

**DEVELOPMENT OF FRAMEWORK FOR BEGINNING TEACHER INDUCTION
PROGRAMME**

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ABSTRACT

Beginning teacher induction has become an important tool for ensuring teacher quality in the 21st century educational system. At the global level, induction programmes for the beginning teachers are designed to support beginning teachers and numerous countries have designed their own programmes with the principles of adult learning theory underpinning the induction practices. The objectives of this study were to identify the expectations of the beginning teacher regarding their induction programme, develop a beginning teacher induction programme framework and validate the framework. This study utilized the survey method approach supported with semi-structured interview and literature review. The method of data collection through the survey involved 268 beginning teachers and the semi-structured interviews involved ten beginning teachers. The survey was analysed using descriptive statistical analysis and the semi-structured interviews were thematically analysed. Based on the triangulation of the analysed data and comparing the findings, 12 themes emerged. These themes indicated that current induction programme for beginning teachers in Malaysia is narrowly structured with only some vital components and does not cater the individualized need of beginning teachers. Clearly, there was a need to improve the beginning teacher induction programme to support beginning teachers adequately. The data gathered was used to develop a beginning teacher induction programme framework. The beginning teacher induction framework developed in this study was align with best-practice models and supported by research data. The developed framework was validated by 13 experts and five practitioners. The framework provide guidelines for developing induction programme for beginning teachers in Malaysia. This research will enable Ministry of Education Malaysia to redesign and improve the current induction programme to better meet beginning teacher needs and increase their competency level.





PEMBANGUNAN KERANGKA KERJA UNTUK PROGRAM INDUKSI GURU BAHARU

ABSTRAK

Induksi guru baharu telah menjadi komponen yang penting bagi memastikan kualiti guru dalam sistem pendidikan abad ke-21. Di peringkat global, program induksi guru baharu dirancang untuk menyokong guru baharu dan banyak negara merangka program induksi mereka berdasarkan teori pembelajaran dewasa. Objektif kajian ini adalah untuk mengenalpasti kehendak guru baharu terhadap program induksi, membangunkan kerangka kerja program induksi guru baharu dan mengesahkan kerangka kerja tersebut. Kajian ini menggunakan reka bentuk tinjauan yang disokong dengan temubual separa berstruktur dan kajian literatur. Kaedah pengumpulan data yang dilakukan melalui soal selidik melibatkan 268 orang guru baharu dan temubual separa berstruktur melibatkan sepuluh orang guru baharu. Soal selidik dianalisis menggunakan analisis statistik deskriptif manakala temubual separa berstruktur dianalisis secara analisis tematik. Berdasarkan triangulasi data yang dianalisis dan membandingkan dapatan kajian, 12 tema telah dikenalpasti. Tema-tema ini menunjukkan bahawa program induksi semasa untuk guru baharu di Malaysia dibina secara ringkas dengan hanya mengandungi beberapa komponen penting dan tidak memenuhi keperluan individu guru baharu. Adalah jelas bahawa terdapat keperluan untuk membuat penambahbaikan pada program induksi guru baharu untuk menyokong pembangunan guru baharu. Data yang dikumpulkan digunakan untuk membangunkan kerangka kerja program induksi guru baharu. Kerangka kerja induksi guru baharu yang dibangunkan dalam kajian ini adalah sejajar dengan model amalan terbaik dan disokong oleh data kajian. Kerangka kerja yang dibangunkan ini telah disahkan oleh 13 orang pakar dan lima orang pengamal. Kerangka kerja ini menyediakan garis panduan untuk membangunkan program induksi untuk guru baharu di Malaysia. Kajian ini akan membolehkan Kementerian Pendidikan Malaysia untuk mereka bentuk dan menambahbaik program induksi semasa untuk memenuhi keperluan guru baharu dan meningkatkan tahap kecekapan mereka.



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LIST OF ABBREVIATIONS

AG	Advice and Guidance
AITSL	Australian Institute for Teaching and School Leadership
AST	The Academy of Singapore Teachers
BOSTES	Board of Studies, Teaching and Educational Standards
BTIP	Beginning Teacher Induction Program
BTOP	Beginning Teachers' Orientation Program
BTSA	Beginning Teacher Support and Assessment Program
CDE	California Department of Education
CTC	Commission on Teacher Credentialing
CVI	Content validity index
IIP	Individualized Induction Plan
NTIP	New Teacher Induction Program
SPSS	Statistical Package for the Social Sciences

