

THE ROLE OF PRINCIPALS IN THE INDUCTION OF NEW EDUCATORS IN THEIR SCHOOLS

By

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DECLARATION

I Phyllis Phindiwe Mfenqe (nee Gcilishe) sincerely declare that the copy of the research treatise submitted by me in January 2005 is original. It is not the work of someone else except where indebtedness to other sources has been indicated.

I further declare that this work has not been presented for a degree to any other university.

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P.P. MFENQE

ABSTRACT

This study focuses on the role of the induction programme for teachers who are new to a specific school. The main aim of undertaking this research study is to investigate the role played by principals in the induction of new educators in their schools.

The main questions the study addresses are:

- Why is it necessary for new educators to be inducted
- How could mentoring play a role in an induction programme?
- What should the role of the principals be in the induction process?
- What should the induction programme include and how should it be implemented?

The study highlights the problems new teachers experience with respect to aspects such as classroom control and imparting information. It also emphasizes the role of the principal and the mentor in assisting new educators with these issues. The qualitative approach was used to collect data. Data were collected through interviews and observations. The main findings were that new educators experienced problems with classroom control, discipline and that principals should help them with adjustment in the school by allocating a mentor teacher for support.

CHAPTER 1

1.1 INTRODUCTION

Induction of staff is a process of introducing new employees to the organisation and to the management. Hodget and Kurakto (1988: 233) claim that if this process is carried out properly, a number of advantages can be obtained. A good induction programme will help a new person feel welcome and accepted as a part of the team. New staff members are being helped through personnel induction to fit into a new working environment without disruption so that the goals of the organisation can be achieved effectively.

Musaazi (1982:193) maintains that orientation means more than just making the new teacher feels at home in a strange or unfamiliar environment. The orientation programme must be designed in such a manner that it enables the teacher to achieve job satisfaction and also make use of his/her abilities to achieve the goals of the school.

If the induction is poorly done the new teacher will see the task allocated to him as too much work and also as a difficult task. Too often he/she is confronted with the timetable, syllabus, textbooks, a list of extramural activities and is introduced to his colleagues and large number of pupils in the classroom. This to him /her appears to be a lot of responsibilities which may overwhelm him/her. She/he needs to be helped to accommodate all of these.

1.2 JUSTIFICATION FOR THE RESEARCH

Principals of schools mostly ignore staff induction. They leave new educators to find their own way in schools without proper orientation and this causes these teachers to be frustrated and they end up not performing well in their teaching role. You then find people criticizing these teachers saying their performance is far below what is expected of them in comparing them with other experienced teachers. Sometimes this can lead to

these new educators being late for lessons or sometimes not going to class at all because they are unsure of what is rightfully expected of them.

The induction of new educators has been my major concern since I started teaching. I was not inducted and unfortunately for me I was also given a subject I did not study at college. It was only when I went to the principal to say that I could not cope and I had decided to resign that some reshuffling was done and I was given subjects I could teach. I have also observed teachers who were employed after me and seen their difficulty too in adjusting during the first days of teaching.

In my school there is a teacher who is a beginner. He did not receive proper orientation. He was simply introduced to teachers in the staff room, was given textbooks and left like that. He told me how nervous he was and how he feared the Grade 12 learners he was assigned to teach. As a result he ended up not taking his periods especially in grade 12. This made me realise that many new teachers often do not go to class, not because they do not know their subject matter, but because they are afraid of students and this sometimes ends up becoming a habit.

Steyn (1996:122) claims that pre-service training does not prepare student teachers for the delicate task of balancing competing demands which teachers have to face daily, or for hours of planning and thinking about teaching that is required to make interactive learning possible and for the networking that is necessary. Student teachers require special assistance to help them with the transition to the teaching profession.

Principals need to be made aware that they have to orientate new educators in their schools in order to eliminate most of the problems that beginner teachers face. A thorough induction programme is undoubtedly essential for various reasons. The newcomer's fear of the unknown must be cleared away as quickly as possible. The objective of induction programmes should be to help new employees feel more comfortable in the work environment.

