	41	100.1*	29	99.9*

*Discrepancies in percent totals due to computer reading.

implementation of the activity as good. Thirteen or 44.8 percent of the beginning teachers concurred with this rating. Eleven of the administrators and twelve of the beginning teachers rated the implementation of the activity fair or poor. These data indicate that more than a quarter of the administrators and more than 41 percent of the beginning teachers thought that the implementation of the community orientation activity was only fair or poor.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activity Number Three

Activity number three dealt with the introduction of beginning teachers to other teachers in their department or grade.

Table XXVI shows that fifty-six of the fifty-seven administrators believed that the activity was extremely helpful (fifteen or 26.3 percent) or helpful (forty-one or 71.9 percent). This table also shows that sixty-six of the seventy-one beginning teachers also believed that the activity was extremely helpful (twenty-five or 35.2 percent) or helpful (forty-one or 57.7 percent). Only five of the beginning teachers (7.0 percent) viewed the activity as being not helpful. None of the administrators nor the beginning teachers indicated that the activity was counterproductive.

How well the activity of introducing the beginning teachers to other teachers in their department or grade was implemented is reflected in Table XXVII. This table shows that approximately 28 percent of the administrators and 28 percent of the beginning teachers rated the implementation of the activity excellent. The activity received a rating

TABLE XXVI

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS
OF HOW HELPFUL WAS THE ACTIVITY OF
INTRODUCING BEGINNING TEACHERS
TO OTHER TEACHERS IN THEIR
DEPARTMENT OR GRADE

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	15	26.3	25	35.2
Helpful	41	71.9	41	57.7
Not Helpful	—	—	5	7.0
Counterproductive	—	—	—	—
No Response	1	1.8	—	—
TOTAL	57	100.0	71	99.9*

*Discrepancy in percent total due to computer reading.

TABLE XXVII

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF HOW WELL IMPLEMENTED WAS THE ACTIVITY OF INTRODUCING BEGINNING TEACHERS TO OTHER TEACHERS IN THEIR DEPARTMENT OR GRADE

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	16	28.6	20	28.2
Good	36	64.3	27	38.0
Fair	3	5.4	17	23.0
Poor	—	—	7	9.9
No Response	1	1.8	—	—
TOTAL	56	100.1*	71	100.0

*Discrepancy in percent total due to computer rounding.

of good from 64.3 percent of the administrators and 38.0 percent of the beginning teachers. Three or 5.4 percent of the administrators rated the activity fair and none rated it poor. More than a third of the beginning teachers rated the activity fair or poor. Seventeen or 23.9 percent of the beginning teachers said the implementation of the activity was fair and seven or 9.9 percent rated the implementation poor.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activity Number Four

The beginning teachers being taken on a tour of the school buildings was the focal point of activity number four in the orientation program. Table XXVIII shows that all of the beginning teachers indicated that the tour was extremely helpful (twenty-four or 51.1 percent) or helpful (twenty-three or 48.9 percent). Almost all of the administrators also said that the tour of the school building was beneficial. Eighteen or 32.1 percent said it was extremely helpful and thirty-five or 62.5 percent said it was helpful. Two or 3.6 percent said it was not helpful.

Table XXIX shows that a majority of both the administrators and beginning teachers said that the implementation of the activity was good. Rating the implementation of the activity or how well was the tour conducted as excellent were 38.2 percent of the administrators and 37.0 percent of the beginning teachers. Only three administrators (5.4 percent) and two of the beginning teachers (4.4 percent) rated the implementation of the activity fair or poor.

TABLE XXVIII

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS
OF HOW HELPFUL WAS THE ACTIVITY OF TOURING
THE SCHOOL BUILDING BY BEGINNING TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	18	32.1	24	51.1
Helpful	35	62.5	23	48.9
Not Helpful	2	3.6	—	—
Counterproductive	—	—	—	—
No Response	1	1.8	—	—
TOTAL	56	100.0	47	100.0

TABLE XXIX

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS
OF HOW WELL IMPLEMENTED WAS THE ACTIVITY
OF TOURING THE SCHOOL BUILDING

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	21	38.2	17	37.0
Good	30	54.5	27	58.7
Fair	2	3.6	1	2.2
Poor	1	1.8	1	2.2
No Response	1	1.8	—	—
TOTAL	55	99.9*	46	100.1*

*Discrepancies in percent totals due to computer roundings.

Chi Square Values for Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Orientation Activities One through Four

Table XXX shows that there were no significant differences in the perceptions of how helpful were orientation practices one through four between the administrators and the beginning teachers at the 0.05 level. The activities of sending information describing teaching assignments (X^2 = 8.85); community orientation (X^2 - 2.13); the introduction of beginning teachers to other teachers (X^2 = 7.85); and the tour of the school building (X^2 = 6.84) revealed Chi Square values of nonsignificance at the 0.05 level.

Table XXX shows that the perceptions between the administrators and beginning teachers on how well were the activities implemented yield one significant and three nonsignificant Chi Square values at the 0.05 level. The three nonsignificant Chi Square values were yielded for the activities of sending of information describing teaching assignments (X^2 = 8.22); orientation to the community (X^2 = 3.59); and the school building tour (X^2 = 2.88). There was a significant difference between the views of the administrators and the beginning teachers concerning the activity of beginning teachers being introduced to other teachers in their department or grade (X^2 = 18.55). This value is significant at the 0.05 level (see Table XXVII, p. 95).

Chi Square Values for Administrators according to Size of School Systems and for Beginning Teachers according to Size of School Systems with Respect to the Helpfulness of Orientation Activities One through Four

Table XXXI shows that between the administrators of different size school systems, there were agreements on how helpful were the first

TABLE XXX

CHI SQUARE VALUES FOR ADMINISTRATORS' AND BEGINNING TEACHERS' RATINGS OF THE IMPLEMENTATION AND HELPFULNESS OF ORIENTATION ACTIVITIES ONE THROUGH FOUR

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values	
	How Helpful Were Activities	How Well Were Activities Implemented
Information Was Sent to Teachers Describing Assignments	8.85	8.22
Orientation to the Community Was Conducted	2.13	3.59
Beginning Teachers Were Introduced to Other Teachers in Department or Grade	7.85	18.55*
Tour of the School Building Was Conducted for Beginning Teachers	6.84	2.88

*Significant at 0.05 level

TABLE XXXI

CHI SQUARE VALUES OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS ACCORDING TO SIZE OF SCHOOL SYSTEMS WITH RESPECT TO THE HELPFULNESS OF ORIENTATION ACTIVITIES ONE THROUGH FOUR

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Beginning Teachers Were Sent Information Describing Teaching Assignments	5.53	6.12
Orientation to the Community Was Conducted	2.80	2.95
Beginning Teachers Were Introduced to Other Teachers in Their Department or Grade	4.60	19.49*
Beginning Teachers Were Taken on Tour of School Building	4.22	1.42

*Significant at 0.05 level

four orientation practices which dealt with: (1) sending information describing teaching assignments, (2) conducting orientation to the community, (3) introducing beginning teachers to other teachers in their departments and (4) touring of the school by the beginning teachers. None of Chi Square values at the 0.05 level indicated significant differences between the administrators' views as to how helpful were orientation activities one, two, three and four.

Table XXXI also shows that the beginning teachers displayed agreement on three of the four orientation activities. Orientation activity number three (beginning teachers were introduced to other teachers in their department or grade) was not viewed the same by the beginning teachers of the small, medium and large school systems as to how helpful it was. The Chi Square value for this activity indicated a significant difference at the 0.05 level ($X^2 = 19.49$) in the rating of this activity by the beginning teachers (see Table XXVI, p. 94).

Chi Square Values for Administrators according to Size of School Systems and for Beginning Teachers according to Size of School Systems with Respect to the Implementation of Orientation Activities One through Four

Table XXXII shows that the administrators were generally in agreement concerning how well were the first four orientation activities implemented. None of the Chi Square values indicate a significant difference in the ratings of how well were the activities implemented between the administrators of the small, medium and large school systems.

TABLE XXXII

CHI SQUARE VALUES OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE IMPLEMENTATION OF ORIENTATION ACTIVITIES ONE THROUGH FOUR ACCORDING TO SIZE OF SCHOOL SYSTEMS

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Beginning Teachers Were Sent Information Describing Teaching Assignments	10.37	13.59
Orientation to the Community Was Conducted	14.38	8.73
Beginning Teachers Were Introduced to Other Teachers in Their Department or Grade	8.82	15.75*
Beginning Teachers Were Taken on Tour of the School Building	7.18	2.82

*Significant at 0.05 level

Administrators' and Beginning Teachers' Perceptions of the Implementation of Activity Number Five

Orientation activity number five dealt with the explaining of evaluation procedures to the beginning teachers. Table XXXIII shows that all of the fifty-four administrators thought the activity was extremely helpful (fifteen or 27.8 percent) or helpful (thirty-eight or 70.4 percent). In contrast, only eleven or 20.0 percent of the beginning teachers indicated that the activity was extremely helpful and twenty-five or 45.5 percent indicated that the activity was helpful. Nineteen or 34.6 percent said the activity was not helpful or counter-productive.

Table XXXIV shows that a majority of the administrators (forty-one or 77.3 percent) rated the implementation of activity number five as excellent or good. The evaluation of how well was the activity implemented was viewed differently by the beginning teachers. Only twenty-four or 43.6 percent of the beginning teachers rated the implementation of the activity excellent or good. A majority of the beginning teachers rated the implementation of activity number five fair (eighteen or 32.7 percent) or poor (thirteen or 23.6 percent).

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activity Number Six

Table XXXV contains data that reveal how helpful was activity number six as viewed by the administrators and beginning teachers. The activity dealt with the explaining of district board policies to the beginning teachers during the orientation process. A majority of both groups 53.8 percent of the administrators and 69.4 percent of the beginning

TABLE XXXIII

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF THE EXPLAINING OF TEACHER EVALUATION PROCEDURES

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	15	27.8	11	20.0
Helpful	38	70.4	25	45.5
Not Helpful	—	—	15	27.3
Counterproductive	—	—	4	7.3
No Response	1	1.9	—	—
TOTAL	54	100.1*	55	100.1*

*Discrepancies in percent totals due to computer roundings.

TABLE XXXIV

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF THE EXPLAINING OF TEACHER EVALUATION PROCEDURES

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	13	24.5	7	12.7
Good	28	52.8	17	30.9
Fair	11	20.8	18	32.7
Poor	—	—	13	23.6
No Response	1	1.9	—	—
TOTAL	53	100.0	55	99.9*

*Discrepancy in percent total due to computer rounding.

TABLE XXXV

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS
OF HOW HELPFUL WAS THE ACTIVITY OF EXPLAINING
DISTRICT BOARD POLICIES

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	19	36.5	10	20.4
Helpful	28	53.8	34	69.4
Not Helpful	4	7.7	5	10.2
Counterproductive	—	—	—	—
No Response	1	1.9	—	—
TOTAL	52	99.9*	49	100.0

*Discrepancy in percent total due to computer rounding.

teachers) said the activity was helpful. More than one third of the administrators (36.5 percent) and one fifth of the beginning teachers (20.4 percent) indicated that the activity was extremely helpful. Only four (7.7 percent) of the administrators and five (10.2 percent) of the beginning teachers said the activity was not helpful.

In general, the administrators thought the activity of explaining district board policies was well executed. Table XXXVI shows that more than four fifths of the administrators rated the implementation of the activity as excellent (sixteen or 31.4 percent) or good (twenty-five or 49.0 percent). Only eight or 15.7 percent rated the implementation as fair and one or 2.0 percent rated the implementation as poor.

Table XXXVI shows that the beginning teachers viewed the implementation of activity six differently. While a majority of the beginning teachers (twenty-eight or 57.2 percent) said that the explaining of district board policies was excellent or good, more than two fifths of them viewed the implementation as fair (eighteen or 36.7 percent) or poor (three or 6.1 percent). Percentage wise, the number of beginning teachers who viewed the implementation of the activity as fair or poor is more than twice the number of administrators who rated the implementation of the activity in these same categories.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activity Number Seven

Orientation activity seven dealt with the explaining of building rules, regulations and activities in which teachers are expected to

TABLE XXXVI

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF HOW WELL WERE DISTRICT BOARD POLICIES EXPLAINED

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	16	31.4	9	18.4
Good	25	49.0	19	38.8
Fair	8	15.7	18	36.7
Poor	1	2.0	3	6.1
No Response	1	2.0	—	—
TOTAL	51	100.1*	49	100.0

*Discrepancy in percent total due to computer rounding.

participate or execute. The activity includes the explaining of reports and records teachers are expected to complete, the grading system of the school and how specific disciplinary problems are handled.

Table XXXVII shows that a majority of the administrators (thirty or 51.7 percent) thought that the activity was extremely helpful. Twenty-seven or 46.6 percent or the remaining administrators who responded thought that the activity was helpful. None of the administrators said the activity was not helpful or counterproductive.

Table XXXVII also shows that nearly 88 percent of the beginning teachers indicated that activity seven was extremely helpful (twenty-three or 31.1 percent) or helpful (forty-two or 56.8 percent). Only eight or 10.8 percent of the beginning teachers indicated that the activity was not helpful and one beginning teacher indicated that the activity was counterproductive.