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CHAPTER 1

INTRODUCTION



1.1 Background of the Study

In a world of high expectations of 21st century, Malaysia is striving hard to provide global class education for its citizens. Education had been one of the highest priority in Malaysia as it strives to achieve the status of a developed nation (Hazri Jamil, Nordin Abd. Razak, Reena Raju and Abdul Rashid Mohamed, 2007). To meet this demand, world class teachers are required in Malaysia. Sahlberg (2011) stated that teachers are the main reason why Finland now leads the international pack in literacy, science and math. Until the 1960s the level of educational attainment in Finland remained rather





low. Back then, the education level of the nation was comparable to that of Peru or Malaysia (Sahlberg, 2011). Today, Finland possess distinguished education system and high levels of educational achievement. Without excellent educator workforce Finland's current international success would have been impossible. Teaching is regarded as a prestigious profession in Finnish culture, comparable to economics, law or medicine (Sahlberg, 2011). The Malaysia Education Blueprint 2013-2025 is a grand scale plan to transform the Malaysia's education system to international standard and the Ministry believed that the quality of teachers is crucial to the performance of the student.

In Malaysia, teachers represent one of the largest professional occupations and Education Ministry employs the largest workforce in terms of total public service workforce. Teaching had been long viewed as a highly respected profession in Malaysia with a prescribed stable and long career path. Teachers are the key for achieving Malaysian educational aims to enhance the education quality and develop the human capital of Malaysia (Hazri Jamil et al., 2007). Teaching profession in Malaysia has undergone tremendous changes in both aspects that lead to an influx of students choosing the profession (Ahmad Zamri Khairani & Nordin Ab Razak, 2010). Learning to teach is a lifelong process that begins during pre-service and continues throughout teaching career (Brock & Grady, 2005).

The investigations into curriculum of beginning teacher induction programme has evolved significantly over the past years. Initial studies from the 1920s to the 1950s characterized teacher education as a curriculum problem, which resulted in empirical studies about teachers and the curricular side of teacher education. From the 1950s to





the 1980s, educational researchers examined the training process of teachers which often focused on teacher behaviours. In the 1980s, the cognitive side of teaching had become as emerging area in the teacher education literature. Researchers examined the development of teacher knowledge and its role in the learning environment. From mid-1990s to the present, teacher education researchers are interested in policies and practices in education and how they support student achievement (Luft, Firestone, Wong, Ortega, Adams & Bang, 2011).

In Malaysia, there are two types of pre-service teacher preparation programme available. One of such programme is conducted by teacher education colleges and another similar programme is carried out by faculties of education in public and private universities (Rahmah Murshidi, Mohd Majid Konting, Habibah Elias & Fooi, 2006).

Fry (2007) points out that beginning teachers perceive their pre-service teacher education as having major gaps in theory and what is necessary to survive in the real classrooms. Challenges and difficulties faced by beginning teachers have been well documented in the literature and have created the need for beginning teacher induction programmes (Moore & Swan, 2008). Feiman-Nemser (2001) emphasized the need for curriculum that addresses the realities of beginning teacher, therefore beginning teacher induction should be viewed as a continuum for professional growth and learning. Mohd Sahandri Gani Hamzah and Saifuddin Kumar Abdullah (2009), stated that effective induction programmes should be built around a well-defined learning curriculum to assist beginning teachers to reflect and improve their classroom practice.





Malaysia is marching towards becoming a progressive nation and strengthening its economic position in the world market, which requires developing a world-class quality education system to be in place. Great teachers inspire their students to learn and make a difference to the quality of a student's life both inside and outside the school. Thus, it is vital to groom beginning teacher to become effective teachers. Hargreaves (1997) stated that growing diversity of student needs and constantly expanding curriculum has made teaching profession become increasingly difficult, complicated and demanding. Beginning teachers need to be provided all the support they need to achieve this goal as becoming a teacher is a developmental process that extends beyond the pre-service level. Induction programmes pave path for beginning teachers to practice proper strategies and skills right from the beginning.



Beginning teachers are young and inexperienced but with great enthusiastic and

promise to deliver quality teaching in classroom. Hence, a programme to assist beginning teachers in making the transition from the university to the classroom is vital for beginning teachers to sustain and expand their learning from pre-service teacher education (Gold, 1996). Teacher induction has been described and discussed since the 1950s. Since their inception in the early 1980s, beginning teacher induction programmes have continued to evolve. Interest in beginning teacher induction and mentoring appeared to gain momentum in the mid-1980s and had become an integral part of teacher training (Villani, 2009). Early supplementary-style programmes concentrated on getting teachers familiar with the "nuts and bolts" of first teaching assignments (InSites, 2001). Feiman-Nemser (2001) stated that it was long assumed that pre-service teacher preparation programmes carried the burden of ensuring that teachers well qualified to teach when they complete their programme. Since the 1980s,





education reform movement ushered in various induction programmes aimed at improving beginning teacher development. In recent decades, the number of beginning teachers receiving induction is growing steadily (Ingersoll, 2012).