For the purpose of this research I have decided to focus on the induction of new teachers, that is teachers just graduating from the Higher Education Institution.

1.3 PURPOSE OF THE RESEARCH

The purpose of this research is to make principals aware of the relevance of staff induction and to encourage the implementation of induction programmes.

1.4 THE STATEMENT OF THE RESEARCH PROBLEM

The research problem can be formulated in terms of the following question:

What role should principals play in the induction of new educators so as to improve their effectiveness?

This study will address the following sub-questions.

1. Why is necessary for new educators to be inducted?
2. How could mentoring play a role in an induction programme?
3. What should the role of the principal be in the induction process?
4. What should an induction programme include and how should it be implemented?

1.5 RESEARCH DESIGN

1.5.1 Introduction

I based my research on the interpretive paradigm. According to Cohen, Manion and Morrison (2000:22) interpretive paradigm is characterized by a concern for the individual. The main idea is to understand human experiences.

1.5.2 Research methodology

Qualitative research is the key research approach that I used. McMillan and Schumacher (1993:373) state that qualitative research is more concerned with understanding the social phenomenon from the participant's perspective and that the researcher is more concerned with how things occur in order to get understanding of the research methods and processes.

1.5.3 Data gathering methods

Participants in the research were selected according to their suitability, which means that new teachers who had been inducted and those who had not, were chosen as my sample in order to compare their teaching effectiveness. Eight new educators and four principals were selected.

Data gathering methods included structured and unstructured interviews, observations and use of documents. Interviews included open-ended questions to provide opportunity for interviewees to explain their feelings about teaching and the problems they encounter in teaching.

1.6 DEFINITION OF TERM

1.6.1. Induction

The introduction of a new employee into his/her job and the organization.

1.6.2 New educator

The term new educator can be understood as referring to those teachers who have just completed their studies and are entering the profession for the first time.

1.6.3 Mentor

Buchner and Hay (1999:321) define the mentor as a non judgemental friend with whom the mentee has a particular relationship within a general framework of professional development.

1.6.4 Marginal teacher

A marginal teacher is one who appears to have sufficient command of the subject matter but whose lack of classroom management skills gets in the way of student learning (Frye 1988:55).

1.6.5 Retention

Retention in this research refers to the ability of the school to keep new educators from resigning or from trying to get posts at other schools.

1.7 DEMARCATION OF STUDY

The research was done with new educators and principals from schools in the Zwelitsha and King William's Town area.

1.8 RESEARCH FRAMEWORK

Chapter 2 is a literature study on the role of the principal in the induction of new educators in their schools.

Chapter 3 is a description of and a report on the empirical investigation done to find answers to the research questions.

Chapter 4 is a discussion of the major conclusions and recommendations. It represents a summary of the main answers to the research questions that were posed in this chapter.

CHAPTER 2:

LITERATURE STUDY

2.1 INTRODUCTION

According to Heyns (2000:160) quality education is largely dependant on school effectiveness. Precautionary steps to ensure the stability of the teacher corps, especially those teachers who are new to a school, are of paramount importance. Problems and frustrations that might eventually result in the loss of potentially bright teachers must be avoided. According to Heyns induction aims at the speedy integration and hence optimal utilisation of every newly appointed teacher. Hall and Goodale quoted by Gerber, Nel and Van Dyk (1987:156) define induction as the process through which a new employee learns how to function effectively within a new organisational culture by obtaining the information, values and behavioural skills associated with his/her new role in the organisation.

Buchner (1997:88) defines the induction phase as a formal phase where the teacher is introduced into the practice of teaching. The aim is to facilitate the change from the student to the teacher thus ensuring that the teachers not only survive the difficulties of the first year, but also move to more advanced, effective and professional activities.

Reinhartz (1989:4) views teacher induction as 'a mortar that cements pre-service training to continued in-service professional development'. He regards induction as a process of welcoming and helping beginners adjust to their new roles as in-service teachers. It is through the induction process that the principals can make sure that the new teachers contribute to quality education needed for school effectiveness. In this chapter I will explore the questions raised in the statement of the problem.

