

Professionalization of teachers: perceptions of beginning teachers on a three months induction programme

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The Proposals for a Sri Lankan National Policy Framework on General Education by the National Education Commission (NEC) in 2003, has pointed out that regrettably teacher education has seen ad hoc development over the years as a consequence of the implementation of disjointed policies and programmes. Further NEC proposed that no teacher should be appointed to a school without an initial course in teacher education. In 2006 the Ministry of Education (MoE) in collaboration with all the Departments of Education and the Faculties of Education has initiated the Three Months Induction Programme (TMIP) for those who were recruited in 2005 and 2006. This study focuses on perceptions of the beginning teachers on a TMIP conducted by the Department of Education, University of Peradeniya. The specific objectives of the study was to ascertain whether the teachers are professionalized in Sri Lanka, to describe the nature and the structure of the TMIP and to analyze the perceptions of the participants. Approximately 18,000 graduate teachers were newly recruited to the education system in 2005 and 2006. More than 3,000 from the above overall population were assigned to the Department of Education and the Department has inducted 2,000 teachers up to date. The sample consisted of 380 teachers which forms 12% of the teachers inducted by the Department. Mainly a questionnaire was administered among the above sample and the collected data was analyzed using the SPSS package. The participants emphasized that all newly recruited teachers should be required to follow the TMIC as 90% of the participants stated that they were able to improve their teaching skills. Further 84% of them agreed to implement the practices gained by the TMIC. Based on the analysis of the above perceptions the study identified the role of the professionalization of the teaching profession.

Key words: Professionalization, Teacher education, Induction, Perceptions, Teaching skills,

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