Understanding the needs of the new first-year teacher, it not always straightforward (Marzano, 2017). Beginning teachers enter their first teaching assignment armed with what they learned in their pre-service programme. Cochran-Smith et al. (2015) concluded that teacher preparation programmes focus on teacher learning rather than how teacher learning will affect student learning. While pre-service programmes might provide pre-service teachers with experiences, the experiences which they encounter during their first years of teaching are completely different. As a result, there is a disconnect between university learning and the classroom practices of a new teacher (Cochran-Smith et al., 2015). Many beginning teachers struggle with anxiety and fear as they strive to be accepted by students and colleagues (Yirci, 2017). Hobson, Grant and Harris (2013) found in their study that about 62% of beginning teachers stated that they are not ready for the responsibilities they face on the job.

Today, induction programmes to support beginning teachers have flourished worldwide and has become a critical component of most countries to ensure teacher quality as beginning teachers are now facing challenges on many fronts. Induction programme is seen as lifeline for beginning teachers and to encourage “more swimming” and “less sinking” among beginning teachers (Britton, Raizen, Paine & Huntley, 2000). Like many other countries, Malaysia has taken up this reform to assist beginning teachers. The Education Ministry of Malaysia implemented a comprehensive induction programme to address the problems faced by the beginning teachers. Starting





from 2011, all beginning teachers are mandated to undergo New Teacher Induction Programme with the objective of gearing beginning teacher for excellent work culture on duties and responsibilities (Suhana MD Yusoff, 2013). Malaysia is recognized internationally for high quality educators and the introduction of this comprehensive programme is a show that the Education Ministry of Malaysia is concerned on solving the issues concerning the beginning teachers.

1.2 Problem Statement

The theory behind induction holds that teaching is complex work and pre-service teacher preparation is rarely sufficient to provide all the knowledge and skill necessary to successful teaching as a significant portion can only be acquired while on the job (Ingersoll & Strong, 2011). First year in teaching is deemed very complex as the challenges faced by beginning teachers are numerous (Ensign & Woods, 2016). It is globally recognised that it is difficult to be a beginning teacher (Ingersoll & Strong, 2011; Kelly, Reushle, Chakrabarty & Kinnane, 2014). Beginning teacher induction has been subject of mounting education research and become a hot topic in recent years (Birkeland & Feiman-Nemser, 2012). However, the literature on beginning teacher induction programme in Malaysia is scarce and limited with only handful research carried out.





Induction programmes are based on curriculum to promote effective teaching (Glazerman, Dolfin, Bleeker, Johnson, Isenberg, Lugo-Gil et al. 2008). Sahlberg (2011) aptly pointed out that the key reason for the huge jump in student achievement in Finland is due to effective teachers. There is a great need to develop effective curriculum for beginning teacher induction programme in Malaysia. As no one should assume that beginning teachers are “fully cooked” when they leave their teacher preparation programme as beginning teachers encounter various challenges as they navigate their early days in the classroom (Goldrick, 2016). In truth, beginning teachers in Malaysia face difficulty to survive from day to day.

Entering into a teaching profession as a beginning teacher typically considered as the most difficult time of a teacher career (Clark, 2012). The life of a beginning teaching in school usually starts with reality shock, lonely struggle to survive and loss of idealism. In the school, everything is new and requires substantial time to understand and to adapt. Traditionally, many beginning teachers were left to struggle by themselves, ‘sink-or-swim’ during their initial days in the school (Goldrick, 2016). It is fact that initial years of teaching can sometimes be “make or break”, “trial by fire”, “sink or swim” or “boot camp” experience (Kutsyuruba, Walker, Al Makhmreh & Stasel, 2018). Ingersoll and Smith (2004) compared the situation of a beginning teacher with Robinson Crusoe and described the experience of beginning teacher as being lost at sea. In similar vein, Darling-Hammond (2012) noted that beginning teachers are like Tom Hank’s character in the movie “Castaway”, stranded on a deserted island facing the challenges to survive. Abbot, Moran and Clarke (2009), describe the harshness of entering into teaching profession using graphic terms like “baptism of fire”, “thrown into sink or swim philosophy”, “praxis shock”, “a dramatic and traumatic change” and





“teaching fledglings to fly”. All these terms clearly portray the extent of problems experienced by beginning teachers and how helpless they can be during their first year of teaching. The transitioning period from being a student teacher to become a beginning teacher can be rather overwhelming.