2.2 WHY IS IT NECESSARY FOR NEW EDUCATORS TO BE INDUCTED?

2.2.1 Definition

The induction of new members of staff should begin immediately after they have been appointed. Staff induction is a process by which recently employed individuals are helped to become orientated to a new environment which includes community, the school system, the teaching position and the people with whom they will be working (Gorton 1983:174).

2.2.2. The importance of induction.

In a school situation the induction of new staff members is a must. Staff induction endeavours to help the new educators to fit in and adjust to a new working environment as quickly as possible so that the goals of the organisation can be achieved as quickly as possible (van der Westhuizen 1991:251).

When new educators are informed in advance on how to tackle their teaching, they do not need to go through the process again in order to arrive to the correct manner of teaching a particular aspect. This helps them to become effective teachers quickly.

Webb, as quoted by Steyn (1996:21), claims that the purpose of the staff induction process is to integrate effectively and efficiently new and experienced staff into their respective roles in the school system. Induction reduces and/or removes problems and conditions that tend to inhibit personal effectiveness and satisfaction.

McLearly and Hencly, as cited by Gorton (1983:174), underline the importance of the process by saying:

“Orientation requires sensitive planning and careful execution. It is during the orientation period that new staff members gather their first impression concerning the school’s policies, objectives, leadership and method of operation. Moreover, it is at this time that the initial acquaintance is made with colleagues and with the

community inhabitants, characteristics, agencies and services. Since the first impression is often lasting, every effort should be expended during orientation to assure that new staff members gain a correct understanding of many facets of school and community life.”

2.2.3 Benefits of induction programme

2.2.3.1 Introduction

According to Lussier (2000:266) “orientation is learning the ropes or the rules of the game”. Some of the benefits of effective orientation include reduced time in getting the employee to perform to standard level, reduced anxiety about doing a good job and getting along with peers, and an accurate perception of what is expected of the employee. If these things happen, employees tend to stay longer at a particular school or in teaching, and have improved attitudes and performances once they have gone through orientation.

2.2.3.2 Priority job satisfaction

Marx and van Aswegen (1984:320) argue that a thorough induction programme is undoubtedly essential for various reasons. The newcomer’s fear of the unknown must be obviated as quickly as possible. The newcomer has to go through a difficult period of orientation and it would be advantageous for the employer and employee if the former took the initiative rather than leaving the employee to cope on his/her own. The lack of induction, or poor induction, causes dissatisfaction and frustration, which lead to unsatisfactory performance, absenteeism and even to resignation. Sound induction, on the other hand, ensures that the employee becomes an effective teacher as rapidly as possible, that he/she experiences job satisfaction and that the employment process does not need to be repeated should he resign.

2.2.3.3 Increased retention rates

Gerber, Nel and van Dyk (1987:178) say that effective induction can contribute greatly to the achievement of certain goals like having a productive employee within a shorter

time and reducing anxiety and uncertainty. When educators start their teaching they are anxious to know whether they will be successful in their new job. This brings uncertainty and an induction programme could help to eliminate these fears of the unknown. An induction programme therefore reduces labour turnover because if the new employee is not inducted he/she sometimes develops negative feelings towards his/her job, feeling insecure and frustrated. In this way an induction programme makes a positive contribution to keeping resignations to a minimum at the start of each new teacher's career.

Henry (1989:74) suggests that if the profession is to make progress in retaining teachers, it must devise successful programmes that will reverse the high dropout and burnout rate. Beginner teachers are not yet ready to be fully-fledged teachers regardless of the pre-service programme they go through; when adequate support is unavailable they tend to leave.

2.2.3.4 Preventing mistakes

Gerber et al. (1987:178) say that the benefits of an induction programme are to help create realistic employee expectations, create job satisfaction and a positive attitude towards the employer, as well as saving time for supervisors and fellow workers. When the novice teacher is not inducted she/he will not be sure of what is expected of him/her in his school and this will lead to his/her head of departments spending more time in correcting the mistakes made when the progress report is done.