Table XXXVIII shows the responses of the administrators and beginning teachers concerning how well the activity was implemented. Eighteen or 31.6 percent of the administrators and twenty-one or 28.4 percent of the beginning teachers rated the implementation of activity seven excellent. The greater number among both groups rated the activity good. This included thirty-two or 56.1 percent of the administrators and twenty-six or 35.1 percent of the beginning teachers. Only six or 10.5 percent of the administrators rated the activity fair while more than one fourth (nineteen or 25.7 percent) of the beginning teachers said that the implementation was fair. None of the administrators

TABLE XXXVII

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF THE ORIENTATION ACTIVITY THAT EXPLAINED BUILDING RULES AND REGULATIONS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	30	51.7	23	31.1
Helpful	27	46.6	42	56.8
Not Helpful	—	—	8	10.8
Counterproductive	—	—	1	1.4
No Response	1	1.7	—	—
TOTAL	58	100.0	74	100.1*



TABLE XXXVIII

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS
OF THE EXPLAINING OF BUILDING RULES,
REGULATIONS AND ACTIVITIES

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	18	31.6	21	28.4
Good	32	56.1	26	35.1
Fair	6	10.5	19	25.7
Poor	—	—	8	10.8
No Response	1	1.8	—	—
TOTAL	57	100.0	74	100.0

rated the implementation of the activity poor, but eight or 10.8 percent of the beginning teachers said it was poor.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activity Number Eight

Familiarizing teachers with instructional materials, supplies, teaching aids and technical assistance was activity eight on the questionnaire. Table XXXIX shows that one fourth of the administrators and one third of the beginning teachers thought that the activity was extremely helpful. Nearly three fourths of the administrators and almost two thirds of the beginning teachers indicated that the activity was helpful. Only one of the administrators and two of the beginning teachers said that the activity was not helpful and none of either group said that the activity was counterproductive.

Table XL shows consistency between administrators and beginning teachers in the excellent rating of the implementation of activity eight. More than one fourth of both groups (25.5 percent of the administrators and 28.9 percent of the beginning teachers) rated the implementation of the activity excellent. The majority of the administrators responding (thirty-four or 61.8 percent) said that the implementation was good but only sixteen or 35.6 percent of the beginning teachers agreed with this evaluation. Only six or 10.9 percent of the administrators said that the implementation of activity eight was fair or poor but sixteen or 35.6 percent of the beginning teachers rated the implementation of the activity fair or poor. The two groups were in agreement percentage wise on the excellent rating but they differed on the other ratings concerning the implementation of activity eight.

TABLE XXXIX

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS
OF THE HELPFULNESS OF ORIENTATION ACTIVITY
THAT FAMILIARIZED TEACHERS WITH
INSTRUCTIONAL MATERIALS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	14	25.0	15	33.3
Helpful	40	71.4	28	62.2
Not Helpful	1	1.8	2	4.4
Counterproductive	—	—	—	—
No Response	1	1.8	—	—
TOTAL	56	100.0	45	99.9*

*Discrepancy in percent total due to computer rounding.

TABLE XL

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF THE IMPLEMENTATION OF THE ACTIVITY THAT FAMILIARIZED TEACHERS WITH INSTRUCTIONAL MATERIALS AND SUPPLIES

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	14	25.5	13	28.9
Good	34	61.8	16	35.6
Fair	4	7.3	13	28.9
Poor	2	3.6	3	6.7
No Response	1	1.8	—	—
TOTAL	55	100.0	45	100.1*

*Discrepancy in percent total due to computer rounding.

Chi Square Test of Significant Differences in Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activities Number Five through Eight

Table XLI shows that the administrators' and beginning teachers' views were significantly different on how helpful was the explanation of the teachers' evaluation procedures (X^2 = 24.36) as well as how well was the activity implemented (X^2 = 22.35). The Chi Square values were significant at the 0.05 level (see Tables XXXIII, p. 105, and XXXIV, p. 106).

Table XLI also shows that both groups viewed the helpfulness of activity seven (building rules and regulations were explained) similarly (X^2 = 15.022) but they viewed the implementation of the activity significantly different (X^2 = 16.45) at the 0.05 level (see Table XXXVIII, p. 112). Activities six and eight were viewed similarly by both groups as to the helpfulness of the two activities and how well were the two activities implemented.

Chi Square Values of Administrators' and Beginning Teachers' Perceptions of the Helpfulness of Orientation Activities Five through Eight

Table XLII shows agreement among administrators of small, medium and large school systems in their determinations of how helpful were orientation activities five, six, seven and eight. None of the Chi Square values indicated significance at the 0.05 level.

Table XLII also shows agreement between the beginning teachers of the small, medium and large school systems. Their evaluations of how helpful were activities five, six, seven and eight did not prove to be significantly different at the 0.05 level.

TABLE XLI

CHI SQUARE VALUES OF SIGNIFICANT DIFFERENCES BETWEEN ADMINISTRATORS' AND BEGINNING TEACHERS' RATINGS OF HOW HELPFUL WERE ORIENTATION ACTIVITIES FIVE THROUGH EIGHT AND HOW WELL WERE THE ORIENTATION ACTIVITIES IMPLEMENTED

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values	
	How Helpful Were Activities	How Well Were Activities Implemented
Teacher Evaluation Procedures Were Explained	24.36*	22.35*
District Board Policies Were Explained	5.33	9.74
Building Rules, Regulations and Activities Were Explained	15.022	16.45*
Teachers Were Familiarized with Instructional Materials and Supplies	3.11	14.51

*Significant at 0.05 level

TABLE XLII

CHI SQUARE VALUES OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF ORIENTATION ACTIVITIES FIVE THROUGH EIGHT ACCORDING TO SIZE OF SCHOOL SYSTEMS

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Teacher Evaluation Procedures Were Explained	2.88	10.13*
District Policies Were Explained	5.03	4.51
Building Rules, Regulations and Activities Were Explained	4.55	8.62
Orientation Consisted of Familiarizing Teachers with Instructional Materials, Supplies, Teaching Aids and Technical Assistance	4.97	5.42

*Significant at 0.05 level

Chi Square Values of Administrators' and Beginning Teachers' Perceptions of the Implementation of Orientation Activities Five through Eight

Orientation activities five through eight dealt with the teacher evaluation procedures, district board policies, building rules and regulations and familiarizing beginning teachers with the availability of instructional materials. Table XLIII shows that the administrators of the small, medium and large school systems agreed generally on how well were those activities implemented. None of the Chi Square values indicated a significant difference at the 0.05 level between the different groups of administrators.

Table XLIII also shows that the beginning teachers presented similar views as to how well activities five through eight were implemented. There were no significant differences among the teacher groups in their evaluations of how well were these orientation activities implemented.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Orientation Activity Number Nine

The assignment of a cooperating or "buddy" teacher to aid the beginning teacher in adapting and becoming familiar with his new position is the central focus of activity nine.

Table XLIV shows that fourteen of the thirty-five administrators who indicated that the activity occurred thought it was extremely helpful. Twenty of the administrators said the activity was helpful. None said it was not helpful or counterproductive.

TABLE XLIII

CHI SQUARE VALUES OF ADMINISTRATORS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS AND OF BEGINNING TEACHERS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS OF HOW WELL ORIENTATION ACTIVITIES FIVE THROUGH EIGHT WERE IMPLEMENTED

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Teacher Evaluation Procedures Were Explained	8.79	7.24
District Policies Were Explained	7.25	4.28
Building Rules, Regulations and Activities Were Explained	3.39	7.88
Orientation Consisted of Familiarizing Teachers with Instructional Materials, Supplies, Teaching Aids and Technical Assistance	10.11*	6.99

*Significant at 0.05 level

TABLE XLIV

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF THE ASSIGNING OF A COOPERATING OR "BUDDY" TEACHER TO THE BEGINNING TEACHER

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	14	40.0	23	54.8
Helpful	20	57.1	15	35.7
Not Helpful	—	—	4	9.5
Counterproductive	—	—	—	—
No Response	1	2.9	—	—
TOTAL	35	100.0	42	100.0

Thirty-eight of the forty-two beginning teachers responding said the activity was extremely helpful (twenty-three or 54.8 percent) or helpful (fifteen or 35.7 percent). Only four or 9.5 percent said the activity was not helpful.

In response to the question dealing with how well was the activity implemented, fourteen administrators and twenty beginning teachers indicated that the implementation of the activity was excellent as shown in Table XLV. These numbers account for 41.2 percent of the administrators and 47.6 percent of the beginning teachers.

Rating the implementation of the activity as being good were fifteen administrators and thirteen beginning teachers for 44.1 percent and 31.0 percent, respectively. Only four or 11.8 percent of the administrators rated the implementation of the activity fair. Seven or 16.7 percent of the beginning teachers agreed that the implementation of the activity was fair. Two or 4.8 percent of the beginning teachers said the activity was poorly implemented.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activity Number Ten

The conducting of a special orientation program for the beginning teachers was the central focus of activity ten. Table XLVI shows that forty-seven of the forty-eight administrators responding said that the activity was extremely helpful (twenty-three or 47.9 percent) or helpful (twenty-four or 50.0 percent). One of the administrators did not indicate how helpful was the activity.

TABLE XLV

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF HOW WELL WAS ACTIVITY NUMBER NINE IMPLEMENTED, ASSIGNING A COOPERATING OR "BUDDY" TEACHER TO AID THE BEGINNING TEACHER

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	14	41.2	20	47.6
Good	15	44.1	13	31.0
Fair	4	11.8	7	16.7
Poor	—	—	2	4.8
No Response	1	2.9	—	—
TOTAL	34	100.0	42	100.1*

*Discrepancy in percent total due to computer rounding.

TABLE XLVI

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF HOW HELPFUL WAS THE CONDUCTING OF SPECIAL ORIENTATION FOR THE BEGINNING TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	23	47.9	13	27.1
Helpful	24	50.0	26	54.2
Not Helpful	—	—	8	16.7
Counterproductive	—	—	1	2.1
No Response	1	2.1	—	—
TOTAL	48	100.0	48	100.1*

*Discrepancy in percent total due to computer rounding.

Table XLVI also shows that most of the beginning teachers thought well of the activity but not to the extent of the administrators. Thirteen or 27.1 percent of the beginning teachers thought that the activity was extremely helpful. Twenty-six or 54.2 percent said that the activity was helpful. The remainder of the beginning teachers responding said that the activity was not helpful (eight or 16.7 percent) or counterproductive (one or 2.1 percent).

Generally, the administrators and the beginning teachers rated the implementation of the special orientation program favorably. The beginning teachers were a little less enthusiastic about the implementation than were the administrators. Table XLVII shows that seventeen or 36.2 percent of the administrators and twelve or 25.0 percent of the beginning teachers rated the implementation of the activity excellent. Perceiving the implementation of the activity as good were twenty-seven or 57.4 percent of the administrators and twenty-three or 47.9 percent of the beginning teachers. Only two or 4.3 percent of the administrators said the implementation of the special orientation program was fair and none of the administrators said it was poor. Thirteen of the beginning teachers gave the implementation negative ratings. Four or 8.3 percent said it was fair and nine or 18.8 percent said that it was poor.

Administrators' and Beginning Teachers' Perceptions of the Helpfulness and Implementation of Orientation Activity Number Eleven

Activity eleven dealt with the sending of letters of welcome to the beginning teachers and informing them when to report. Table XLVIII

TABLE XLVII

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF THE CONDUCTING OF A SPECIAL ORIENTATION FOR THE BEGINNING TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	17	36.2	12	25.0
Good	27	57.4	23	47.9
Fair	2	4.3	4	8.3
Poor	—	—	9	18.8
No Response	1	2.1	—	—
TOTAL	47	100.0	48	100.0

TABLE XLVIII

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF SENDING WELCOME LETTERS INFORMING TEACHERS OF REPORTING DATE

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	26	45.6	24	42.1
Helpful	30	52.6	31	54.4
Not Helpful	—	—	2	3.5
Counterproductive	—	—	—	—
No Response	1	1.8	—	—
TOTAL	57	100.0	57	100.0

shows that nearly all of the administrators and beginning teachers thought that the activity was extremely helpful or helpful. Only two of the beginning teachers indicated that the activity was not helpful.

Table XLIX shows that the perceptions of the administrators and beginning teachers of how well was the activity of sending welcome letters was implemented are similar. The replies indicated that 48.2 percent of the administrators and 45.6 percent of the beginning teachers thought that the implementation of the activity was excellent. Table XLIX also shows that 50.0 percent of the administrators and 42.1 percent of the beginning teachers rated the implementation of the activity as being good. Rating the activity fair was seven or 12.3 percent of the beginning teachers. Not any of the respondents from either group said that the implementation was poor.

Administrators' and Beginning Teachers' Perceptions of the Implementation and Helpfulness of Activity Number Twelve

Activity twelve dealt with the evaluation of the orientation program by the beginning teachers. Only seventeen administrators and eleven of the beginning teachers indicated that the activity occurred. Table L shows that only four administrators and none of the beginning teachers who responded said the activity was extremely helpful. A total of nineteen (twelve administrators and seven beginning teachers) said the activity was helpful. Four of the beginning teachers said the activity was not helpful.

Table LI shows that four of the administrators rated the implementation of the activity excellent. Rating the implementation of

TABLE XLIX

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF THE SENDING OF WELCOME LETTERS INFORMING TEACHERS WHEN TO REPORT

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	27	48.2	26	45.6
Good	28	50.0	24	42.1
Fair	—	—	7	12.3
Poor	—	—	—	—
No Response	1	1.8	—	—
TOTAL	56	100.0	58	100.0

TABLE L

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF REQUESTING THE BEGINNING TEACHERS TO EVALUATE THE ORIENTATION PROGRAM

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	4	23.5	—	—
Helpful	12	70.6	7	63.6
Not Helpful	—	—	4	36.4
Counterproductive	—	—	—	—
No Response	1	5.9	—	—
TOTAL	17	100.0	11	100.0

TABLE LI

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF THE ACTIVITY REQUESTING THE BEGINNING TEACHERS TO EVALUATE THE ORIENTATION PROGRAM

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	4	25.0	—	—
Good	8	50.0	7	63.6
Fair	3	18.8	2	18.2
Poor	—	—	2	18.2
No Response	1	6.3	—	—
TOTAL	16	100.1*	11	100.0

*Discrepancy in percent total due to computer rounding.

the activity as being good were eight administrators and seven beginning teachers. Three of the administrators and two of the beginning teachers said that the implementation of the activity was fair. The final two beginning teachers responding to the questionnaire item said the implementation of the activity was poor.