Beginning teacher induction programme has gained global recognition in past decades as the prime mean of facilitating the transition from being student teacher to professional educator (Feiman-Nemser, 2001). The beginning teacher induction programme is intended for full time teachers who are new to the teaching profession. In 21st century education system, beginning teachers joining the profession are expected to be effective immediately (Vest, 2016). Stanulis, Ames, Stanulis, Burrill and Ames (2007) had claimed university teacher preparation programmes have traditionally offered a variety of teaching practices through combining academic and professional experiences but pre-service training is not equivalent to managing one's own classroom. Jackson and Davis (2000) posited that effective beginning teacher induction programme is just as important as an effective pre-service teacher education programme. Many beginning teachers in Malaysia suffered from transition shock after being placed in schools because their teaching training is totally different to the situation during teaching practice in school (Norasmah Othman, Mohammad Sani & Zamri Mohamad, 2007). Beginning teachers are found to be unable to cope with the teaching and learning environment in school and the diversity of students as they face situation which differs from their teaching practice experience (Bahagian Pendidikan Guru, 2010). In Malaysia, beginning teachers are seen to be unable to adapt to school community, ineffective in classroom teaching and management, lacking skill in co-





curriculum management and possess little personality as a teacher (Yusof Boon & Tumirah Jemon, 2011).

Sadly, very minimal initiatives have been taken into monitoring the programme curriculum provided for beginning teachers in Malaysia (Vikaraman, Mansor & Hamzah, 2017). At schools in Malaysia, it is often that school administrator ignore or look sketchily upon beginning teacher induction and leave the beginning teachers to find their own way in school without proper orientation (Suhana MD Yusoff, 2013). Goh and Wong (2014) found that there are clear variations in competency exists among beginning teachers in Malaysia and these variations could exist due to differences in induction programme offered to beginning teachers. Research by scholars indicates that poor induction can have serious consequences (Freiberg, 2002).



Suhana MD Yusoff (2013) reported that all beginning teacher in her study expressed some frustration over the induction support they received from school. Suhana found that beginning teachers felt that the induction support that they received rather inadequate. The experiences during the first years in a teacher's career is crucial as it can either positively or negatively impact their career. If beginning teachers are not provided with quality induction it will hamper their motivation in carrying out their duty efficiently (Russell, 2006). Rahmah Murshidi et al. (2006) stated that without proper support beginning teachers may feel personally insecure, lack of confidence and leadership. These negative feelings may contribute towards beginning teachers' ineffectiveness in teaching, regardless of how strong the pre-service preparation has been.





Fatiha Senom, Abd Razak Zakaria and Shanina Sharatol Ahmad Shah (2013) reported that many beginning teacher's professional development activities in Malaysia, which presumably powerful supports in assisting beginning teachers for the transition from pre-service into in-service teacher were often found to be as "one-shot programmes", "pull out programmes", "quick fix", "fragmented", "episodic", "superficial", "disconnected" and "lacking in follow-through". They also argued that beginning teacher professional development activities found to be inflexible, time consuming, do not cater teachers' needs and do not promote collaborative activities.

Beginning teachers are expected to function from their very first day on the job, with no reduction in the number of tasks during the initial period (Ben, Andrés & Steffen, 2012; Tiplic, Brandmo & Elstad, 2015). Malaysian beginning teachers shoulder heavy teaching workloads and in certain cases working in very challenging teaching setting (Anderson, Young, Blanch & Smith, 2015). In similar vein, Lokman Mohd Tahir, Mohd Nihra Haruzuan Mohd Said, Roslee Ahmad, Khadijah Daud, Bambang Sumitono and Suhana Yusoff (2014) reported in their study, that beginning teachers in Malaysia are frustrated at being burden with workload unrelated to teaching and learning as they are struggling to handle the workload and forgetting their main responsibilities towards students in class. Fatiha Senom et al., (2013) pointed out that beginning teachers in Malaysia had the same responsibilities as of experienced teachers including taking up role of head of panel. Hudson (2012) notes that it is inappropriate for beginning teachers to be expected to assume the same responsibilities as their more experienced colleagues.





DePaul (2000) highlighted that many developing countries falling significantly behind on international measures such as the TIMSS and PISA in mathematics, science, reading and other measures. Moir and Gless (2001) reported that many recent research findings show existence of a considerable relation between quality of teaching by beginning teachers and student achievement. Countries with high achieving students such as Finland, Singapore and Canada induct beginning teachers into the profession through comprehensive induction programme, in which inductees develop and perfect their teaching skills (Darling-Hammond & Rothman, 2011). With an increased policy focus on teacher quality, beginning teacher induction programmes are widely used worldwide to provide assistance and support to beginning teachers. Effective induction offers beginning teachers a smooth and trouble-free transition into teaching profession. Today, many countries require beginning teachers to successfully complete an induction period before gaining full entry into teaching profession as a mean of ensuring and retaining a high quality teaching workforce (Ingvarson, Reid, Buckley, Kleinhenz, Masters & Rowley, 2014).

