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ABSTRACT.

This part of the Papua New Guinea new secondary teachers study aimed at finding out more about why teacher trainees at Goroka Teachers College chose teaching as a career.

One of the important factors about whether students stay in teaching for a short or a long time is the way that their choices of school are dealt with administratively. Students revealed many errors that occurred in their placement and the study made recommendations for the improvement of these procedures. The study investigated the different motivations that students had when making their choice of school. For example, some students wish to remain close to their own families, whilst others worry that relatives, 'wantoks', if too close, will always be borrowing from them.

Finally the induction of new teachers into the ethos of the school to which they were appointed was considered: although many schools took induction of new staff seriously and performed well, there were areas in the induction of new teachers which should be improved. This part of the study adds to the papers already held by ERIC (ED501704, ED511850, ED501060 and ED511753), which explain other aspects of this study.

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THE NEW TEACHER: CAREER CHOICE, PLACEMENT AND INDUCTION

W. P. PALMER

Introduction

This paper will consider some of the influences on the choice of career by new teachers in Papua New Guinea and examine their occupational commitment to teaching.

It will also pursue two of the ten aims described in a previous research note (Palmer 1983a): first to gather information on new teachers' feelings about their first school posting, and second to find out what guidance was available to them in schools. These issues will be amplified where possible by the teachers' own words, and with reference to similar studies elsewhere.

Research on secondary teachers

Guthrie (1983) gives an account of the secondary teacher training system in Papua New Guinea through the eyes of the Regional Secondary Inspectorate. The emphasis of this survey will be on the new teacher so some differences will emerge. Two earlier articles particularly relevant to this research will also be mentioned. Flaherty (1981) recommended that further studies be undertaken into 'the difficulties experienced by first year teachers', while ten years ago Woods and Christie (1974), referring to new primary school teachers, complained that 'new teachers in Papua New Guinea are not getting enough guidance and help in their first year'. The present research shows that this statement is equally valid for secondary teachers.

There is a wealth of international literature indicating how educational research can pave the way for action. Research into the difficulties faced by new teachers in the United Kingdom, Australia and the USA, for example has contributed to the amelioration of some common problems in these countries and Taylor and Dale (1971), led to an action research project co-ordinated by Bolam (1973) and funded by the Department of Education.

Local Authorities such as Liverpool (Hill, 1974) and Northumberland (McCabe, 1974) subsequently developed policies on induction for new teachers as a result of this project and the implications of such developments are considered below. In the U.S.A., research has tended to look at the processes by which teachers are socialized into their profession, partly due to the influence of early research by Waller (1932). Lortie (1975) has written a major study of the school teacher and there have been useful surveys of new teachers by Mason (1971) and Lagana (1970). There have been surveys of new teachers in Australia by Tisher et al. (1978), Dunkley et al (1978) and Shaw (1979), whilst in New Zealand, Battersby (1980) has carried out a variety of different studies on new teachers.

The Present Survey

A questionnaire modified from the survey by Taylor and Dale (1971), trialed in the Eastern Highlands Province with eight new teachers (Palmer, 1983b), and further modified as a result of these trials, was sent to all new secondary teachers in Papua New Guinea. Up to two further reminders were posted to potential respondents, though no further completed questionnaires were accepted after 1st February 1984. For the purposes of this paper, only the responses from 1982 Goroka Teachers graduates have been analysed: the survey will be known as the New Teachers Survey 1982.

Seventy seven completed questionnaires were returned which was which was a 48.3% return of the 132 respondents available for the survey (see Table 1). The comparatively small numbers in the survey limit significance of the findings but it is argued that the research also provides insights into the experience of new teachers by documenting their feelings and comments directly. Indeed, Crossley and Vulliamy (1984) maintain that greater efforts should be made to blend quantitative and qualitative research methods - in the context of case studies- especially in developing countries.

Table I indicates that the composition of the sample is broadly similar to the composition of GTC graduates as a whole, though the response rate from female teachers seems a little low. The first characteristic of the sample of new teachers to be considered will be their career choices at various stages in their careers and this will allow some perception of their commitment to teaching to be obtained.