Administrators' and Beginning Teachers' Perceptions of the Helpfulness and Implementation of Activity Number Thirteen

Activity thirteen dealt with the process of asking the beginning teachers to suggest activities for future orientation programs. Table LII shows that twenty administrators and eleven beginning teachers acknowledged that the activity occurred. Four of the respondents (three administrators and one beginning teacher) said that the activity was extremely helpful. Fifteen of the twenty administrators and nine of the eleven beginning teachers responding said that the activity was helpful. Two of the respondents, one administrator and one beginning teacher, said that the activity was not helpful.

Table LIII shows the respondents' perceptions of how well was activity thirteen implemented. Three of the administrators said the implementation was excellent, eleven rated it as being good and five said it was fair.

None of the beginning teachers indicated that the implementation was excellent. Six of them said it was good, four rated it fair and one said it was poor.

TABLE LII

ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF THE ACTIVITY ASKING BEGINNING TEACHERS TO SUGGEST ACTIVITIES FOR FUTURE ORIENTATION PROGRAMS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Extremely Helpful	3	15.0	1	9.1
Helpful	15	75.0	9	81.8
Not Helpful	1	5.0	1	9.1
Counterproductive	—	—	—	—
No Response	1	5.0	—	—
TOTAL	20	100.0	11	100.0

TABLE LIII

ADMINISTRATORS' AND BEGINNING TEACHERS' EVALUATIONS OF THE ACTIVITY ASKING BEGINNING TEACHERS TO SUGGEST ACTIVITIES FOR FUTURE ORIENTATION PROGRAMS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Excellent	3	15.0	—	—
Good	11	55.0	6	54.5
Fair	5	25.0	4	36.4
Poor	—	—	1	9.1
No Response	1	5.0	—	—
TOTAL	20	100.0	11	100.0

Chi Square Values of Administrators' and Beginning Teachers' Perceptions of the Helpfulness and Implementation of Orientation Activities Nine through Thirteen

Table LIV shows that the administrators' and beginning teachers' perceptions of how helpful were orientation activities nine through thirteen were similar in four out of five tests. These four activities included the assigning of the cooperating teacher, conducting special orientation programs, sending welcome letters to the beginning teachers and asking beginning teachers to suggest activities for future orientation programs. Only activity twelve was perceived significantly different at the 0.05 level ($X^2 = 9.46$). This activity dealt with the beginning teachers being asked to evaluate the orientation program (see Table L, p. 130).

Table LIV shows no significant differences in the views of the administrators and beginning teachers indicating how well implemented were activities nine through thirteen. None of the Chi Square values were significant at the 0.05 level.

Table LV shows that the administrators of the small, medium and large school systems held similar views concerning the helpfulness of orientation activities nine through thirteen. None of the Chi Square values were significant at the 0.05 level.

Table LV also shows that the beginning teachers of the small, medium and large school systems did not differ significantly in their views of how helpful were orientation activities nine through thirteen. None of the Chi Square values were significant at the 0.05 level.

TABLE LIV

CHI SQUARE VALUES OF SIGNIFICANT DIFFERENCES BETWEEN ADMINISTRATORS' AND BEGINNING TEACHERS' RATINGS OF THE HELPFULNESS AND THE IMPLEMENTATION OF ACTIVITIES NINE THROUGH THIRTEEN

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values	
	How Helpful Were Activities	How Well Were Activities Implemented
Cooperating or "Buddy" Teacher Was Assigned to Aid Beginning Teachers	8.90	5.65
Special Orientation for Beginning Teachers	14.13	12.70
Welcome Letters Informing Beginning Teachers When to Report	3.18	8.39
Evaluation of the Orientation Program by Beginning Teachers	9.46*	6.57
Suggesting of Activities for Future Orientation Programs by Beginning Teachers	0.97	4.33

*Significant at 0.05 level

TABLE LV

CHI SQUARE VALUES OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF ORIENTATION ACTIVITIES NINE THROUGH THIRTEEN ACCORDING TO SIZE OF SCHOOL SYSTEMS

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Cooperating or "Buddy" Teacher Was Assigned to Beginning Teachers	4.95	7.69
Special Orientation Was Held for Beginning Teachers	4.09	7.64
Welcome Letters Informing Beginning Teachers When to Report Were Sent	1.55	7.01
Beginning Teachers Were Asked to Evaluate Orientation Program	2.98	2.36
Beginning Teachers Were Asked to Suggest Activities for Future Orientation Programs	5.47	5.19

*Significant at 0.05 level

Chi Square Values of Administrators' and Beginning Teachers' Perceptions of the Implementation of Orientation Activities Nine through Thirteen according to Size of School Systems

Table LVI shows that activity thirteen was evaluated significantly different by the administrators as to how well was the activity implemented (X^2 = 15.79). The views of the administrators determining how helpful were activities nine, ten, eleven and twelve were not significantly different at the 0.05 level.

Table LVI shows that the beginning teachers did not view the degree of helpfulness of activities nine through thirteen significantly differently. None of the Chi Square values were significant at the 0.05 level.

Summary of Findings concerning How Helpful and How Well Implemented Were Orientation Activities One through Thirteen

The administrators and beginning teachers were inclined to agree on how helpful were most of the orientation activities. They were activity number five, the explaining of teacher evaluation procedures and activity number twelve, the evaluation of the orientation program by beginning teachers.

In regards to activity number five, the explaining of teacher evaluation procedures, over 98 percent of the administrators said that the activity was extremely helpful or helpful. Only about two thirds of the beginning teachers agreed with them (see Table XXVIII, p. 97). More than a third of the beginning teachers gave negative ratings concerning the helpfulness of the activity.

TABLE LVI

CHI SQUARE VALUES OF ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE IMPLEMENTATION OF ORIENTATION ACTIVITIES NINE THROUGH THIRTEEN ACCORDING TO SIZE OF SCHOOL SYSTEMS

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values for Administrators	Chi Square Values for Beginning Teachers
Cooperating or "Buddy" Teacher Was Assigned to Beginning Teachers	8.41	5.36
Special Orientation Was Held for Beginning Teachers	10.58	6.85
Welcome Letters Informing Beginning Teachers When to Report Were Sent	1.99	9.65
Beginning Teachers Were Asked to Evaluate Orientation Program	7.00	2.46
Beginning Teachers Were Asked to Suggest Activities for Future Orientation Programs	15.79*	2.52

*Significant at 0.05 level

The other orientation activity where the two groups disagreed was how helpful was the evaluation of the orientation by the beginning teachers. Of the seventeen administrators responding, four of them said that the activity was extremely helpful. With only eleven beginning teachers responding, none said that the activity was extremely helpful but four said it was not helpful. These differences between the views of the two groups were meaningful and significant (see Table XLIII, p. 120).

The orientation items that dealt with how well were the orientation activities implemented also produced agreement between the two groups on ten of the thirteen items. Disagreements were significant for items three, five and seven.

Item three dealt with the introduction of beginning teachers to other teachers in their department or grade. Nearly 93 percent of the administrators viewed the implementation positively (excellent or good) compared with 66 percent of the beginning teachers who held the same views (see Table XXIII, p. 89). Only 5 percent of the administrators viewed the implementation negatively (fair or poor), whereas nearly 34 percent of the beginning teachers thought it was fair or poor.

The item dealing with the explaining of teacher evaluation procedures produced disagreement between the administrators and beginning teachers. Over three fourths of the administrators thought that the implementation of this activity was excellent or good. Only 44 percent of the beginning teachers agreed (see Table XXIX, p. 98). Viewing the negative ratings of this activity, only about 21 percent

of the administrators said that the implementation was fair or poor compared with 56 percent of the beginning teachers who disapproved of the execution of the activity.

Finally, the two groups disagreed on the implementation ratings of activity seven, the explaining of building rules and activities. Table XXXIII, p. 105, shows that nearly 88 percent of the administrators thought that the implementation of the activity was excellent or good. Only 64 percent of the beginning teachers concurred. Viewing the results from another perspective, nearly 37 percent of the beginning teachers indicated that the implementation rating was fair or poor and less than 11 percent of the administrators agreed with them.

General agreement was noted with most of the items. Of the thirteen activities, the ratings concerning the helpfulness of these activities found only two that produced significant Chi Square values between the two groups. The two groups agreed on 76.9 percent of the items concerning how well were the activities implemented. Only three of the thirteen activities produced disagreements that were significant at the 0.05 level.

A review of the data to ascertain if the administrators or the beginning teachers held different opinions within their respective groups, two significant differences were noted. One of the differences was between the beginning teachers of the small, medium and large school systems relating to the helpfulness of activity number three (beginning teachers were introduced to other teachers in their department or grade). The beginning teachers as a group compared with the

administrators as a group held similar views about the helpfulness of this activity but there were differences within the teacher group concerning the implementation of the activity.

The second difference of significance was detected within the administrative group. The administrators differed in their views of how well was orientation activity number thirteen implemented. The activity involved asking the beginning teachers to suggest activities for future orientation programs. When the responses from the administrators were treated statistically concerning how well was this activity implemented, the Chi Square value indicated that there were significant differences among the views given by the administrators. These differences were not viewed among the beginning teachers nor between the teachers and administrators.

Table LIII, p. 134, shows that only twenty administrators responded to this question. Fifteen percent said that the implementation was excellent and 55 percent said it was good but 25 percent of the administrators indicated that the implementation of the activity was only fair.

V. ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE DEGREE TO WHICH CERTAIN ORIENTATION ACTIVITIES OCCURRED

Part II of the questionnaire contained orientation activites fourteen through twenty-four. This part of the questionnaire was designed to determine the degree to which certain orientation practices occurred in school systems as perceived by administrators and beginning teachers.

The data in the tables that follow show the replies by respondents who indicated that the activities occurred almost always, often, seldom and never. The data also reflect the responses of those who marked "not applicable" for their answers. Respondents who did not check any of the columns are not included in the calculations.

The existence of cells in some of the categories with small numerical values or zeros necessitated the collapsing of data into similar categories. Responses of "almost always" and "often" were considered as a single category and responses of "seldom" and "never" were considered a single category.

Administrators' and Beginning Teachers' Perceptions of the Degree to Which the Cooperating or "Buddy" Teacher Attended Orientation Sessions with Beginning Teachers

Table LVII shows that the administrators and beginning teachers were in partial agreement with their answers to the first two categories (almost always and often). Twenty-one or 36.2 percent of the administrators said that the cooperating teacher almost always or often attended the orientation sessions with the beginning teachers. The beginning teachers held similar views. Twenty-six or 35.6 percent of the beginning teachers said that the cooperating teacher almost always or often attended orientation meetings with the beginning teachers. Nearly 30 percent (29.3) of the administrators said that the cooperating teacher seldom attended orientation meetings compared with 2.7 percent of the beginning teachers. Nearly a third of the administrators (32.8 percent) and a majority of the beginning teachers (60.3 percent)

TABLE LVII

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH THE ORIENTATION ACTIVITY OF COOPERATING OR "BUDDY" TEACHER ATTENDED ORIENTATION SESSIONS WITH THE BEGINNING TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	13	22.4	17	23.3
Often	8	13.8	9	12.3
Seldom	17	29.3	2	2.7
Never	19	32.8	44	60.3
No Response	1	1.7	1	1.4
TOTAL	58	100.0	73	100.0

said that the cooperating teacher never attended the orientation sessions.

A majority of the administrators (62.1 percent) were divided between answering seldom (29.3 percent) and never (32.8 percent). A similar majority of the beginning teachers (63.0 percent) also gave seldom or never answers, but only 2.7 percent said seldom whereas 60.3 percent said never. The beginning teachers were not as evenly divided in their seldom or never answers as were the administrators.

Administrators' and Beginning Teachers' Perceptions of the Degree to Which Individual Conferences of Administrators and Beginning Teachers Were Held to Discuss and Solve Problems

Nearly all of the administrators, fifty-six or 93.3 percent said that individual conferences were held with the beginning teachers to discuss and solve problems as shown in Table LVIII. Only four or 6.7 percent said that this activity seldom occurred.

The beginning teachers did not agree with the administrators' assessment. Only twenty-six or 33.4 percent of the beginning teachers said that individual conferences were held to discuss and solve problems almost always or often. A majority of the beginning teachers (fifty-one or 65.4 percent) said that the activity seldom happened (30.8 percent) or never happened (34.6 percent).

The percentage points differential in the answers between the administrators' answers and the beginning teachers' answers were as follows: almost always—34.3 points; often—25.6 points; seldom—24.1 points and never—34.6 points.

TABLE LVIII

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH THE ORIENTATION ACTIVITY OF INDIVIDUAL CONFERENCES OF ADMINISTRATORS AND BEGINNING TEACHERS WERE HELD TO DISCUSS AND SOLVE PROBLEMS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	26	43.3	7	9.0
Often	30	50.0	19	24.4
Seldom	4	6.7	24	30.8
Never	—	—	27	34.6
No Response	—	—	1	1.3
TOTAL	60	100.0	78	100.1*

*Discrepancy in percent total due to computer rounding.