According to Lokman Mohd Tahir et al. (2014), that there was little pedagogical introduction being given to beginning teachers during their induction programme, therefore beginning teachers were concerned or worried over their method of teaching. Fatiha Senom, Juliana Othman and Saedah Siraj (2016) reported that beginning teachers in Malaysia receive inadequate support, as there is no specific beginning teacher induction programme to prepare them for the transition into teaching profession. An effective induction programme is needed in Malaysia to ensure beginning teachers survival with positive attitudes, be effective professional towards the profession and be able to move forward (Lokman Mohd Tahir et al., 2014).



Beginning teachers in Malaysia are expected to perform duties just as well as veteran teachers from day one. It is found in literature that pre-service orientation is seen as pathway to thoughtfully introduce beginning teacher to teaching profession. However, pre-service orientation is not included in Malaysian beginning teacher induction programme the New Teacher Development Programme. Vest (2016) stated many induction programmes include pre-service orientation before school starts. Wong (2005) points out that it is important that successful induction programmes should begin with an initial four or five days of orientation before school starts. Pre-service teacher orientation should be introduced as a part of beginning teacher induction programme to ensure smooth transition into teaching profession and to be able to sync with the school culture. Since there is no pre-service beginning teacher induction programme in Malaysia, this study is crucial to shade some light on the necessity of making pre-service orientation programme as part of New Teacher Development Programme.

There is limited research on the framework that embodies beginning teacher induction and many induction programmes were criticized for having limited content (Feiman-Nemser, Schwille, Carver, & Yusko 1999). As more and more demands and expectations are placed on beginning teachers as they enter into the profession, many beginning teachers struggle when the support system is not robust enough to assist them (Martin, Buelow and Hoffman, 2016). The current beginning induction programme for beginning teachers in Malaysia is too narrowly structured with only some vital components. Many induction programmes offered several components but few offered comprehensive and complete package (Ingersoll & Smith, 2004). Ingersoll and Strong (2011) argued induction programme are not limited to orientation sessions, mentoring, ongoing professional development sessions and administrative evaluations. The



effectiveness of induction programmes intensify as the range of strategies and supports provided increase (AITSL, 2016). Vital components found in exemplary beginning teacher induction programme such as pre-service orientation, individualized professional development, collegial support and reduced workload are not included in the programme.

Although the number of beginning teacher in a year varies and they come at any time of the year, it is imperative for the school to provide a good induction programme to ensure smooth assimilation or fitting in with the new working condition (Lokman Mohd Tahir et al., 2014). The New Teacher Development Programme for beginning teachers in Malaysia was only introduced in 2011, so the body of research literature exploring the induction programme is limited. Johnson (2004) found that beginning teachers often feel lost at sea, with little or no guidance from curriculum. Beginning teachers are coming into the profession in an era where they are expected to teach 21st century learning skills as well as integrating technology into the curriculum and not many of them may have this expertise (Kafyulilo, Fisser & Voogt, 2016). Beginning teachers in Malaysia are now expected to prepare virtually all students for higher order thinking and skills needed to function effectively in the 21st century. Hence, the curriculum of beginning teacher induction programme in Malaysia should be designed to enhance beginning teacher's ability to teach well and promote ambitious levels of classroom instruction that will help all students to be successful. To achieve these goals a more effective beginning teacher induction framework is clearly needed.





1.3 Purpose of the Study

The New Teacher Development Programme for beginning teacher in Malaysia was implemented in 2011. After seven years into the implementation process, it was appropriate to begin asking questions regarding the programme and make improvement. Little research exists about designing induction programmes for beginning teachers that effectively address the needs of beginning teachers. As reforms takes place in educational field, the focus should be on building effective framework of beginning teacher induction programme that can the needed support for beginning teachers.

The purpose of this study is to develop a comprehensive beginning teacher induction framework that can be used to develop beginning teacher training curricula in Malaysian schools. The framework will assist bridging the gap between pre-service teacher training and becoming competent in-service teacher. This framework will also assist to reduce “reality shock” among beginning teachers as they learn to adjust to the demands of their new careers. Kearney (2016) stated that a properly conceptualize induction programme that is aligned with the best practice can ensure that the spirit of induction is maintained and the needs of beginning teachers are met. Every beginning teacher in Malaysia deserves to work in a supportive environment and this framework can hopefully facilitate that.