Table I. Composition of Survey Sample Answering Questionnaire; by Sex and by Course Taken, Compared with the Composition of GTC Graduates as a Whole for 1982 (Murphy, 1983)

GTC Course	Responses from the sample who had completed the questionnaire			All GTC Graduates in 1982		
	Percentage		Numbers	Percentage		Numbers
	Male	Female		Male	Female	
2 Year Diploma (DST)	68.3	37.1	63	65.3	34.3	118
1 Year Diploma (Agriculture DT)	100	0	14	93.5	6.5	31
Total	74	26	77	71.1	28.9	149 (132*)

*This is the figure obtained when Solomon Islanders and the trial survey sample are excluded.

Teaching as a first Career Choice

Do teachers in Papua New Guinea choose to teach because they feel it to be a vocation, or do they teach simply because it is the only career open to them? The summarized results of three earlier surveys and the New Teachers Survey are included as Table II. These surveys all concern the occupational commitment of teachers, but comparison is difficult due to the fact that questions and categories varied widely in the different surveys.

The types of occupational aspiration (past, present and future) used by Weeks (1975:35) have the same meaning here, except that future aspirations are seen here over a five year period instead of the ten year period as used by Weeks or the lifetime commitment demanded by Kay(1971:65). Each of the types of occupational aspiration will be examined making comparisons where possible.

Table II A Summary of PNG Research on Teachers' Career Aspirations

Researcher	Year of survey and year of publication	Type of respondent and comment	Number in sample	Percentage respondents desiring a career in teaching					
				Past			Present	Future	
				M	F	TOTAL		M/F	TOTAL
Kay, R. W.	1969 published 1971	Primary and secondary teacher trainees in final year of course. Future teacher aspirations difficult to classify	120	-	-	-	-	40/13	33
Weeks, S.	1975 Published 1977	Primary school teacher trainees in final year of course. Part of a larger survey.	806	52	76	60	95	78/90	82
Guthrie, G.	1976-1978 Published 1983	Secondary teachers at graduation. Figures over 3 years. Part of a larger survey.	339	-	-	-	96	-	-
Palmer, W. P.	1982-1983	Secondary teachers in first year of teaching. Part of a larger survey. Future teacher aspirations difficult to classify.	77	46	66	51	-	46/38	44

A comparison of the 1982 and 1977 surveys for past aspirations indicates a greater commitment by primary teachers than secondary teachers. Kay (1971) pointed out that male secondary teacher trainees

and better educated teacher trainees seem less committed to teaching. The apparent lower commitment to teaching by secondary teachers is perhaps a reflection of the additional job opportunities available to them. The 1982 and 1977 surveys both indicated greater female than male commitment to teaching, when past aspirations were examined, but this was not measured in the 1971 survey.

For present career aspirations there is a high degree of commitment to teaching with close agreement between the 1975 survey and Guthrie's survey of 1976-1978. For future career aspirations, as mentioned earlier, different criteria were used in the 1971, 1975 and 1982 surveys, in addition to which the 1975 survey has effectively just two categories (to be a teacher or not), whereas the 1971 and 1982 surveys allowed different types of graded response. The 1982 survey results on the future occupational commitment of teachers can be found in Table III where respondents assess the degree of likelihood of continuing teaching for five years (in terms of the options of 'likely', 'possible' or 'unlikely').

Table III. Future Career Aspirations of PNG Secondary Teachers by Sex and by likelihood of leaving Teaching Within 5 Years (71 Respondents 55 Male and 16 female)

Likelihood of leaving teaching within five years	Male Teachers Percentage	Female Teachers Percentage	Total Percentage
Unlikely to leave	45.5%	57.5%	43.7%
Possibility of leaving	40.0%	50.0%	42.3%
Likely to leave	14.5%	12.5%	14.1%

Table III shows male teachers to be more decided in their opinions, more committed to staying in teaching for some, but more sure that they want to leave teaching for the minority. The 1971 survey indicated that male teachers' future commitment to teaching was greater than that of females, whilst the 1975 survey showed female teachers had a greater commitment. Table III could be interpreted to support either view, but more probably shows the extra degree of uncertainty for female teachers as illustrated by Teacher 9: 'If my husband's job is outside teaching and have to go where he goes and I have no position to teach in that area'.

Table III may be interpreted as showing female teachers as being realistic in their expectations, less certain than male teachers about a career in teaching, accepting that like Teacher 9, they may have to leave their career to take on the roles of wife and mother.

Overall 43.7% of the new teachers are committed to teaching in that they think that they are unlikely to leave within five years. A slightly smaller percentage (42.3%) will only leave if circumstances arise which make leaving teaching attractive, whilst 14.1% are likely to leave. There is thus a high degree of commitment to teaching for up to five years by Papua New Guinean new teachers. This is similar to that found by Taylor and Dale (1971) in the United Kingdom using similar questions.