Administrators' and Beginning Teachers' Perceptions of the Degree to Which Beginning Teachers Were Assigned Fewer Classes and/or Preparations than Experienced Teachers

Table LIX shows that a majority of the administrators and beginning teachers did not perceive that beginning teachers are given preferential treatment in the number of classes taught or class assigned preparations. Only six administrators (10.0 percent) and ten beginning teachers (12.8 percent) said that the practice of assigning beginning teachers reduced loads is almost always or often practiced in the school. systems surveyed. An overwhelming majority of both administrators (fifty-four or 90.0 percent) and beginning teachers (sixty-eight or 87.1 percent) indicated that the practice of assigning reduced teaching loads to beginning teachers is seldom or never accomplished.

Administrators' and Beginning Teachers' Perceptions of the Degree to Which Beginning Teachers Were Assigned Fewer Extra Duties than Experienced Teachers

Table LX shows that the administrators and beginning teachers did not perceive that beginning teachers were assigned fewer extra duties than experienced teachers. Only eighteen or 30.0 percent of the administrators and seventeen or 21.8 percent of the beginning teachers said that this practice occurred almost always or often. The other 70.0 percent of the administrators and 78.2 percent of the beginning teachers said that the practice seldom or never occurred.

Chi Square Values of Administrators' and Beginning Teachers' Perceptions of the Degree to Which Orientation Activities Fourteen through Seventeen Occurred

Table LXI shows that activities fourteen, fifteen, sixteen and seventeen were perceived significantly different by administrators

TABLE LIX

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH BEGINNING TEACHERS WERE ASSIGNED FEWER CLASSES AND/OR PREPARATIONS THAN EXPERIENCED TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	2	3.3	3	3.8
Often	4	6.7	7	9.0
Seldom	23	38.3	14	17.9
Never	31	51.7	54	69.2
No Response	—	—	—	—
TOTAL	60	100.0	78	99.9*

*Discrepancy in percent total due to computer rounding.

TABLE LX

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH THE BEGINNING TEACHERS WERE ASSIGNED FEWER EXTRA DUTIES THAN EXPERIENCED TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	3	5.0	6	7.7
Often	15	25.0	11	14.1
Seldom	26	43.3	21	26.9
Never	16	26.7	40	51.3
No Response	—	—	—	—
TOTAL	60	100.0	78	100.0

TABLE LXI

CHI SQUARE VALUES OF SIGNIFICANT DIFFERENCES BETWEEN ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE DEGREE TO WHICH ORIENTATION ACTIVITIES FOURTEEN THROUGH SEVENTEEN OCCURRED

SOUTH CAROLINA 1976

ORIENTATION ACTIVITIES	CHI SQUARE VALUES
Cooperating and/or "Buddy" Teacher Attended Orientation Sessions with Beginning Teachers	25.42*
Individual Conferences Were Held with Beginning Teachers by Building Administrators	54.35*
Beginning Teachers Were Assigned Fewer Classes and/or Preparations than Experienced Teachers	13.14*
Beginning Teachers Were Assigned Fewer Extra Duties than Experienced Teachers	13.33*

*Significant at 0.05 level.

and beginning teachers as to the degree to which these activities occurred. Activity fourteen dealt with the cooperating teacher attending orientation sessions with beginning teachers was viewed significantly different by the two groups ($X^2 = 25.42$) at the 0.05 level (see Table LVII, p. 144). The activity that dealt with individual conferences being held with beginning teachers was viewed significantly different at the 0.05 level, $X^2 = 54.35$ (see Table LVIII, p. 146). Activities sixteen and seventeen (the assigning of fewer classes and fewer extra duties) were also viewed significantly different at the 0.05 level by the two groups, $X^2 = 13.14$ for activity sixteen and $X^2 = 13.33$ for activity seventeen (see Tables LIX, p. 148, and LX, p. 149).

Chi Square Values of Administrators' and Beginning Teachers' Perceptions according to Size of School Systems of the Degree to Which Orientation Activities Fourteen through Seventeen Occurred

Activities fourteen through seventeen dealt with assigning cooperating teachers (see Table LVII, p. 144), conducting individual conferences (see Table LVIII, p. 146), assignment of fewer classes and assigning fewer extra duties (see Table LIX, p. 148), were all perceived significantly different at the 0.05 level by administrators and beginning teachers. When the administrators' responses were tested between size of school systems, and when the beginning teachers' responses were tested between size of school systems, the results were shown not to be significantly different. Table LXII shows that the administrators held similar views concerning the degree to which activities fourteen through seventeen were accomplished. Table LXII

TABLE LXII

CHI SQUARE VALUES OF ADMINISTRATORS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS AND OF BEGINNING TEACHERS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS OF THE DEGREE TO WHICH ORIENTATION ACTIVITIES FOURTEEN THROUGH SEVENTEEN OCCURRED

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values Between Administrators	Chi Square Values Between Beginning Teachers
Cooperating and/or "Buddy" Teacher Attended Orientation Sessions with Beginning Teachers	18.48	9.90
Individual Conferences Were Held with the Beginning Teachers by Building Admin strators	3.04	14.14
Beginning Teachers Were Assigned Fewer Classes and/or Preparations than Experienced Teachers	13.47	9.52
Beginning Teachers Were Assigned Fewer Extra Duties than Experienced Teachers	11.77	7.09

*Significant at 0.05 level

also shows that the beginning teachers' views on the accomplishment of orientation activities fourteen through seventeen were independent of the size of the school systems in which they worked.

Administrators' and Beginning Teachers' Perceptions of Beginning Teachers Having Been Assigned Classes Only in Subjects in Which They Were Certified to Teach

Almost all of the administrators (95.0 percent) and an overwhelming majority of the beginning teachers (84.8 percent) indicated that the beginning teachers were assigned classes only in subjects in which they were certified to teach often or almost always. Table LXIII shows that only three or 5.0 percent of the administrators and five or 6.3 percent of the beginning teachers said that the activity was seldom practiced. Six or 7.6 percent of the beginning teachers indicated that the practice never occurred.

Although 5 percent of the administrators and 13.9 percent of the beginning teachers said that the practice occurred seldom or never, the large number of both groups indicated that the practice was not uncommon in the school districts surveyed reflected favorably on the desired outcome of the degree to which the activity occurred. Table LXIII shows that a combined percentage of both groups, 89.9 percent gave favorable or positive replies while less than 10.0 percent gave unfavorable or negative replies to the question.

Administrators' and Beginning Teachers' Perceptions of Regular Meetings Being Conducted to Further Explain Rules and Regulations

After the initial orientation activity of explaining rules and regulations, some schools or school systems deem it necessary to

TABLE LXIII

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH BEGINNING TEACHERS WERE ASSIGNED CLASSES ONLY IN SUBJECTS IN WHICH THEY WERE CERTIFIED TO TEACH

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	48	80.0	45	57.0
Often	9	15.0	22	27.8
Seldom	3	5.0	5	6.3
Never	—	—	6	7.6
No Response	—	—	1	1.3
TOTAL	60	100.0	79	100.0

have follow-up meetings to further the accomplishment of this goal.

Table LXIV shows that the two groups viewed the accomplishment of the activity differently. Twenty-five percent of the administrators said that the activity occurred almost always. Only one or 1.3 percent of the beginning teachers agreed. Twenty-five or 41.7 percent of the administrators said that the activity occurred often but only eleven or 13.9 percent of the beginning teachers concurred. Sixteen members of each group or 26.7 percent of the administrators and 20.3 percent of the beginning teachers said that the activity seldom occurred. Only four or 6.7 percent of the administrators said that the activity never occurred but a majority of the beginning teachers (fifty or 63.3 percent) did not recall that the activity ever occurred.

Administrators' and Beginning Teachers' Perceptions of Providing Released Time for Beginning Teachers to Observe Other Classes Being Taught

The providing of released time for beginning teachers to visit and observe other classes being taught was not a common practice in the school system surveyed according to the data in Table LXV. Only twelve administrators (20.0 percent) and nine of the beginning teachers (11.4 percent) indicated that the activity occurred almost always or often. A majority of the administrators (56.7 percent) said that the activity seldom occurred and more than 70 percent of the beginning teachers said that the activity never occurred.

TABLE LXIV

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH THE ORIENTATION ACTIVITIES CONSISTED OF CONDUCTING REGULAR MEETINGS TO FURTHER EXPLAIN SCHOOL RULES AND REGULATIONS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	15	25.0	1	1.3
Often	25	41.7	11	13.9
Seldom	16	26.7	16	20.3
Never	4	6.7	50	63.3
No Response	—	—	1	1.3
TOTAL	80	100.1*	79	100.1*

*Discrepancies in percent totals due to computer rounding.

TABLE LXV

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH THE ORIENTATION ACTIVITY OF PROVIDING RELEASED TIME FOR BEGINNING TEACHERS TO OBSERVE OTHER CLASSES BEING TAUGHT

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	2	3.3	4	5.1
Often	10	16.7	5	6.3
Seldom	34	56.7	13	16.5
Never	14	23.3	56	70.9
No Response	—	—	1	1.3
TOTAL	60	100.0	79	100.1*

*Discrepancy in percent total due to computer rounding.

Administrators' and Beginning Teachers' Perceptions of Beginning Teachers Being Formally Observed in the Teaching Process during the First Month of School

The orientation activity that dealt with the formal observation of the beginning teacher during the first month of school was believed to be well executed according to the administrators. Table LXVI shows that twenty-six or 43.3 percent said that the activity was almost always performed. Another twenty-three or 38.3 percent said that it was often done. Only eleven or 18.3 percent of the administrators said that the practice seldom or never occurred.

Table LXVI shows that the beginning teachers viewed the situation differently. Only thirteen or 16.5 percent said that the practice almost always occurred. Fifteen or 19.0 percent said the practice often occurred. A majority (twenty or 25.3 percent indicated seldom and thirty or 38.0 percent indicated never) of the beginning teachers said that the practice of formal observation during the first month of school seldom or never occurred.

Chi Square Values of Administrators' and Beginning Teachers' Perceptions of the Degree to Which Orientation Activities Eighteen through Twenty-One Occurred

Table LXVII shows that the administrators and beginning teachers viewed significantly different at the 0.05 level the degree to which orientation activities eighteen through twenty-one occurred.

The activity of assigning beginning teachers to classes only in subjects they were certified to teach was viewed differently (see Table LXIII, p. 154) by the two groups as to the degree to which the activity occurred ($X^2 = 18.42$).

TABLE LXVI

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH THE ORIENTATION ACTIVITY OF OBSERVING THE BEGINNING TEACHER FORMALLY IN THE PROCESS OF TEACHING DURING THE FIRST MONTH OF SCHOOL WAS CONDUCTED

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	26	43.3	13	16.5
Often	23	38.3	15	19.0
Seldom	8	13.3	20	25.3
Never	3	5.0	30	38.0
No Response	—	—	1	1.3
TOTAL	60	99.9*	79	100.1*

*Discrepancies in percent totals due to computer rounding.

TABLE LXVII

CHI SQUARE VALUES OF SIGNIFICANT DIFFERENCES BETWEEN ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE DEGREE TO WHICH ORIENTATION ACTIVITIES EIGHTEEN THROUGH TWENTY-ONE OCCURRED

SOUTH CAROLINA 1976

ORIENTATION ACTIVITIES	CHI SQUARE VALUES
Beginning Teachers Were Assigned Classes Only in Subjects They Were Certified to Teach	18.42*
Regular Scheduled Meetings Were Held to Further Explain School Rules and Regulations	60.84*
Beginning Teachers Were Given Released Time to Observe Other Classes Being Taught	38.43*
Beginning Teachers Were Observed Formally in the Process of Teaching during the First Month of School	36.72*

*Significant at 0.05 level.

The second activity dealt with the conducting of meetings to further explain rules and regulations was also viewed significantly different (X^2 = 60.84) by the two groups (see Table LXIV, p. 156). Contributing to the difference is the data shown in Table LXIV, p. 156, where nearly 67 percent of the administrators said that the activity almost always or often occurred while only slightly more than 15 percent of the beginning teachers agreed with them.

The third activity in Table LXVII also reveals a significant difference in the views of the two groups (X^2 = 38.43). The activity dealt with the granting of released time for beginning teachers to observe other classes being taught. The greatest discrepancy in these data is shown in Table LXV, p. 157, where only 23 percent of the administrators said that the activity did not occur but nearly 71 percent of the beginning teachers did not recall the activity being practiced.

The formal observation of beginning teachers during the first month of school was the central theme of orientation activity twenty-one. The two groups viewed the degree to which this activity occurred significantly different at the 0.05 level (X^2 = 36.72). Table LXVI, p. 159, shows that only 18.3 percent of the administrators said that the activity seldom or never happened but over 45 percent of the beginning teachers said that the activity occurred seldom or never.

Chi Square Values of Administrators' and Beginning Teachers' Perceptions of Orientation Activities Eighteen through Twenty-One according to Size of School Systems

Table LXVIII shows that the administrators of the small, medium and large school systems did not view the degree to which activities eighteen through twenty-one occurred significantly different at the 0.05 level. These activities dealt with assigning classes to teachers in their area of certification, holding meetings to explain rules and regulations, granting released time for teachers to observe and the formal observation of beginning teachers during the first month of school.

Table LXVIII also shows that the views of the beginning teachers were independent of the size of the school system in which they were employed. All Chi Square values were not significant at the 0.05 level.

Administrators' and Beginning Teachers' Perceptions of the Degree to Which Preobservational Conferences Were Held with Beginning Teachers

Table LXIX shows that a majority of the administrators said that preobservational conferences were almost always or often held with beginning teachers while a majority of the beginning teachers said that the practice seldom or never happened.