1.4 Theoretical Framework

Despite extensive pre-service preparation programme prior to entering the teaching profession, a “theory practice” gap exists between student teacher teaching practicum and first year teaching experience (Hudson, 2012). In order to bridge the gap between the theory in mind and the practice in life, effective induction into teaching is implemented (Tiplic et al., 2015). Pre-service teacher preparation programme found to be insufficient to support beginning teachers with the skills and knowledge necessary to be effective in the classroom. Mager (1992) argued that no teacher preparation programme can meet all ends of beginning teacher. He added that teaching present a huge challenge to experience teachers, so beginning teachers face difficult task when joining teaching profession. Beginning teachers every so often unprepared to face the challenges of their first years in the classroom (Fatiha Senom et al., 2013).

The theoretical framework for this study stems from the theory that beginning teachers require supportive and structured induction programmes as they begin their careers. Scholars in educational field have referred the transition of beginning teachers from pre-service preparation programme into their first teaching job as a period of induction (Wang, Odell & Clift, 2010). The process of inducting beginning teacher into a school system is a complex one. Theorist of teacher development (Shulman, 2004) stated that beginning teacher's progress through developmental stages, starting with the initial stage of surviving the transition from being a student teacher to becoming an independent professional in a classroom. Induction programme offers space for beginning teachers to refine their teaching practices to become effective instructors in the classroom.





Unlike numerous other professions such as doctors or lawyers, beginning teachers have to quickly grow into their profession. Beginning teachers are placed into classrooms on their own and are expected from day one to assume the responsibilities of an experienced teacher (Ramsey, 2000). Beginning teachers entering teaching profession are typically expected to perform the same responsibilities as their more experienced colleagues and often assigned to the most difficult classes (Jensen, 2012). Hollander and Scharff (2012) asserted that teaching is the only profession in which a greenhorn employee is burden with the expectation to perform in the same manner as an experience colleague. A beginning teacher is regularly faced the same accountabilities and duties similar to experienced teachers yet lacks the training necessary and experience to effectively carry out their responsibilities (Darling & Hammond, 2010). As beginning teachers are expected to function in the same level as of experience teachers, it is no surprise that the first year of teaching are quite challenging.

The purpose of induction is the further development beginning teacher's skills, knowledge, values and attitudes that are crucial to carry out educator role effectively (Bezzina, 2006). Gold (1996) categorises the types of assistance that beginning teachers need in order to develop as competent teachers into three aspects: personal, professional and social. Sweeny applied the research of his colleagues and predecessors to create three models of beginning teacher induction programme. These models are classified induction programmes as Basic Orientation Model, Instructional Practice Model, and School Transformational Model (Sweeny, 2008). Many beginning teacher induction programmes around the globe is a combination or variation of these models (InSites, 2001).