The views of individuals about their careers may well change with time so, in the 1982 New Teacher Survey, the views which teachers expressed whilst they were at high school were compared with their statements of the

likelihood of their being in teaching in five years time. The results are included as Table IV.

Table IV. A Comparison of Past Career Aspirations of the New Teachers with their future Career Aspirations

Likelihood of leaving teaching within five years.	Wished to be a teacher on leaving high school.	Did not wish to be a teacher on leaving high school.
Likely	50%	37.1%
Possible	44.4%	40.0%
Unlikely	5.5%	22.8%

This table indicates that those who were sure they wanted to be teachers *even* at high school are more likely to stay in teaching than those who started training for teaching after failing to follow some other career. One observation is that those who were initially uncommitted to teaching make up the highest proportion of those who wish to leave teaching. More positively, however, 37.1% of those previously uncommitted to teaching are now committed to it after attending GTC, while a further 40% accept the possibility of a teaching career for at least five years. This shows the effect of the GTC courses on the ethos of trainee teachers, backing up Guthrie's comments on the high level of motivation of GTC students (1980:105).

The moral imperative of teaching

Looking in more detail at the first career choices of those who at high school did not wish to teach (Table IV, column 3) it was found the subsequent choices of career after teaching were agriculture (11 respondents), the Church (five respondents), medicine (four respondents) and law (three respondents). There is a tendency in the case of respondents who had made teaching a second option for the first choice to have been a profession of higher status. For example, six teachers who entered GTC as direct entry students had made the professions of medicine and law their first choice but only one teacher who had entered the preliminary year had made the same choice.

Teaching can be seen as a fall back position for more highly qualified students, as pointed out earlier by Kay (1971). This indicates that for half the highly qualified teaching may be a second best, but for about half the sample teaching was a first choice of career. Why?

The survey provides no evidence that teaching prior to training influenced the choice of teaching as a career, as only one of the sample had taught for more than six months prior to training. However a relatively high 72.4% of respondents claimed to have been in some form of community work, prior to training, which may indicate social idealism amongst the survey sample. There are no comparable figures for young people's activity in community work generally. Participation in community work on a voluntary basis is considered to be idealistic behaviour, and it is this idealism that is considered to be influential in choosing teaching as a career.

Wahlberg (1979) has shown that a high proportion of GTC students attend mission schools and that this indicates that teaching is commonly perceived as a 'moral imperative'. Weeks gives this same general picture with Table 39 (Weeks, 1976: 77) showing GTC to be the only tertiary institution where no student admitted to atheism. The present research does not change this picture. Of the 115 secondary schools, 30.6% belong to various missions (excluding the Seventh-Day Adventists). However 44.4% of the new teachers in the survey out of the 72 whose records could be traced had gone to mission schools. This evidence indicates that religious or moral conviction still remains a strong force in the choice of teaching as a career. It is also interesting to note that there are some schools which produce an above average number of teachers. For example St. Paul's High School, Enga produced eight of the 1982 GTC graduates. Several other schools produced five graduates each. This suggests that such schools impress their students with the moral imperative to teach.

Placement: The New Teachers' Choice of School

The Papua New Guinean education system is basically one where teachers are posted by provincial authorities to the schools where they are most needed. To this an element of choice has been added. Not all schools or all provinces are equally desirable. Some schools and provinces have great difficulty in obtaining teachers, whereas others can attract teachers easily. There are greater differences in the accessibility of and facilities in different schools and there are also differences in the cost of living in different areas. It is not surprising then that some new teachers are not satisfied with their first choice.

The system of choice of schools for GTC student teachers is as follows. The process of application starts prior to the final teaching practice in June/July when an Education Gazette is published listing all vacancies for which teachers may apply. The student teachers may apply for up to ten posts and they fill in separate forms for each province where they see a suitable vacancy. A list of all posts applied for is sent to the Central Sorting Office of the Teaching Service Commission. The Central Sorting Office, through communication with the provinces and computerized sorting, eventually publishes a list of teachers who have obtained tenured positions in schools. The number of new teachers who obtain their postings in this way varies from year to year, but it is probably less than half of the applicants. Direct application to provinces, intervention by headmasters, Regional Secondary Inspectors, staff at GTC and constant effort by the student teacher eventually results in posting (usually non-tenured) for the remaining applicants.