Thirteen or 21.7 percent of the administrators said that preobservational conferences were almost always held. Only five or 6.4 percent of the beginning teachers concurred. Twenty-six or 43.3 percent of the administrators said that the practice often occurred but only three or 3.8 percent of the beginning teachers concurred.

TABLE LXVIII

CHI SQUARE VALUES OF ADMINISTRATORS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS AND OF BEGINNING TEACHERS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS OF THE DEGREE TO WHICH ORIENTATION ACTIVITIES EIGHTEEN THROUGH TWENTY-ONE OCCURRED

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values Between Administrators	Chi Square Values Between Beginning Teachers
Beginning Teachers Were Assigned Classes Only in Subjects They Were Certified to Teach	11.67	17.59
Regular Scheduled Meetings Were Held for Beginning Teachers to Further Explain School Rules and Activities	9.51	14.70
Beginning Teachers Were Given Released Time to Observe Other Classes Being Taught	8.92	15.20
Beginning Teachers Were Observed Formally in the Process of Teaching during the First Month of School	11.68	14.42

*Significant at 0.05 level

TABLE LXIX

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH PREOBSERVATIONAL CONFERENCES WERE HELD WITH BEGINNING TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	13	21.7	5	6.4
Often	26	43.3	3	3.8
Seldom	16	26.7	17	21.8
Never	5	8.3	51	65.4
No Response	—	—	2	2.6
TOTAL	60	100.0	78	100.0

Nearly equal numbers of administrators and beginning teachers (sixteen and seventeen, respectively) said that the activity seldom occurred. A major difference in views of the two groups is shown in Table LXIX where only five or 8.3 percent of the administrators said that preobservational conferences were never held but a majority of the beginning teachers (fifty-one or 65.4 percent) indicated that the practice never occurred.

Administrators' and Beginning Teachers' Perceptions of the Degree to Which Postobservational Conferences Were Held with Beginning Teachers

Postobservational conferences with beginning teachers is the central theme of orientation activity twenty-three. A majority of the administrators said that the conferences were held almost always or often. The beginning teachers took the opposite view.

Table LXX shows that twenty-six or 43.3 percent of the administrators said that postobservational conferences were held almost always. An additional twenty-three or 38.3 percent of the administrators indicated that the conferences were held often. Eight or 13.3 percent and three or 5.0 percent of the administrators said that the practice occurred seldom or never, respectively.

Twenty-five or 31.7 percent of the beginning teachers said that the postobservational conferences were held almost always or often. More than two thirds of the beginning teachers said that the activity seldom or never occurred.

TABLE LXX

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH POSTOBSERVATIONAL CONFERENCES WERE HELD WITH BEGINNING TEACHERS

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	26	43.3	15	19.0
Often	23	38.3	10	12.7
Seldom	8	13.3	17	21.5
Never	3	5.0	36	45.6
No Response	—	—	1	1.3
TOTAL	60	99.9*	79	100.1*

*Discrepancies in percent totals due to computer rounding.

Administrators' and Beginning Teachers' Perceptions of the Degree to Which Subject Area Supervisors Visited Beginning Teachers during the First Month of School

More than half of the administrators indicated that the subject area supervisor visited the beginning teachers during the first month of school almost always or often. Conversely, more than three fourths of the beginning teachers said that the subject area supervisor seldom or never visited the beginning teacher during the first month of school.

Table LXXI shows that 21.4 percent and 39.3 percent of the administrators said that the subject area supervisor visited the beginning teachers during the first month of school almost always and often, respectively. Twenty-two or 39.3 percent of the administrators said that the activity occurred seldom or never.

Table LXXI shows that the beginning teachers did not agree with the administrators. Only seventeen or 21.8 percent of the beginning teachers indicated that the practice occurred almost always or often. Ten or 12.8 percent said that the activity seldom occurred. A majority of the beginning teachers (fifty-one or 65.4 percent) said that the practice never occurred.

Chi Square Values of Significant Differences between Administrators' and Beginning Teachers' Perceptions of the Degree to Which Orientation Activities Twenty-one through Twenty-four Occurred

The administrators and beginning teachers viewed the occurrence of orientation activities twenty-two through twenty-four significantly different.

Table LXXII shows that the activities of preobservational conferences ($X^2 = 64.85$), postobservational conferences ($X^2 = 43.21$),

TABLE LXXI

NUMBER AND PERCENT OF ADMINISTRATORS AND BEGINNING TEACHERS WHO INDICATED ALMOST ALWAYS, OFTEN, SELDOM OR NEVER THE DEGREE TO WHICH SUBJECT AREA SUPERVISORS VISITED THE BEGINNING TEACHERS DURING THE FIRST MONTH OF SCHOOL

SOUTH CAROLINA 1976

	Administrators		Beginning Teachers	
	Frequency	Percent	Frequency	Percent
Almost Always	12	21.4	7	9.0
Often	22	39.3	10	12.8
Seldom	12	21.4	10	12.8
Never	10	17.9	51	65.4
No Response	—	—	—	—
TOTAL	56	100.00	78	100.0

TABLE LXXII

CHI SQUARE VALUES OF SIGNIFICANT DIFFERENCES BETWEEN ADMINISTRATORS' AND BEGINNING TEACHERS' PERCEPTIONS OF THE DEGREE TO WHICH ORIENTATION ACTIVITIES TWENTY-TWO THROUGH TWENTY-FOUR OCCURRED

SOUTH CAROLINA 1976

ORIENTATION ACTIVITIES	CHI SQUARE VALUES
Preobservational Conferences Were Held with Beginning Teachers	64.85*
Postobservational Conferences Were Held with Beginning Teachers	43.21*
Subject Area Supervisors Visited Beginning Teachers during the First Month of School	32.70*

*Significant at 0.05 level

and the visitation of subject area supervisors (X^2 = 32.70) have significant Chi Square values at the 0.05 level.

Tables LXIX, p. 165; LXX, p. 166; and LXI, p. 150, reveal the divergence of views between the two groups. In the three tables, a majority of the administrators indicated that the activities occurred almost always or often while a majority of the beginning teachers indicated that the practices seldom or never occurred.

Chi Square Values of Administrators' and Beginning Teachers' Perceptions according to Size of School Systems, the Degree to Which Orientation Activities Twenty-two through Twenty-four Occurred

Orientation activities twenty-two through twenty-four dealt with preobservational conferences, postobservational conferences and the visitations by subject area supervisors.

The administrators tended to agree on the extent to which the orientation activities occurred when the answers were statistically treated between small, medium and large school systems. Table LXXIII shows that the same agreement occurs with the beginning teachers when their answers were examined to determine significant differences among school systems.

None of the Chi Square values are significant at the 0.05 level.

Summary of Findings concerning Administrators' and Beginning Teachers' Perceptions of the Degree to Which Orientation Activities Fourteen through Twenty-four Occurred

Orientation activities fourteen, fifteen, sixteen and seventeen reflected differences of opinion between the administrators and the

TABLE LXXIII

CHI SQUARE VALUES OF ADMINISTRATORS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS AND OF BEGINNING TEACHERS' PERCEPTIONS BETWEEN SIZE OF SCHOOL SYSTEMS OF THE DEGREE TO WHICH ORIENTATION ACTIVITIES TWENTY-TWO THROUGH TWENTY-FOUR OCCURRED

SOUTH CAROLINA 1976

Orientation Activities	Chi Square Values Between Administrators	Chi Square Values Between Beginning Teachers
Preobservational Conferences Were Held with Beginning Teachers	11.46	7.32
Postobservational Conferences Were Held with Beginning Teachers	6.13	12.06
Subject Area Supervisors Visited Beginning Teachers during the First Month of School	8.71	4.13

*Significant at 0.05 level

beginning teachers. A majority of the beginning teachers indicated that the cooperating or "buddy" teacher never attended orientation sessions with the beginning teachers but more than a third of the administrators thought that the cooperating or "buddy" teacher was in attendance during the orientation meetings.

The activity that dealt with individual conferences being held to discuss and solve problems revealed another discrepancy between the views of the two groups. Over nine tenths of the administrators perceived that the activity occurred almost always or often but nearly two thirds of the beginning teachers said that the activity seldom or never occurred.

The assignment of fewer classes and fewer extra duties to the beginning teachers were not popular practices in the schools surveyed in the state. Only 10 percent of the administrators and about 13 percent of the beginning teachers indicated that the practice of assigning fewer classes to beginning teachers occurred often or almost always. Less than one third of the administrators and less than one fourth of the beginning teachers indicated that the new teachers were assigned fewer extra duties than the experienced teachers.

The data from the survey indicate that most beginning teachers in the school systems surveyed are not given reduced teaching loads nor fewer assignments. The data collected in the survey indicate that the schools generally assigned beginning teachers to classes in which they are certified to teach. This practice is required by the accreditation agencies.

The views of the administrators and beginning teachers varied concerning the scheduling of meetings to further explain rules and regulations. Two thirds of the administrators thought that these meetings were held regularly but only 15 percent of the beginning teachers concurred. The term regularly could have been interpreted differently by the two groups.

Providing released time for beginning teachers to observe other classes being taught was not generally practiced in the school systems surveyed. Only 20 percent of the administrators and a little more than one tenth of the beginning teachers indicated that the practice occurred often or almost always.

The administrators and beginning teachers held divergent views concerning the observation of beginning teachers. The administrators indicated that the teachers were generally observed formally and pre- and postobservational conferences were held to discuss these observations. If these observations and conferences were conducted, the majority of the beginning teachers did not perceive these actions as the administrators perceived them. The Chi Square values of differences in the perceptions of the two groups were all significant at the 0.05 level. The nonsignificance of the Chi Square values within groups would indicate that the administrators held similar views concerning the orientation activity. The same held true for the beginning teachers, but all values were significant when the views of the two groups were compared.

VI. BEGINNING TEACHERS' PERCEPTIONS OF WHAT PERSONNEL AND ORIENTATION ACTIVITIES WERE MOST HELPFUL TO THEM DURING THEIR FIRST YEAR OF TEACHING

Part III of the questionnaire was divided into three sections. Section A was designed to determine what personnnel in the school system were most helpful to the beginning teachers during their first year of teaching. The personnel listed were: (1) the principal and/or assistant principal, (2) subject area supervisor, (3) cooperating and/or "buddy" teacher, (4) central office personnel, (5) departmental chairpersons and (6) others.

The beginning teachers were asked to rank the persons in order of helpfulness (1 = highest, 6 = lowest, N.A. = nonapplicable). The beginning teachers were asked to write in other personnel who were not listed that they thought were helpful to them during their first year of teaching.

Section B of Part III of the questionnaire was designed to determine what orientation activities (conferences and meetings) that the beginning teachers perceived to be most helpful to them during their first year of teaching. The activities listed were: (1) preservice conferences, (2) conferences with fellow teachers, (3) conferences with other beginning teachers, (4) departmental meetings, (5) conferences with administrators, (6) pre- and postobservational conferences, (7) faculty meetings and (8) other activities.

Beginning Teachers' Perceptions of What Staff Members Were Most Helpful to Them during Their First Year of Teaching

The beginning teachers ranked the school personnel in order from most helpful to least helpful during their first year of teaching. Table LXXIV shows that the principal and/or assistant principal was ranked first with a total weighted score of three hundred fifty-two or 24.89 percent. Thirty-two of the beginning teachers said that the principal and/or assistant principal gave them the most help during their first year of teaching.

Table LXXIV shows that the cooperating or "buddy" teacher was rated second in the list of six. The cooperating or "buddy" teacher received twenty-one first place votes and a total of two hundred fifty-nine weighted points.

The central office personnel received ten more weighted points than the departmental chairperson, two hundred fifteen to two hundred five for third and fourth place, respectively, in providing help for the beginning teachers during their first year of teaching.

The category of "other" received the fifth highest total weighted points (one hundred ninety-one or 13.58 percent of the total votes). Although ranking fifth overall, the category of "other" received the third highest number of first place votes, seventeen. The beginning teachers were asked to write in the position held by the person that they referred to when marking the "other" category. Ten of the seventeen first place votes were for their fellow teachers, five first place votes were for the guidance counselors and the school secretaries received two first place votes.

TABLE LXXIV

BEGINNING TEACHERS' PERCEPTIONS OF WHICH STAFF MEMBERS WERE MOST HELPFUL TO THEM DURING THEIR FIRST YEAR OF TEACHING

Rank	1st			2nd			3rd			4th			5th			6th			Total Weighted Score	Percent
Personnel	RS	WF	WS	RS	WF	WS	RS	WF	WS	RS	WF	WS	RS	WF	WS	RS	WF	WS		
Principal/ Assistant	32	6	192	14	5	70	13	4	52	10	3	30	2	2	4	4	1	4	352	24.89
Cooperating Teacher	21	6	126	18	5	90	4	4	16	4	3	12	3	2	9	9	1	9	259	18.32
Central Office Personnel	8	6	48	10	5	50	13	4	52	9	3	27	10	2	20	18	1	18	215	15.20
Departmental Chairperson(s)	3	6	18	15	5	75	14	4	56	11	3	33	9	2	18	5	1	5	205	14.50
Subject Area Supervisors	6	6	36	7	5	35	13	4	52	13	3	39	7	2	14	15	1	15	191	13.51
Other	17	6	102	9	5	45	5	4	20	1	3	3	9	2	18	4	1	4	192	13.58

RS = Raw Score

WF = Weight Factor

WS = Weighted Score

The subject area supervisor rated last with a total of one hundred ninety-one weighted points or 13.51 percent of the total votes. Only the departmental chairperson(s) received less first place votes than the subject area supervisor. The departmental chairperson received six first place votes and the subject area supervisor received three first place votes.