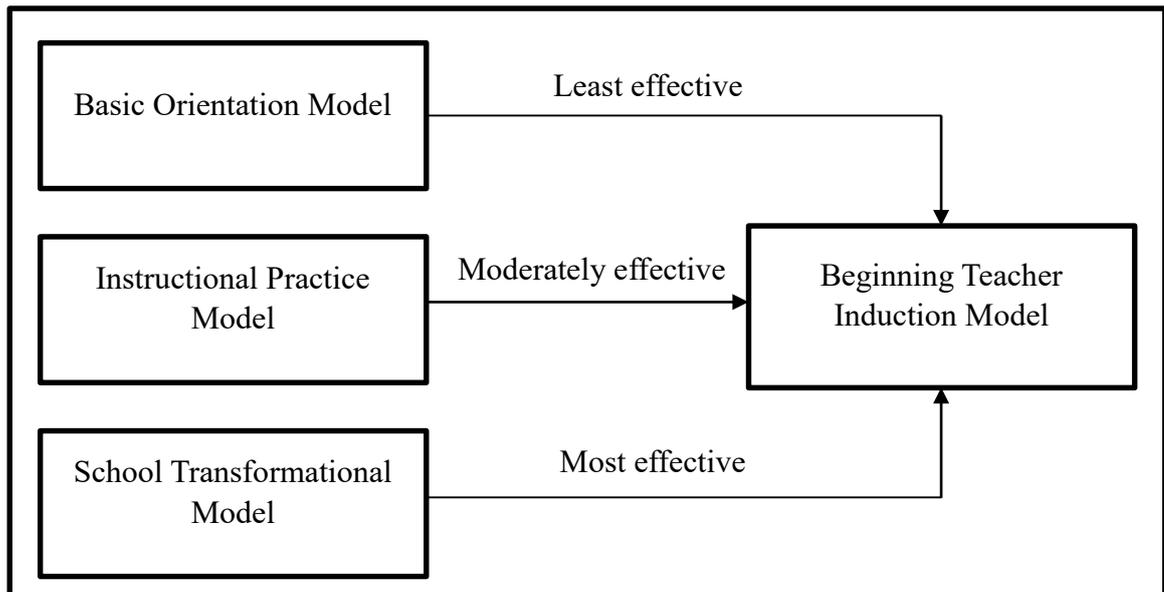


Figure 1.1. Sweeny Beginning Teacher Induction Model. Source from InSites, 2001

1.4.1 Basic Orientation Model

The basic orientation model of induction focuses on getting beginning teachers acclimated to the school's procedures and culture (InSites, 2001). The purpose of this model is to help beginning teachers settle quickly into their school environment and understand their responsibilities (Sweeny, 2008). The content of basic orientation model basically deals with issues such as classroom management, district policies and school procedures, which were addressed mostly during workshops prior to the beginning of the school year (InSites, 2001). The workshops focus on explaining to beginning teachers how the school wants them to handle issues such as parent conferences, report cards and holidays (Sweeny, 2008). The mentoring process in the Basic Orientation Model is quite informal, the mentor within this model served more as a point of contact for problematic issues rather than any instructional mentoring



(InSites, 2001). In this model, little attention is given to the teacher's instructional skills or professional development plan.

1.4.2 Instructional Practice Model

The Instructional Practice Model, sometimes referred to as the Beginning Teacher Development Model, assist beginning teachers to get acculturated to their new profession and working environment (InSites, 2001). The aim of this model is similar to that of basic orientation model, which is to assist beginning teacher get acculturated. However, the main purpose of the Instructional Practice Model is to increase beginning teacher effectiveness by assisting them to bridge their knowledge of theory and practice (Sweeny, 2008). In order to achieve this purpose, the Instructional Practice Model includes mentors who convey the school's approach to effective instruction in addition to assisting the beginning teachers with first-year orientation (InSites, 2001). In this model, the mentor work with the beginning teacher to reflect upon their experiences and compare their own practice to the district or state teaching standards (InSites, 2001). The idea of this model is that beginning teachers learn best by collaborating with other teachers (InSites, 2001). This model also offer sustained learning opportunities, social and professional support.





1.4.3 School Transformational Model

According to Sweeny (2008), the most successful beginning teacher induction programmes emphasize on community of learners as in the School Transformational Model. The School Transformational Model uses induction programme as an agent for transformation of the school and the most forward thinking model (InSites, 2001). This type of model help beginning teachers become part of a school culture that is actively engaged in school reform efforts, connecting quality professional development growth to improved student learning (InSites, 2001). This model acknowledge that teachers need not only knowledge and skills, but also the ability to influence the conditions in which they can teach (InSites, 2001). The School Transformation Model highlights the need for the following characteristics and skills; effective collaboration, data-driven decision-making, research, authentic assessment and community participation (InSites, 2001). Within this model, beginning teachers are expected to be leaders and transform the school into a site for state-of-the-art practice and continuous teacher learning by encouraging collegiality (InSites, 2001). Mentors are usually a feature of this approach as beginning teachers are teamed with experienced teachers and it incorporates the most advanced stage of mentoring. In this model, effective professional development approaches for beginning teachers are sustained, intensive, experiential, collaborative and connected to other aspects of school change. Beginning teachers are expected to take charge of their learning in active ways (Insites, 2001). The School Transformational Model is viewed as the most effective model in context with programme satisfaction, teacher retention, job satisfaction, teacher learning and student impact.



1.5 Research Objectives

The intent of this study is to develop an induction programme framework for beginning teachers. There are three objectives:

1. To identify the expectations of beginning teachers on their induction programme.
2. To develop beginning teacher induction framework that effectively induct beginning teachers.
3. To validate the beginning teacher induction framework that has been constructed to effectively induct beginning teachers.

1.6 Research Questions

There are three research questions derived from research objectives.

1. What are the expectations of beginning teachers on induction programme?
2. What is the framework that can be built using the data collected to effectively induct beginning teachers?
3. Is the beginning teacher induction programme framework has been constructed valid?



1.7 Assumptions

Specific assumptions is acknowledged in this study. In this research, it is assumed that the beginning teachers in the study had common first year induction experiences. It is assumed that the responses provided by participants in this study to be accurate information and truthful. It is assumed that all participants in this research participated voluntarily. It is also assumed that participants in the survey had a basic understanding of computer use to answer their survey online. Finally, it is assumed that the methodology used offers an appropriate design for this study.

1.8 Scope and Limitation of the Study



Marshall and Rossman (2006) stated that all research studies have limitations and no one study has a perfect design, this study was no exception. This study is limited only to the beginning teachers in the state of Perak. This limitation is done only to beginning teachers from Perak as beginning teachers all over Malaysia undergo a nationwide standardized induction programme. The New Teacher Development Programme was introduced in 2011 to standardize the induction of all beginning teachers in schools throughout Malaysia (Bahagian Pendidikan Guru, 2015). The induction programme is school based where schools need to organise the programme in accordance with Beginning Teacher Induction Module prepared by the Education Ministry of Malaysia. The schools are supervised by the State Department of Education and District Department of Education to ensure the programme is well implemented.