There are numerous problems and pitfalls for new teachers. The most obvious rule for them is never to apply for a school to which they do not wish to go. This seems to have happened to Teacher 19 quoted later. In addition, not all vacancies are advertised, and some are wrongly advertised. There is also some doubt as to whether tenure is as big an advantage as it appears, because if teachers obtain tenure in an area which is short of teachers it may be difficult for them to move.

In the present survey 33.7% of the sample obtained their first choice of school and the majority appears to be satisfied with the system of choosing their schools. However 23 new teachers (29.8%) had major problems in obtaining their first teaching post, though there appears to be no pattern in the type of student who has such problems when considering subjects taught or ability. Problems appear to be randomly caused by administrative error or lack of communication.

Most new teachers seem to show a high degree of fatalism about the school at which they teach, though not obtaining any school in the upper portion of their list of choices was the largest single source of complaint (seven respondents). This was followed by the failure of authorities to provide a travel warrant (five respondents), being moved without explanation (four respondents) and lack of housing (two respondents). Other complaints related to the payment difficulties, the system being too slow, the post being too lonely, and the problems posed by too many local 'wantoks'. Some of

these complaints help to identify problems within the postings system and it is interesting to examine the specific comments of those involved:

Teacher 2 (Male) 'I was in a very bad situation when arriving at High School X which was my first posting. I was told that it was not my posting and then I was pushed out for two weeks teaching at High School Y, and then sent to High School Z where I am teaching. I never knew why I should be pushed around'.

Teacher 19 (Female) 'The present post was the last of all my choices. I wasn't satisfied and was quite amazed because the posts (schools) that were the top in my list still had the position vacant when I was given my last choice'. This teacher also stated that she had been expected to pay her own way to school, which was a long way from her home.

Teacher 20 (Female) I have problems with my pay cheque and I don't know whose job it is to help new graduates like me. I went to the education paymaster, wrote a letter to the Head Office, checked with banks and no help from anywhere'.

Teacher 23 (Female) 'I was originally placed at X High School which was not my choice. When I got there I was told to share a house with a male teacher which was ridiculous. Due to this I started teaching a week late at my present post'.

Teacher 30 (Female) 'I did not like to come to a school that is so close to my own place because I've been facing problems with the control of students, especially the relatives coming frequently to my house'

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Table V. An Analysis of Respondents' Reasons for Their Choice of School

Reason for choice of school in order of popularity	Number of times the reason was given
1. Total for 'knowing people in the school' and 'knowing people in the area'	36 mentions
2. Reputation of the school	34 mentions
3. School was not close to the respondent's home area	33 mentions
4. This was the first post offered	30 mentions
5. The school was close to the respondent's home area	26 mentions
6. Accommodation was offered with the post	25 mentions
7. Job satisfaction of the particular post	25 mentions
8. Religious affiliation of school	15 mentions
9. No particular reason	15 mentions

It therefore appears that the actual choice of school is not a critical issue and that many new teachers are prepared to accept most schools quite happily. Nonetheless, a few teachers were obviously upset by what had happened to them and there is considerable room for administrative improvement in the placement of teachers.

Reasons for the Choice of School

To find out why new teachers choose particular schools, a question giving a series of eighteen likely reasons for the choice was included on the questionnaire. Up to five alternatives in order of preference could be marked by respondents, and the results are summarized in Table V.

Some of the reasons such as 2 or 7 offered to respondents are post hoc justifications for the choice of the school. Others such as 4 and 9 indicate an attitude of indifference. Reasons 1, 6 and 8 are practical reasons for the choice made, but the most significant choice for most new teachers was whether the school was close to or distant from the respondent's home. Further analysis was carried out using this criterion the responses of twenty-nine new teachers (the home-seekers) who had obtained a job in their own province were analysed separately from those of, forty-eight teachers (the

home-leavers) who had obtained positions outside their own province. The provinces of origin of these two different groups are shown in Table VI.

The Percentage of Home-Seekers (Defined as those staying in Their Provinces) and Home-leavers (Defined as those leaving Their Provinces) totaled by region.