Beginning Teachers' Perceptions of What Activities (Meetings and Conferences) Were Most Helpful to Them during Their First Year of Teaching

The beginning teachers ranked the orientation activities (meetings and conferences) in order from most helpful to least helpful. The teachers were asked to rank the activities from one through eight, one being the highest and eight the lowest. Table LXXV shows that the beginning teachers ranked the activity of having conferences with other teachers most helpful to them during their first year of teaching. This activity received 17.96 percent of the weighted score. Thirty-two of the seventy-two teachers replying ranked conferences with other teachers first. Fifteen of the beginning teachers ranked the activity second. This activity received more than twice the number of first place votes than any of the other activities listed.

Ranked in the second position was the activity of faculty meetings. Although two other activities (conferences with administrators and preservice conferences) each received more first place votes than the activity of faculty meetings, this activity received a higher weighted score. Percentage wise, this activity received 16.41 percent of the total weighted score.

TABLE LXXV

BEGINNING TEACHERS' PERCEPTIONS OF WHICH ACTIVITIES (MEETINGS AND CONFERENCES) WERE MOST HELPFUL TO THEM DURING THEIR FIRST YEAR OF TEACHING

SOUTH CAROLINA 1976

Activities	1st			2nd			3rd			4th			5th			6th			7th			8th			Total Weighted Score	Percent
	RS	WF	WS	RS	WF	WS	RS	WF	WS	RS	WF	WS	RS	WF	WS	RS	WF	WS	RS	WF	WS	RS	WF	WS		
Conferences with Fellow Teachers	32	8	256	15	7	105	3	6	18	4	5	20	2	4	8	-	3	-	-	2	-	-	1	-	407	17.96
Faculty Meetings	9	8	72	11	7	77	11	6	66	13	5	65	10	4	40	12	3	30	6	2	12	4	1	4	372	16.41
Conferences with Administrators	14	8	112	7	7	49	15	6	90	8	5	40	9	4	36	6	3	18	4	2	8	5	1	5	358	15.79
Preservice Conferences	11	8	88	14	7	98	9	6	54	7	5	35	6	4	24	5	3	15	4	2	8	7	1	7	329	14.51
Departmental Meetings	6	8	48	15	7	105	11	5	50	8	5	40	7	4	28	8	3	24	4	2	8	2	1	2	321	14.16
Conferences with Other Beginning Teachers	5	8	40	11	7	77	5	6	30	10	5	50	7	4	28	5	3	15	4	2	8	1	1	1	249	10.98
Pre- and Post-Observational Conferences	4	8	32	3	7	21	3	6	18	2	5	10	10	5	40	8	3	24	9	2	18	6	1	6	169	7.46
Other	4	8	32	1	7	7	1	6	6	1	5	5	-	4	-	-	3	-	2	2	4	8	1	8	62	2.73
																									2,267	100.00

RS = Raw Score

WF = Weight Factor

WS = Weighted Score

Conferences with administrators were ranked third and preservice conferences were ranked fourth. Respectively, their percent of the total vote was 15.79 and 14.51.

Departmental meetings ranked fifth with 14.16 percent, conferences with other beginning teachers held the sixth position with 10.98 percent of the total weighted score and pre- and postobservational conferences ranked seventh with 7.46 percent of the total weighted score.

Summary of Findings of Beginning Teachers' Perceptions of Staff Members and Orientation Activities That Were Most Helpful to Them during Their First Year of Teaching

The beginning teachers indicated that the principal and/or the assistant principal gave them the most valuable assistance during their first year of teaching. The cooperating or "buddy" teacher was rated second and central office personnel were ranked third among the school personnel that afforded the most help to the beginning teachers.

The departmental chairperson and subject area supervisors were not considered to be as helpful as other personnel in the school systems. These two positions received slightly more than 28 percent of the total weighted score. The two top positions (the principal's office and the cooperating teacher) received more than 43 percent of the total weighted score.

The beginning teachers indicated that their most productive meetings and conferences were those held with fellow teachers on the staff. Faculty meetings rated second and conferences with administrators in the building rated third. Percentage-wise, the preservice conferences,

departmental meetings and meetings with other beginning teachers were less than ten percentage points behind the most popular activity, conferences with other teachers on the staff.

VII. CHI SQUARE TEST OF SIGNIFICANT DIFFERENCES BETWEEN ORIENTATION ACTIVITIES OF INVOLVING BEGINNING TEACHERS IN EVALUATION AND PLANNING ORIENTATION PROGRAMS AND TEACHER TURNOVER

In order to determine if there was a significant relationship between the number of beginning teachers who do not plan to return to their teaching positions after one year and their involvement in planning and evaluating the orientation program in their schools, the Chi Square test of significant difference was used. Orientation activity twelve from Part I (beginning teachers were asked to evaluate orientation programs) and orientation activity thirteen from Part I (beginning teachers were asked to suggest activities for future orientation programs) were compared with responses to question thirty-nine, section C of Part III of the beginning teachers' questionnaire (Do you plan to return to your present position next year?) to test for significance.

Chi Square Values of Significant Differences of Teacher Involvement in Orientation Evaluation and Teacher Turnover according to Size of School Systems

Table LXXVI shows that in the large school systems, eight beginning teachers were asked to evaluate the orientation program and twenty-eight were not asked to evaluate the orientation program. Twenty-eight of

TABLE LXXVI

CHI SQUARE AND FISHER'S EXACT VALUES OF SIGNIFICANCE BETWEEN SCHOOL SYSTEM SIZES OF TEACHER INVOLVEMENT IN ORIENTATION EVALUATION AND TEACHER TURNOVER

SOUTH CAROLINA 1976

	Large Systems		Medium Systems		Small Systems	
	Yes	No	Yes	No	Yes	No
Beginning Teachers Evaluated Orientation Program	8	28	1	29	2	11
Beginning Teachers Planned to Return	28	8	25	5	9	4
CHI SQUARE VALUES	.072		29.999*		.462X	

X Fisher's Exact Test value not significant at 0.05 level

XX Fisher's Exact Test value significant at 0.05 level

*Chi Square value significant at 0.05 level

the thirty-six beginning teachers of the large school systems said that they plan to return to their position the following year.

Table LXXVI shows that only one of the teachers in medium school systems was asked to evaluate the orientation program and twenty-nine were not asked. Of those thirty teachers, twenty-five said they are planning to return to their present teaching positions and five teachers said they are not planning to return to their present teaching position next school year. The Chi Square value for the medium size systems is significant at the 0.05 level ($X^2 = 29.999$).

In the small school systems, two of thirteen teachers said they were asked to evaluate the orientation program and nine of the thirteen said that they plan to return to their present positions next year. Because of the small number of responses in the cells for the small school systems, Fishers Exact Test was used to determine significance. A Fishers Exact Test value of .462 is not significant at the 0.05 level.

Chi Square Values of Significant Differences between School System Sizes of Teacher Involvement in Orientation Planning and Teacher Turnover

Table LXXVII shows that nine of the thirty-six beginning teachers in the large school systems were asked to suggest activities for future orientation programs. Twenty-eight of the thirty-six teachers said that they plan to return to their present teaching position next school term. A Chi Square value of 0.214 was not significant at the 0.05 level.

The medium school systems had thirty teachers to respond. Only one indicated that he was asked to suggest activities for future orientation

TABLE LXXVII

CHI SQUARE AND FISHER'S EXACT VALUES OF SIGNIFICANCE BETWEEN SCHOOL SYSTEM SIZES OF TEACHERS' INVOLVEMENT IN ORIENTATION PLANNING AND TEACHER TURNOVER

SOUTH CAROLINA 1976

	Large Systems		Medium Systems		Small Systems	
	Yes	No	Yes	No	Yes	No
Beginning Teachers Suggested Activities for Future Orientation Programs	9	27	1	29	2	11
Beginning Teachers Plan to Return	28	8	25	5	9	4
CHI SQUARE VALUE	.214		29.999*		.538X	

X Fisher's Exact Test not significant at 0.05 level

XX Fisher's Exact Test significant at 0.05 level

* Chi Square significant at 0.05 level

programs. It is noted that five of the thirty teachers of the medium size systems said that they did not plan to return next school term. The Chi Square value of 29.999 for this group was significant at the 0.05 level.

In the small school systems, thirteen teachers replied to the questions. Only two said they were asked to suggest activities for future orientation programs. Nine of the thirteen teachers said that they plan to return to their present teaching positions. A Fisher's Exact value of .538 was not significant at the 0.05 level.

Summary of Results of Beginning Teacher Turnover in Large, Medium and Small School Systems between Those Who Were Instrumental in Planning and Evaluating the Orientation Program and Those Who Were Not

The beginning teachers of the large, medium and small school districts were generally excluded from participating in the planning and evaluation of the orientation program. Less than 14 percent of the teachers in the three groups were involved. A majority of the beginning teachers said that they were planning to return to their present teaching positions. In the large school systems, over three fourths of the teachers indicated that they plan to return. Over four fifths of the teachers in the medium size school systems planned to return. In the small school systems, more than two thirds of the beginning teachers said that they were planning to return to their present teaching positions.

The planning of the orientation program generally excluded the beginning teachers. Less than one fourth of the beginning teachers were

asked to participate in this endeavor. Not participating in the planning of the orientation program did not cause an exodus of beginning teachers from their teaching positions. Slightly more than one fifth of the beginners said that they would not return to their teaching positions the next school year. Although one fifth of the beginning teachers not returning to their teaching positions is cause for alarm, the number is significant only for the medium size school systems.

VIII. WAS THERE A SIGNIFICANT DIFFERENCE BETWEEN THE RATING OF THE ORIENTATION PROGRAM BY BEGINNING TEACHERS AND THE RATING OF THEIR FIRST YEAR OF TEACHING EXPERIENCE

Number and Percent of Beginning Teachers Who Rated the Orientation Program in Their Schools Excellent, Good, Fair or Poor

The beginning teachers were asked how they rated the orientation program in their schools. Table LXXVIII shows that only two of the seventy-eight beginning teachers responding believed that their orientation programs were excellent. These two teachers were from a small and a medium size school system. Twenty-one of the teachers said that their orientation programs were good. Together in the excellent and good categories were twenty-three teachers or 29.5 percent of the beginning teachers. More than two thirds of the beginning teachers rated the orientation programs fair or poor.

Number and Percent of Beginning Teachers Who Rated Their First Year of Teaching Experience Excellent, Good, Fair or Poor

Table LXXIX shows that eighteen teachers rated their first year experiences excellent and thirty-six rated their first year experiences

TABLE LXXVIII

NUMBER AND PERCENT OF BEGINNING TEACHERS WHO RATED
THE ORIENTATION PROGRAM IN THEIR SCHOOLS
EXCELLENT, GOOD, FAIR OR POOR

SOUTH CAROLINA 1976

	Small Systems	Medium Systems	Large Systems	Total	
	Frequency	Frequency	Frequency	Frequency	Percent
Excellent	1	1	—	2	2.6
Good	3	6	12	21	26.9
Fair	1	8	17	26	33.3
Poor	6	13	7	26	33.3
No Response	2	1	0	3	3.8
TOTAL	13	29	36	78	100.0

TABLE LXXIX

NUMBER AND PERCENT OF BEGINNING TEACHERS WHO RATED THEIR FIRST YEAR OF TEACHING EXPERIENCE EXCELLENT, GOOD, FAIR OR POOR

SOUTH CAROLINA 1976

	Small Systems	Medium Systems	Large Systems	Total	
	Frequency	Frequency	Frequency	Frequency	Percent
Excellent	5	4	9	18	22.8
Good	7	14	15	36	45.6
Fair	2	8	11	21	26.6
Poor	—	2	1	3	3.8
No Response	—	1	—	1	1.3
TOTAL	14	29	36	79	100.0

good. These two categories account for the experiences of more than two thirds of the beginning teachers. Twenty-one or 26.6 percent said their first year experiences were fair and three or 3.8 percent said their experiences were poor.

A majority of teachers from each school system size category said that their first year experiences were either excellent or good.

When the data from Table LXXVIII, p. 186, and Table LXXIX, p. 187 were tested for significance, the Chi Square value determined was 49.87 which is significant at the 0.05 level. This value indicates that the orientation programs in the schools did not significantly determine the type experiences that the beginning teachers encountered according to the perceptions of the beginning teachers.

IX. WAS THERE A SIGNIFICANT DIFFERENCE BETWEEN THE RATINGS OF THE ORIENTATION PROGRAMS BY TEACHERS WITH BACHELORS AND TEACHERS WITH ADVANCED DEGREES

Table LXXX shows that there was little difference in the rating of the orientation programs by the two groups. The excellent category only received recognition from one from the group with graduate degrees and one from the bachelors' group. Rating the orientation programs good were 25.0 percent of the bachelors' group and 33.3 percent of the graduate group. One third of each group rated the orientation programs fair. Thirty-five percent of the bachelors' group and 27.8 percent of the graduate group rated the orientation programs poor.

Statistically, the Chi Square value for these data was 2.29, which was not significant at the 0.05 level.