There was also limitation involved gaining access to participants in beginning years of teaching. The State Department of Education was a valuable resource. However, there are some difficulties in contacting participants, (e.g. email address and phone numbers) as some schools administrators are reluctant to provide their beginning teacher details. Numerous attempts were made to increase the responses rate by calling schools for the required information and official emails were sent attached with Ministry of Education and State Education Department research approval letter.

Another limitation of the study is the ability of beginning teachers to precisely communicate their needs for support. Beginning teachers are adjusting to a new professional environment and learning new skills. Therefore, they may not be able to provide specific details of the support they need compared to an experienced teacher.

The final limitation for this research is limited information on beginning teacher induction programme in Malaysia from the literature. Although the literature on beginning teacher induction programme around the globe is rich, in Malaysia however there are only a handful of studies done on beginning teacher induction programme.



1.9 Definition of Terms

In order to allow the reader a better understanding of the educational language in this study, the following definitions will be utilized.

Beginning Teacher: New teacher joining teaching profession and placed in school for the first time (Bahagian Pendidikan Guru, 2015).

Induction Programme: A structured learning programme designed to support the development of teacher professionalism to enhance beginning teacher competency (Bahagian Pendidikan Guru, 2010).



Orientation: The process of acclimating beginning teacher to a school (Robinson, 1998).

Mentoring programme: A process that involves experienced teacher providing support and assistance to beginning teacher which leads to beginning teacher personal and professional growth (Vikaraman et al., 2017).

Professional Development: A formal process such as a conference, seminar, workshop, collaborative learning among members of a work team or a course at a college or university (Mizell, 2010).





1.10 Operational Definition

The following definitions are provided to ensure understanding of these terms through the study. All definitions were developed by the researcher.

Beginning Teacher: A new teacher and refers to one who has one year or less of teaching experience.

Induction Programme: A system of strategies for developing improvement of educational practices among beginning teachers. The system include orientation, mentoring, professional development and; assessment and evaluation moulded into a structured learning programme to assist beginning teachers to be successful teachers.



Pre-service orientation: The programme begin a week before school start at which time beginning teachers are welcomed to the school, learn about first-day procedures and adapt to the culture of the school.

In-service Orientation: The programme is seen as information gathering phase which assist beginning teachers to be familiar with school environment and acclimatization into school working structure.

Multiple Mentoring: In this programme, beginning teacher has a network of mentors, each providing different functions to deal with professional as well as cultural issues more dynamically.





Individualized Professional Development: In this programme, beginning teacher is provided with an array of individualized professional development activities to meet the specific needs of a beginning teachers in various areas of teaching and learning.

Performance Assessment: In this programme, beginning teachers take part in performance assessments and portfolio evaluation that able to measure the beginning teacher development and are used to improve their teaching based on state mandated teaching standards.

Collegial Support: In this programme, beginning teachers have opportunities for collegial collaboration to exchange ideas for teaching strategies and best practices with experienced teachers for genuine learning experience.



Beginning Teacher Network: In this programme, beginning teachers have access to a formal network with other beginning teachers to share their ideas and reflect on their own practice.

Administration Support: School administrators set up systematic support system and minimize responsibilities for beginning teachers so that they have time for a full range of induction program activities.

Beginning Teacher Leadership: Beginning teacher are provided with systematic support to develop their leadership skills and consistent opportunity to be leaders in school.





Release Time: Release time provides opportunity for beginning teacher to participate better in the beginning teacher induction program and attend professional development outside the school setting.

Reduced Workload: Beginning teachers are provided with less challenging teaching assignments and minimized non-teaching duties to allow beginning teachers learn the trade in teaching profession.

Higher Education Partnership: School partnerships with higher education able to provide expertise professional development activities to beginning teachers.



This study has significance to students, beginning teachers and Education Ministry of Malaysia.

1.11.1 Students

Every child deserves a great teacher and great teachers generate higher students' achievement. Having a well-trained teacher will benefit students the most and this study can contribute towards producing great teachers.



1.11.2 Beginning Teacher

It is hoped that this research can improve the induction process experienced by the beginning teachers. It is hoped that the beginning teachers will be able to prepare themselves better in facing the challenges of becoming a teacher.

1.11.3 Education Ministry of Malaysia

This study supports the initiatives to develop and design a high-quality beginning teacher induction programme. Data from this study will contribute greatly in the quest for enhancing beginning teacher induction programme as beginning teacher induction