Huling–Austin (1989:16) outlines the following goals for induction programmes. An induction programme will improve teaching performance, increase the retention of promising beginner teachers during the induction year, promote the personal and professional well-being of beginner teachers and satisfies mandated requirements related to induction and certification.

Robbins and Coutler (1999:345) sum the benefits of induction up by saying induction reduces the initial anxiety of all new employees.

2.2.3.5 Addressing the needs of the school and the inductees.

Mohan and Hull (1975:198) tend to support and extend the necessity for new teachers to be inducted by saying that the concept of induction is needed if the induction programmes are to result in development of instructional effectiveness. They claim that the induction programme should be adaptive in nature so that it is sensitive to the needs of the inductee rather than being geared to moulding the inductee to fit the system. It should also be individualised to suit the needs of that particular new teacher employed at that time.

Gerber et al. (1987:178) say that the induction programme should be designed so that it will meet the needs of both the organisation and the new employee. Buchner, cited by Heyns (2000:162), claims that the identified needs of newly appointed teachers, as well as the needs of the school, form the basis for staff induction programmes. He further says that the needs of the school are centred on the provision of quality education, which implies that the school expects newly appointed teachers to be productive and hence make a positive contribution to this ideal as soon as possible.

The principal and staff must remain sensitive to the needs a beginner teacher and acknowledge the fact that the beginner teacher is a teacher in the process of developing.

In order for the principals to be successful in assisting beginner teachers to be productive they have to focus on the personal as well as professional equipment of individual teachers. Staff induction programmes must therefore be designed in such a way that a healthy balance is maintained between the needs of the school and those of newly appointed teachers.

2.2.3.6 Induction as ongoing training

According to Buchner (1997:85) there is a gap between the university training and the teaching practice resulting in the student teacher entering teaching poorly equipped and having to rely on his/her own intuition and motivation. The quality of training is tested and he/she finds it difficult to link theory and practice.

Brock and Grady (1998:179) claim that without support and guidance beginner teachers often grasp the first strategies that work and cling to them throughout their careers.

Effective teaching and delivery of quality instruction are lifelong goals and an integral part of teacher professional development. Newcomers have tremendous potential and should be guided and encouraged to grow and develop. They need formal helpful supervision that is formative in nature. Teacher induction programmes need to integrate new practises with those tried and true and these practises will help both the in-service teachers and new teachers to meet the changing nature of tomorrow's school (Reinhartz 1989:5). Buchner (1997:88) says assisting and guiding the new teacher is the primary concern. Professional growth and development are also important as well as cultivation of a professional attitude towards continued in-service training and development. According to Cole and McNay, cited by Buchner (1997:88), the induction phase is the key to continued in-service training.

Principals plan their school based orientation and inductive activities with the purpose of retaining new teachers (Hope 1999:5). Because new teachers have fears about meeting student needs, classroom management, confrontation with parents and not living up to expectations, school based orientation and induction activities that respond to these fears provide new teachers with confidence to overcome them.

Cole and McNay, cited by Buchner (1997:88), say that the induction programme facilitates changing novices from student teachers to teachers thus ensuring that teachers not only survive the rigours of the first year, but also move to more advanced, effective and professional activities.

The newly appointed teacher benefits from the induction programme and the fact that this programme is concerned with professional growth and development, cultivates a professional attitude towards continued in-service training and development.

2.2.3.7. Problem areas experienced by beginner teachers.

Teachers who are new to a school experience a variety of positive as well as negative emotions. The challenge of a new situation provides excitement, but at the same time

uncertainty and apprehension (Heyns 2000:160). It is therefore important to find out which specific problems should be addressed. In this case Lucas, (cited by Heyns 2000:160), suggests that a carefully planned approach has to be designed as the problems new educators face could not only affect newly appointed teachers negatively but could also have disastrous effects on the school as a whole.

Gorton (1983:175) has the same ideas as Carpenter (quoted by van der Westhuizen 1991:253) when he distinguishes the following problem areas applicable to teachers: classroom management and discipline, interpretation of the curriculum and relationship problems with fellow teachers.

