



THE INDUCTION OF NEWLY QUALIFIED TEACHERS IN ONE
KUALA LUMPUR SCHOOL. A CASE STUDY OF NEEDS,
SUPPORT AND ASSISTANCE FOR NEW
SECONDARY SCHOOL TEACHERS

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Abstract

Induction of new teachers to the teaching profession has been studied extensively on an international level over the past two decades. The importance of mentoring for teacher induction was also widely researched. Central to this study is the focus of mentoring in the induction of newly qualified teachers (NQTs) in Malaysia. This case study addressed the following issues: the needs of NQTs in a school in Kuala Lumpur; the extent of support and assistance provided by the school and the feasibility of mentoring for induction. A qualitative approach allowed the researcher for a close inspection of the problem. Semi-structured open-ended interviews employed gave an in-depth and valuable insight into the problem. Data gathered correspond to themes relating to the international review of the literature. Themes discovered were: NQTs experienced 'reality shock', problems with discipline which lead to lack of class control and difficulty in transferring theory to practice. The support and assistance provided for NQTs and the need for mentoring in induction were also investigated. The findings of the case study based indicated the crucial need for mentor teachers during induction. Support and assistance were provided to varying degrees and forms in different departments of the school. Although the research was very small scale with many limitations it provide a voice for the needs new teachers. Further research in this area on a very much larger scale ought to be explored to allow for generalisation to be made in planning an induction programme.