

NEWLY QUALIFIED TEACHERS IN NATIONAL TYPE PRIMARY  
SCHOOL : A CASE STUDY OF THEIR INDUCTION NEEDS.

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## **Abstract**

For the past two decades, there has been a growing awareness of the need for greater attention to the induction of new teachers, especially, in the meeting of their needs during their initial placements in schools. This case study focussed on the experiences, needs and development of newly qualified teachers (NQTs) in their first year of service from both the rural and urban National Type primary school in a district in a southern state in Peninsula Malaysia. A qualitative approach was adopted which allowed the researcher for a close inspection of the NQTs' needs, the extent of support and assistance provided by the school, and the feasibility of carrying out mentoring activities during induction. The use of semi-structured open-ended interviews which were recorded and analysed into themes provided an in-depth and valuable insight into the problems of NQTs. Salient features gathered from the data were: NQTs experienced difficulty in adjusting to personal life within and outside the school, isolation, disciplinary problems and class management. The findings indicated that there is a crucial need for mentor teachers during induction who could provide support and assistance to the NQTs. This study also revealed that the support and assistance ought to be extended covering both social and professional aspects within and outside the school. Although the study was conducted in a small scale, the findings ought to increase the awareness among headteachers and educators on the importance of a well co-ordinated and organised induction programme that emphasised on the needs of the newly qualified teachers.