TABLE LXXX

NUMBER AND PERCENT OF BEGINNING TEACHERS WITH BACHELORS AND GRADUATE DEGREES RATING OF THE ORIENTATION PROGRAMS IN THEIR SCHOOLS

SOUTH CAROLINA 1976

	Excellent		Good		Fair		Poor		No Response		Totals	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
Bachelors Degree	1	1.7	15	25.0	20	33.3	21	35.0	3	5.0	60	100.0
Graduate Degree	1	5.6	6	33.3	6	33.3	5	27.8	0	0.0	18	100.0

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of the study was to determine what orientation practices were being used in selected secondary schools of South Carolina and how the beginning teachers and administrators evaluated the orientation practices. Further, the study was to determine what practices were most helpful to the beginning teachers and if there was a relationship between the retention of beginning teachers in the secondary schools and the orientation practices utilized in these schools.

Specifically, the study was designed to answer the following questions:

1. What orientation practices were utilized in selected secondary schools in South Carolina?

2. How did beginning teachers in these secondary schools perceive and evaluate the orientation practices?

3. How did the administrators of selected secondary schools perceive and evaluate the orientation practices?

4. Was there a significant difference between the evaluation of the orientation practices as seen by the beginning teachers and the administrators?

5. What school staff members were more helpful to beginning teachers?

6. What meetings and conferences beginning teachers deemed most valuable and helpful?

7. Was there a significant difference between the retention and nonretention of beginning teachers in school systems that involved beginning teachers in the planning and evaluation of orientation programs?

8. Was there a significant difference between the rating of the orientation program by the beginning teachers and the rating of their overall experiences during their first year of teaching?

9. Did beginning teachers with advanced degrees view the orientation programs significantly different from beginning teachers without advanced degrees?

II. FINDINGS

1. In response to the question concerning which orientation practices were being utilized in the secondary schools of South Carolina, the following determinations were made:

A majority of the administrators, 68.3 percent, said that orientation to the community was conducted. The beginning teachers did not agree with this assessment. Fifty-one or 63.7 percent of the beginning teachers said that the activity did not occur in their school systems.

The orientation activity of introducing beginning teachers to other teachers in their department of grade was conducted in the schools

according to a majority of both groups (administrators, 98.3 percent and beginning teachers, 91.3 percent).

The activity of touring the school building was conducted according to 96.7 percent of the administrators responding. A majority of the beginning teachers agreed (forty-seven or 58.7 percent). Although a majority of the beginning teachers agreed, the percentage difference of 38 points is significant.

The Chi Square values of the perceptions of these activities between the administrators and the beginning teachers were all significant at the 0.05 level. The Chi Square values of the perceptions between the size of the school systems between the two groups are all significant at the 0.05 level.

The orientation activity of explaining the teacher evaluation procedures revealed discrepancies between the two groups. Although a majority of both groups said that the activity occurred, the percentage difference is significant. Only four or 6.7 percent of the administrators said that the activity did not occur compared to twenty-five or 31.3 percent of the beginning teachers who said that the activity did not occur.

The orientation activity of explaining district board policies was conducted according to 91.7 percent of the administrators and 60.0 percent of the beginning teachers. Again, a majority of both groups indicated that the policies were explained. More than a thirty percentage point discrepancy exists between the positive views of the two groups.

The orientation activity of explaining rules and regulations to the beginning teachers occurred according to all of the administrators

and nearly all (92.5 percent) of the beginning teachers indicated that the activity occurred.

Familiarizing teachers with instructional supplies, materials and aids was accomplished according to 96.7 percent of the administrators. A little more than half (53.7 percent) of the beginning teachers agreed. A forty percentage point difference existed between the views of the two groups.

The Chi Square values of significant differences were all significant at the 0.05 level for activities five, six, seven and eight between the two groups. These orientation activities dealt with explaining teacher evaluation procedures, explaining district board policies, explaining school rules and regulations and familiarizing teachers with instructional supplies and materials. When the Chi Square values were calculated between school system sizes, only one was significant. The activity of explaining the teacher evaluation procedures was viewed differently between the beginning teachers of the various school systems according to size.

The assigning of a cooperating or "buddy" teacher occurred according to 58.3 percent of the administrators and 52.5 percent of the beginning teachers. The administrators and beginning teachers were in general agreement on this orientation activity.

The orientation activity of conducting special orientation sessions for beginning teachers occurred according to 81.3 percent of the administrators but only 60.0 percent of the beginning teachers indicated that the activity occurred.

Welcome letters were sent to the beginning teachers according to 98.3 percent of the administrators and 73.8 percent of the beginning teachers. A majority of both groups agreed that the welcome letters were sent.

The school systems did not utilize the practice of involving the beginning teachers in the evaluation of orientation programs or the planning of future orientation programs. Seventy percent of the administrators and 85.0 percent of the beginning teachers said that beginning teachers were not asked to help evaluate the orientation program in their system. A majority of administrators (63.3 percent) and beginning teachers (83.7 percent) said that the beginning teachers were not asked to suggest activities for future orientation programs.

Chi Square values of the perceptions between the two groups of the activities that dealt with the assigning of the cooperating teacher, conducting special orientation for beginning teachers, the evaluation of the orientation program and the planning for future orientation programs were not significant at the 0.05 level. The Chi Square value was significant at the 0.05 level between the two groups for the orientation activity of sending welcome letters to the beginning teachers.

2. How did the administrators and beginning teachers perceive and evaluate the orientation program? The administrators and beginning teachers were asked to indicate how helpful were the orientation activities. They were asked to indicate their perception by marking one of the four columns (extremely helpful, helpful, not helpful or

counterproductive). One of the responding administrators did not respond to any of the questions in this group, thus the percentages indicated in the summary did not include this value of "no response."

All of the administrators and 88.0 percent of the beginning teachers indicated that the orientation activity of sending information describing teaching assignments was extremely helpful or helpful.

The orientation activity of conducting community orientation was judged helpful or extremely helpful by 92.8 percent of the administrators and 89.7 percent of the beginning teachers were in agreement. All of the administrators and 93.0 percent of the beginning teachers indicated that the orientation activity of introducing the beginners to other teachers was extremely helpful or helpful.

The touring of the school building as an orientation activity was considered extremely helpful or helpful by all of the beginning teachers and all but two (3.6 percent) of the administrators.

The explaining of the teacher evaluation procedures was judged to be extremely helpful or helpful by all of the administrators. A majority of the beginning teachers (65.5 percent) agreed with the administrators. Fifteen or 27.3 percent of the beginning teachers said that the activity was not helpful and four or 7.3 percent said it was counterproductive.

The explaining of board policies and the explaining of building rules and regulations were generally rated extremely helpful or helpful by both groups. Only four of the administrators (7.7 percent) and five of the beginning teachers (10.2 percent) indicated that the explaining of board policies were not helpful. All of the administrators and all

but nine of the beginning teachers said that the explaining of building rules and regulations was helpful or extremely helpful.

Only three respondents (one administrator and two beginning teachers) said that the familiarizing of teachers with instructional supplies and materials was not helpful. None of the respondents said that the activity was counterproductive.

The assignment of a cooperating or "buddy" teacher received favorable responses from all but four of the respondents. The four respondents who said that the activity was not helpful were beginning teachers.

In summary, all of the activities were considered to be extremely helpful or helpful by a majority of both administrators and beginning teachers.

3. Was there a significant difference between the evaluation of orientation practices as seen by the beginning teachers and administrators?

The administrators and beginning teachers were in agreement eleven of thirteen times in their evaluation of how helpful were orientation practices. The orientation activity of explaining the teacher evaluation procedures and having the beginning teachers evaluate the orientation program were viewed significantly different by the administrators and the beginning teachers at the 0.05 level.

4. What school staff members did the beginning teachers perceive to be most helpful to them during their first year of teaching?

The school personnel the beginning teachers thought were most helpful to them were the principals and/or assistant principals. The

cooperating teachers were listed second. Central office personnel were next followed by departmental chairpersons. Others, such as their fellow teachers, guidance counselors and secretaries were listed in fifth place and the subject area supervisors were listed last.

5. Which meetings and/or conferences were most helpful to the beginning teachers?

When asked which of these activities were most helpful, the beginning teachers said that conferences with other teachers were most helpful. Faculty meetings were listed in second place and conferences with administrators were listed in third place. Preservice conferences, departmental meetings, conferences with other beginning teachers and pre- and postobservational conferences followed in that order.

6. Was there a significant difference between the retention and nonretention of beginning teachers between school systems that: (1) involved beginning teachers in the evaluation of the orientation program and (2) involved beginning teachers in the planning of future orientation programs?

Nonparticipation of the beginning teachers in the evaluation of the orientation program was not a significant factor in determining if beginning teachers in the small and large school systems would return to the teaching positions the following year. This factor was significant with the teachers of the medium school systems. The Chi Square value was not significant for the small and large school systems but it was significant at the 0.05 level for the medium school systems.

The involvement of the beginning teachers in the planning of future orientation programs and the number of beginning teachers

returning to their teaching positions did not reveal significant relationship at the 0.05 level in the small and large school systems.

7. Was there a significant difference between the rating of the orientation program by beginning teachers and the rating of their overall experiences during their first year of teaching?

Orientation programs in the school systems did not significantly determine the type experiences that beginning teachers encountered during their first year of teaching. A majority, 68.4 percent of the beginning teachers rated their first year's experience excellent or good, but only 29.5 percent of the beginning teachers rated the orientation programs in their school systems excellent or good.

8. Did beginning teachers with advanced degrees view the orientation programs significantly different from beginning teachers without advanced degrees?

Beginning teachers with advanced degrees did not view the orientation programs in their school systems significantly different from beginning teachers with bachelors degrees. Statistically, there was no significant difference in the views of the two groups of beginning teachers at the 0.05 level.

III. CONCLUSIONS

Based on the findings of this study the following conclusions are made:

1. Beginning teachers did not perceive orientation programs designed and implemented by administrators as being extremely helpful.

The findings indicated that the orientation programs made some contributions to their induction and adjustments to the profession but the programs are in need of improvements.

2. Beginning teachers and administrators did not perceive the orientation programs in the same light. Many of the orientation practices administrators identified as orientation activities were not identified or recalled by the beginning teachers. The lack of clarification of what orientation activities were and what they were designed to do probably led to this discrepancy.

3. Beginning teachers can have excellent experiences in spite of poorly designed and implemented orientation programs in some school systems. It appeared that the information and help not gained through the orientation programs were obtained from other sources in the schools.

4. The administrators constantly rated the orientation activities higher than the beginning teachers. The incongruity between the perceptions of the two groups with respect to what orientation activities occurred, when they occurred and how were they implemented led to the conclusion that the administrators provided orientation activities they thought were needed and valued them highly. The beginning teachers probably did not think these activities were needed and did not assign a high value to them.

5. Beginning teachers with bachelors degrees and those with advanced degrees viewed the orientation programs similarly. The increased training received by teachers with advanced degrees apparently was not a factor in the rating of the orientation programs between the two groups.

6. The noninvolvement of beginning teachers in the planning and evaluation of orientation programs in the school systems apparently did not affect the decisions of the beginning teachers to return or not to return to their teaching positions the following year. From this data, the conclusion was drawn that noninvolvement of the teachers in the planning of orientation programs was not a determining factor in teacher turnover but it would probably improve the value of the program as perceived by the beginning teachers.

IV. RECOMMENDATIONS

Based on the findings and conclusions determined in this study, the following recommendations are made:

1. Each beginning teacher should be given a written statement of goals and objectives of the orientation program. Each activity should be identified by name, giving the time of the activity, the purpose and desired objective.

2. Each beginning teacher should be a part of an evaluation team to determine the effectiveness of the orientation program. Recommendations for additional activities, deletions and revisions by beginning teachers should be considered in the planning of future orientation programs.

3. Principals and assistant principals should capitalize on the fact that the beginning teachers indicated that building administrators were most helpful to them during their first year of teaching. Individual conferences, classroom visitations and being available for consultations

to help provide information could be instrumental in determining if a teacher has positive or negative experiences during the first year of teaching.

4. Released time should be provided for beginning teachers to visit other classrooms to observe other classes being taught. Released time should also be provided for conferences and discussions with other teachers. Beginning teachers indicated that conferences with other teachers were highly valuable. Schools should utilize this forum to assist beginning teachers during their first year of teaching.

5. Beginning teachers should be assigned fewer classes and/or class preparations than experienced teachers.

6. Beginning teachers should be assigned fewer or less demanding extra duties than experienced teachers.

7. Whenever possible, the assignments should be made to match the preparation and training of the beginning teachers and not to meet the needs of the master schedule.

8. Beginning teachers indicated that faculty meetings were the second most helpful activity during their first year of experience. It is recommended that this forum be utilized for imaginative, innovative discussions and not for general announcements that could be accomplished through memoranda or bulletins.

9. Beginning teachers should be given a clearly written statement of the evaluative process used in assessing their effectiveness.

10. The writer recommends that additional research needs to be undertaken that will include personal interviews with beginning teachers

and administrators to clarify statements and answers that may have different meanings to different individuals.

11. Follow-up investigations should be undertaken to determine the progress made in the area of orientation for beginning teachers.

12. Additional research should be undertaken to determine if the present low demand for beginning teachers has an effect on the relationship between teacher turnover and the effectiveness of the orientation programs.

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APPENDIXES

APPENDIX A

BEGINNING TEACHERS' QUESTIONNAIRE

321 Henson Hall
University of Tennessee
Knoxville, Tennessee 37916

Dear Colleague:

Please permit me to introduce myself. My name is J. Earl Vaughn. Presently on leave from Sumter School District Number Seventeen, I am in the process of completing the requirements for the doctoral degree in educational administration and supervision at the University of Tennessee. I would be grateful for your assistance in the collection of data essential to the completion of my dissertation.

The study is designed to provide administrators and educational planners with information to improve orientation programs for beginning teachers. The enclosed questionnaire is designed to collect the necessary data.