Percentage	Papua	Islands	N. Coast	Highlands
Home-seekers	55.5%	42.8%	28.6%	35.0%
Home-leavers	44.5%	47.2%	71.4%	65.0%

The North Coast group seem to be the group most their home province, but in terms of the numbers of new teachers seeking work outside their own provinces, the Highlands group is the most significant. However because cultural groups and patterns frequently cross provincial boundaries, movements by new teachers from one region to another were studied. Table VII shows the analysis of data on the basis of teachers who choose to teach in a different region to their home region. Comparison of Tables VI and VII indicate that new teachers are much more willing to take a position outside their province than to take a position outside their region. Only male Highlands' teachers seek posts outside their region in significant numbers, while Island teachers and Highland female teachers seldom teach outside their region. The present analysis is limited in that a teacher whose home is in Eastern Highlands Province and who teaches in Lae will be classified as leaving his region, though he may only be a few hours drive from his home. Others teaching in their home province could have a very long journey to their home. There is evidence from the comments of new teachers that the distance of the first teaching post from home is a critical factor in the choice of school, though teachers differ very much in whether they feel they should be near or as far away as possible, and they frequently compromise by choosing journey of intermediate difficulty.

Few new teachers get their first choice of school yet there was no wide-spread desire to change the system by which choices are made. This apparent contradiction may be illustrated by looking at the special case of those who teach in schools where they themselves were pupils. Nine new teachers were in this position; all said this was not their first choice, and four deplored the system which led to this situation. Typical of these is the comment of Teacher 69 (Female): 'I did not intend to come back to the same school which I attended. Unfortunately here I am. In the first place I was not all that pleased to be back, but after all I'm progressing very well and I like my placement'.

Table VII. Teacher Origins by Region and Teacher Destinations by Region Shown Separately for Male and Female Teacher

Teachers by Regions of Origin		Teachers by Region of Destination				
		Papua	Islands	N. Coast	Highlands	Total
Papua	Male	5	2	1	0	8
	Female	1	0	0	0	1
Islands	Male	0	4	0	0	4
	Female	2	6	1	1	10
N. Coast	Male	0	2	6	2	10
	Female	1	0	2	1	4
Highlands	Male	5	5	8	17	35
	Female	0	0	1	4	5

The enjoyment of teaching has largely made her forget the frustration of being placed in a school where she did not wish to teach. The pleasant experience of teaching has thus masked the earlier disappointment of having not obtained her choice of school, so it is difficult to accept all the reasons given at their face value.

Perhaps the significant fact is that about half the largest group of new teachers (those from the Highlands) wish to leave their region while about half wish to stay in their region; these proportions seem to represent the number and disposition of vacancies in the country. Supply and demand thus appear to match closely, which is functional to the system.

Placement and Communication with the School

It is desirable for new teachers to communicate by letter with the school where they will first teach to obtain information about their subjects, syllabuses and grades. This is possible if decisions about the placement of new teachers are taken early enough. It is also advantageous, but not always practicable, for new teachers to visit the school before the start of term or to arrive early so that proper preparations can be made.

Thirty-five percent of respondents had visited their school prior to the start of the first term in 1983. From the limited information available this was organized by the new teacher arriving a few days early, though some new teachers went to considerable personal trouble and expense to visit independently. Of the fifty respondents who had not visited the school only four had received letters in advance of their arrival. This is a source of worry to some new teachers, though others accepted the situation as normal. Typical comments are presented below:

Teacher 6 (Male) 'Although I come from the same province, I didn't visit this school before. I was prepared to take any grade when I came to school, even if I was not informed'

Teacher 14 (Male) 'I felt that they should write to me and let me know the subjects I am to teach, so that I go there prepared and know what I am to do'.

Teacher 18 (Female) 'In the letter I was not told what subjects I would be teaching, but they only welcomed me'.

Teacher 23 (Female) 'The Headmistress informed me about the subject I would be teaching. She also asked me to choose another subject besides the ones I was trained for. I wasn't too enthusiastic about it but I'm enjoying Science and Agriculture now'. (Trained in English and Commerce).

Teacher 44 (Male) 'I just had to drive to the school two days in advance. Grades and subjects were allocated during the first week. I had to volunteer to teach two grade 7 Agriculture classes'. (Subjects - Mathematics and Science).

Teacher 57 (Male) 'I tried to phone them up but I never got through. My letter never reached the school'

Teacher 71 (Male) 'I was not told of such. I had to come here and filled in only things worse they gave me a subject I was not trained for and I certainly made a mess of it'.

Teacher 76 (Male) 'It would be a good idea if when new teachers are accepted at a school, they are informed of the grades to teach etc'.

The above letters indicate that contact with new teachers by schools prior to the teacher starting would be appreciated. They also indicate that some schools do little advanced planning for the new year and that they give new teachers subjects for which they have not been trained.

This can lead to the despair typified by teachers quoted above. It is argued here that schools should try much harder to ensure that new teachers teach only the subjects for which they have been trained. The logistical difficulties in arranging this may be many, but to continue as at present clearly detrimental to the smooth induction of new staff. Teaching subjects in which the new teacher is untrained is not fair on the teacher, nor is it fair on his students who will receive instruction of an inferior quality.

Induction and Guidance

Induction refers to the specific, programme of experience planned by the Province or by the school to help the teachers during their first year of teaching. The United Kingdom has moved from a situation in the late 1960s, where only 17% of local education authorities (LEAs) had induction programmes for new teachers (Taylor and Dale 1971), to a stage where most LEAs now have induction programmes. The arrangements for these are very diverse however (Hadley et al, 1982). This change was inspired by the action research programmes noted earlier - programmes funded by the Department of Education and Science in co-operation with several LEAs. These Teacher Induction Pilot Schemes and their evaluations have now been extensively researched and reported (Bolam et al. 1977; Bolam 1981).

For present purposes Baker (1978) gives useful details of the ways in which some LEAs operate their induction schemes. Common features of these schemes are a 25% reduction in teaching load for new teachers. A second feature is the appointment of advisory teachers who take charge of the induction programme for all new teachers in LEAs or the appointment in each school of a teacher-tutor (also relieved of a full teaching load), who will spend time with all new teachers within a school. Thirdly, new teachers are required to attend courses organized by external bodies (teachers' colleges etc.) or meetings of all new teachers in the area as organized by an advisory teacher and held at the teachers' centre.

New teachers' lessons may be observed and commented upon by their teacher-tutor, but research indicates that greater impact is achieved by joint lessons where the new teacher and the teacher-tutor teach together. Schools also need to provide more information for new teachers by means of school handbooks and there is much that individual departments in the school can do to help in this matter (Beljeman et al, 1979).

While we must be cautious in the transfer of ideas and innovations from one social context to another it is argued here that the key feature If any policy on induction should be an attempt to link initial training, induction and in-service training to provide continuous professional development for teachers.

In Papua New Guinea the Induction of new teachers is largely non-existent; further, in the light of the present research it is suggested that the National Department of Education should consider funding an action research project aimed at establishing a systematic teacher induction programme for selected provinces.

Most provinces do already provide in-service sessions for all teachers from which new staff also benefit. In fact the teachers surveyed gave considerable praise to both schools and provinces that had well-organized in-service. In a number of schools the headmaster addressed new teachers on the type of behaviour required at the school by all staff members. One school was particularly creative, as reported by one teacher who explained how the school gave new teachers a course on housekeeping. This seems a worthwhile idea because many new teachers suddenly find they have to look after themselves – often with no previous experience. However, since there is currently no organized system of induction or guidance for new teachers, it is suggested that greater thought be given to the provision of such organized experience and support for new teachers. This could make a significant contribution to the improvement of teacher quality throughout Papua New Guinea.

Conclusion

New teachers from Goroka Teachers' College are highly committed to teaching, particularly those who had decided to make teaching their career while at high school. It is amongst those whose first choice of career was not teaching that most attrition from the teaching profession is likely to come. Religious/moral conviction appears to be a major reason for choosing teaching as a career, and it is noteworthy that mission schools still provide more teachers than would be expected in terms of a proportion of their enrolments.

Approximately one third of the new teachers surveyed here obtained their choice of school: one third were unconcerned when they did not obtain their chosen school; and one third were dissatisfied with the administration of the system by which new teachers are placed in schools. The main consideration in the choice of school appeared to be the distance between school and the new teacher's home. Highland men were the group most likely to obtain a post outside their home region.

The issues explored here suggest that there is too little contact between the school and the new teacher before the appointee starts work. Letters from the schools to new teachers before they arrive, indicating the subjects and grades they will teach, would help to improve the performance of such staff. Moreover, since there is currently no systematic induction structure for new teachers in Papua New Guinea, it is argued that carefully monitored action research could usefully explore the possibilities for realistic induction strategies for the Papua New Guinea context. Such induction, especially if well coordinated with pre-service and in-service training, could assist new staff to cope with the varying demands of the teacher's role and in doing so

could help to reduce attrition rates for secondary teachers that presently undermine efforts to nationalize the teaching force as a whole.

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