As a former teacher and principal, I realize that many activities are competing for your time, especially at this time of the school year. For this reason, the questionnaire has been constructed to consume a minimum amount of your time. The study is limited to twenty school districts in the state, therefore, it is urgent that each participant return the completed questionnaire. Simply fold the questionnaire and mail it. Postage has been prepaid.

The coding at the top of the questionnaire is for control purposes only. The coding will be used as a means to identify nonrespondents for follow-up purposes. No effort will be made to identify the respondents or the school systems in the study. The respondents' names and responses will be known only to the researcher and they will be treated in the strictest of confidence.

Sincerely,

J. Earl Vaughn

PART I

IN COLUMN #1 ON THE LEFT, INDICATE WHEN ACTIVITY OCCURRED:

1 Before Signing Contract
2 = Before Preservice conference
3 = During Preservice Conference
4 = During School Year
5 = Activity Did Not Occur

IN COLUMN #2 ON THE RIGHT, INDICATE HOW HELPFUL WAS THE ACTIVITY:

1 = Extremely Helpful
2 = Helpful
3 = Not Helpful
4 = Counterproductive

IN COLUMN #3 ON THE RIGHT, INDICATE HOW WELL THE ACTIVITY WAS IMPLEMENTED:

1 = Excellent
2 = Good
3 = Fair
4 = Poor

COLUMN #1	ACTIVITIES	COLUMN #2	COLUMN #3
	1. Beginning teachers were sent information describing teaching assignment		
	2. Orientation to the community was conducted		
	3. Beginning teachers were introduced to other teachers in their department or grade		
	4. Beginning teachers were taken on tour of school building		
	5. Teacher evaluation procedures were explained		
	6. District board policies were explained		
	7. Building rules, regulations and activities were explained (Ex: reports, records, grading, discipline, etc.)		
	8. Orientation consisted of familiarizing teachers with instructional materials, supplies, teaching aids and technical assistance		
	9. Cooperating or "buddy" teacher was assigned to beginning teachers		
	10. Special orientation for beginning teachers was held		
	11. Welcome letters informing beginning teachers when to report were sent		
	12. Beginning teachers were asked to evaluate orientation program		
	13. Beginning teachers were asked to suggest activities for future orientation programs		

PART II

PLEASE PLACE A CHECK (✓) IN THE COLUMN THAT BEST DESCRIBES THE DEGREE TO WHICH THE ACTIVITY OCCURRED:

ACTIVITIES	Almost Always	Often	Seldom	Never
14. Cooperating and or "Buddy" teacher attended orientation sessions with beginning teacher				
15. Individual conferences were held with the beginning teachers by building administrator to discuss and solve problems				
16. Beginning teachers were assigned fewer classes and/or preparations than experienced teachers				
17. Beginning teachers were assigned fewer extra duties than experienced teachers				
18. Beginning teachers were assigned classes only in subjects they were certified to teach				
19. Regular scheduled meetings were held for beginning teachers to further explain school rules and activities				
20. Beginning teachers were given released time to observe other classes being taught				
21. Beginning teachers were observed formally in the process of teaching during the first month of school				
22. Pre-observational conferences were held with beginning teachers				
23. Post-observational conferences were held with beginning teachers				
24. Subject area supervisors visited beginning teachers during the first month of school				

PART III

SECTION A: PLEASE RANK THE PERSON(S) IN ORDER (1 = HIGHEST; 6 = LOWEST) WHO WERE MOST HELPFUL TO YOU DURING YOUR FIRST YEAR OF TEACHING: (IF NOT APPLICABLE = N.A.)

25____Principal/Assistant Principal (31)
26____Central Office Personnel (32)
27____Subject Area Supervisor (33)
28____Departmental Chairperson (34)
29____Cooperating/"Buddy Teacher" (35)
30____Other(s)_____ (36)

SECTION B: PLEASE RANK THE ACTIVITIES (1 = HIGHEST; 8 = LOWEST) THAT WERE MOST HELPFUL: (IF NOT APPLICABLE = N.A.)

31____Preservice Conferences (37)
32____Conferences with Administrators (38)
33____Conference with Fellow Teachers (39)
34____Pre and Post-Observational Conference
35____Conferences with Other Beginning Teachers (40)
36____Faculty Meetings (42)
37____Departmental Meetings (43)
38____Other(s)_____(44)

SECTION C:

39. Do you plan to return to your present position next year? (45) 1.____Yes 2.____No

40. Did the orientation program influence your decision to return or not to return to your present position? (46) 1.____Yes 2.____No

41. How do you rate the orientation program in your school? (47)

1.____Excellent 2.____Good 3.____Fair 4.____Poor

42. How do you rate your overall experiences as a beginning teacher? (48)

1.____Excellent 2.____Good 3.____Fair 4.____Poor

PART IV

PLEASE CHECK THE APPROPRIATE LINE IN EACH COLUMN BELOW:

Your Primary Assignment:

1.____Beginning Teacher (49)
2.____Administrator (50)
3.____Other (51)

Highest Degree Earned:

1.____Bachelors (52)
2.____Masters (53)
3.____Masters Plus (54)

Size of School System:

1.____0 - 1,999 (55)
2.____2,000 - 9,999 (56)
3.____10,000 Plus (57)

ADMINISTRATORS' QUESTIONNAIRE

321 Benson Hall
University of Tennessee
Knoxville, Tennessee 37916

Dear Colleague:

Please permit me to introduce myself. My name is J. Earl Vaughn. Presently on leave from Sumter School District Number Seventeen, I am in the process of completing the requirements for the doctoral degree in educational administration and supervision at the University of Tennessee. I would be grateful for your assistance in the collection of data essential to the completion of my dissertation.

The study is designed to provide administrators and educational planners with information to improve orientation programs for beginning teachers. The enclosed questionnaire is designed to collect the necessary data.

As a former teacher and principal, I realize that many activities are competing for your time, especially at this time of the school year. For this reason, the questionnaire has been constructed to conserve a minimum amount of your time. The study is limited to twenty school districts in the state, therefore, it is urgent that each participant return the completed questionnaire. Simply fold the questionnaire and mail it. Postage has been prepaid.

The coding at the top of the questionnaire is for control purposes only. The coding will be used as a means to identify nonrespondents for follow-up purposes. No effort will be made to identify the respondents or the school systems in the study. The respondents' names and responses will be known only to the researcher and they will be treated in the strictest of confidence.

Sincerely,

J. Earl Vaughn

PART I

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1 = Extremely Helpful
2 = Helpful
3 = Not Helpful
4 = Counterproductive

IN COLUMN #3 ON THE RIGHT, INDICATE HOW WELL THE ACTIVITY WAS IMPLEMENTED:

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2 = Good
3 = Fair
4 = Poor

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	3. Beginning teachers were introduced to other teachers in their department or grade		
	4. Beginning teachers were taken on tour of school building		
	5. Teacher evaluation procedures were explained		
	6. District board policies were explained		
	7. Building rules, regulations and activities were explained (Ex: reports, records, grading, discipline, etc.)		
	8. Orientation consisted of familiarizing teachers with instructional materials, supplies, teaching aids and technical assistance		
	9. Cooperating or "buddy" teacher was assigned to beginning teachers		
	10. Special orientation for beginning teachers was held		
	11. Welcome letters informing beginning teachers when to report were sent		
	12. Beginning teachers were asked to evaluate orientation program		
	13. Beginning teachers were asked to suggest activities for future orientation programs		

PART II

PLEASE PLACE A CHECK (✓) IN THE COLUMN THAT BEST DESCRIBES THE DEGREE TO WHICH THE ACTIVITY OCCURRED:

ACTIVITIES	Almost Always	Often	Seldom	Never
14. Cooperating and/or "buddy" teacher attended orientation sessions with beginning teacher				
15. Individual conferences were held with the beginning teachers by building administrator(s) to discuss and solve problems				
16. Beginning teachers were assigned fewer classes and/or preparations than experienced teachers				
17. Beginning teachers were assigned fewer extra duties than experienced teachers				
18. Beginning teachers were assigned classes only in subjects they were certified to teach				
19. Regular scheduled meetings were held for beginning teachers to further explain school rules and activities				
20. Beginning teachers were given released time to observe other classes being taught				
21. Beginning teachers were observed formally in the process of teaching during the first month of school				
22. Preobservational conferences were held with beginning teachers				
23. Postobservational conferences were held with beginning teachers				
24. Subject area supervisors visited beginning teachers during the first month of school				

PART III

(PRINCIPALS ONLY)

PLEASE ANSWER THE FOLLOWING QUESTIONS TO THE BEST OF YOUR KNOWLEDGE:	1973-74	1974-75	1975-76
25. How many beginning teachers were on your staff at the beginning of each of the following school years? (25)			
26. How many of the beginning teachers mentioned in #25 above did not return to your staff the following school year? (26)			XXXXX
27. How many of those beginning teachers who did not return were rated BELOW AVERAGE compared with other beginning teachers? (27)			XXXXX
28. How many of those beginning teachers who did not return were rated AVERAGE compared with other beginning teachers? (28)			XXXXX
29. How many of those beginning teachers who did not return were rated ABOVE AVERAGE compared with other beginning teachers? (29)			XXXXX
30. How many of this year's beginning teachers are not expected to return next year? (30)	XXXXX	XXXXX	

PART IV

PLEASE CHECK (✓) THE APPROPRIATE LINE IN EACH COLUMN:

Your Primary Assignment:

1. _____ Beginning Teacher (49)
2. _____ Administrator (50)
3. _____ Other (51)

Highest Degree Earned:

1. _____ Bachelors (52)
2. _____ Masters (53)
3. _____ Masters Plus (54)

Size of School System:

1. _____ 0 - 1,999 (55)
2. _____ 2,000 - 9,999 (56)
3. _____ 10,000 Plus (57)

APPENDIX B

LETTER TO SELECTED DISTRICT SUPERINTENDENTS IN SOUTH CAROLINA

April 21, 1975

Dr. John Johnson, Superintendent
Southern School District Number Ten
Southville, South Carolina 29000

Dear Dr. Johnson:

Realizing the number of important things competing for your time, I would be grateful for your assistance in the collection of data essential to the completion of my dissertation. The study is designed to provide administrators and other educational planners with information vital to the improvement of orientation programs for beginning teachers at the secondary level and hopefully, how improved programs may serve to maintain outstanding beginning secondary teachers in the profession.

Currently on leave from Sumter School District Number Seventeen, I am enrolled at The University of Tennessee in pursuit of the doctoral degree in educational administration and supervision. The information collected from a stratified random sample of school districts in the state will provide data for the study. The study will be concentrated at the secondary level but many of the findings will be applicable to all orientation programs.

In order to collect the needed information, I am asking your office to provide the names of administrators and others who assisted in planning and implementing the orientation program in secondary schools as well as the names of the beginning secondary teachers in your school district. If you desire, you may forward a roster of district personnel, indicating who are administrative personnel and who are the beginning teachers. Questionnaires will be mailed to these participants. The information will be kept confidential and used for the purpose of this study only.

Upon completion of the study, a summary of the findings, conclusions, and recommendations will be sent to your office.

Respectfully requested,

J. Earl Vaughn

Department of Educational Administration
and Supervision
College of Education
University of Tennessee
321 Henson Hall
Knoxville, Tennessee 37916

ces

APPENDIX C

FOLLOW-UP LETTERS TO RECIPIENTS OF QUESTIONNAIRES

June 11, 1976

Dear Colleague:

Just a reminder that I have not received your completed questionnaire. If in the hustle and bustle of closing school you cannot find the original questionnaire, I have attached another one. Please take a few minutes to complete and return the questionnaire as soon as possible.

Respectfully,

J. Earl Vaughn

APPENDIX D

FOLLOW-UP LETTERS TO SUPERINTENDENTS

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

June 30, 1976

Dear Sir:

I wish to thank you for the help you have rendered in the past in assisting me with the collection of data for my dissertation. If it is not too much of a problem, I would like to ask one last favor.

Attached is a list of beginning teachers in your district from whom I have not received questionnaires. I have contacted them on two occasions but I would like to conclude with one last effort. If it is possible through some means to contact the beginning teachers and ask them to return the completed questionnaires, I would be appreciative.

In case that they have lost the questionnaires that I sent them, I am enclosing additional copies. My original sample is small and I would like to have the highest percentage of returns possible.

I am grateful for your assistance.

Sincerely,

J. Earl Vaughn

VITA

J. Earl Vaughn was born in Sumter, South Carolina, on September 23, 1931. He attended the public schools in that city and graduated Lincoln High School in 1950.

In the fall of 1950, he entered the United States Air Force. After four years of service to his country, he was honorably discharged in 1954.

He entered Morris College in Sumter, South Carolina, in 1954. He received the Bachelor of Science degree in August of 1957.

In August of 1957, he accepted a teaching position in Summerton, South Carolina. The following year, he accepted a teaching position in Sumter, South Carolina. While serving in this capacity, he entered the graduate school at South Carolina State College in Orangeburg, South Carolina. He received the Master of Science degree from South Carolina State College in 1961.

He was appointed principal of the high school in 1968 and has served in this capacity until the present. During his tenure as principal, he earned the Advanced Certificate in educational administration from the University of South Carolina in Columbia, South Carolina, in May 1973.

He was granted a leave of absence in 1975 to enter the University of Tennessee to pursue the doctoral degree in Educational Administration and Supervision. He received this degree in March 1977.

He is a member of the National Association of Secondary School Principals, South Carolina Association of School Administrators, Association for Supervision and Curriculum Development and Phi Delta Kappa.

He is married to the former DeLores James of Rimini, South Carolina. They have one son, Gregory LeNard.