According to Heyns (2000:162) one of the most difficult skills to be mastered by newly appointed teachers is the ability to deal with individual differences and hence to differentiate in the classroom situation. The establishment and maintenance of classroom discipline are often difficult for the newly appointed teachers to handle.

Frye (1988:55) supports the above argument and further adds that some problems came from a load of undesirable subjects given to new teachers and a large number of difficult students whom are not easy to discipline. As a result the new teachers start practise as “marginal teachers”. It is clear from above that induction is intended to be a bridge between training and the rest of a teacher’s career.

Communication with learners in a way that creates sound teacher relationship is an important skill to be mastered. Handling learners with behavioural problems, absenteeism, learners from broken homes and many other problems, creates serious challenges which newly appointed teachers cannot handle without specific support from the school (Heyns 2000:162).

Evan (1978:10) claims that an induction year policy offers an opportunity for teachers to become more professional, offer a better service and enhance their professional standing in society. According to him induction means being fitted into an existing system.

2.2.3.8 Goals for induction programmes

Huling-Austin (1989:13) identifies four goals for induction programmes. These goals include the improvement of teaching performance, increase the retention rate of promising beginner teachers, the promotion of personal and professional well being of beginner teachers to satisfy requirements related to induction and certification, and lastly the transmission of the culture of the system to beginner teachers.

2.2.3.9 Conclusion

From what is said above it is clear that the induction of new teachers is essential since new teachers are to contribute to uplifting the standard of education in a school. Induction will contribute to key issues such as promoting job satisfaction, increasing retention rate and addressing the needs of the schools and inductees.

2.3 THE ROLE OF MENTORING IN THE INDUCTION PROGRAMME

2.3.1 Mentoring as a form of professional learning

Jones and Walters, cited by Steyn (1996:23), state that one approach that should improve the transfer of experience and skills from master and experienced teachers to a novice is a mentor beginner teacher relationship. Mentoring is a means of educating an individual through the concept of role model. It is an excellent tool for professional learning for both the mentor and the mentee through systematic critical reflection. When used in the context of induction, mentoring can have a crucial role in staff development. Jarvis (2002:136) adds by saying mentoring is a process through which knowledge and understanding, skills and abilities may be passed on to less experienced practitioners.

According to Rebores (1991:13) a new teacher must be assigned to an experienced teacher during the first year of employment. The new teacher will then have a definite person to call on when questions arise about the curriculum or building procedures.

2.3.2 The importance of mentor

According to Villani (2002:7) the use of mentoring programmes to induct and support new teachers can be highly effective. Huling-Austin (1989:27) contends that assigning an appropriate support teacher is likely to be the most powerful intervention in an induction programme. According to the study he conducted most of the beginning teachers reported that having a support teacher was the single most helpful aspect of the programme because it gave them someone to turn to on a daily basis as the problems arose.

Rebore (1991:142) defines mentoring as a pairing of an experienced teacher with a beginner teacher in order to provide the beginner teacher with support and encouragement.

Waters and Bernhardt (1989:52) concur with Villani by saying that schools have recognised the need to provide some type of new teacher orientation and that support teachers be chosen prior to the beginning of the school year to provide orientation. Villani (2002:3) says many kinds of mentoring programmes exist to promote the smooth entry and effectiveness of new teachers whose numbers are rapidly expanding

We know that new teachers must adapt well and quickly to their schools and teaching assignments because they have students who are counting on them as soon as classes begin. Experienced teachers can do many things formally and informally to help new teachers learn the ropes and get off to a good start. Understanding their needs makes it possible to provide the support they require and deserve.

Huffman and Leak (as cited by Huling–Austin 1989:27) claim that having a mentor who teaches the same grade level or subject content as the new teacher is highly desirable in order to provide a full range of assistance. A mentor who can address issues including classroom management and instructional methodology as well as content, knowledge, and experience in a similar discipline or grade level, is important. I fully agree with Huffman and Leak in that the experienced teacher has already tried different methods of teaching and he/she knows that for learners to understand a certain

topic, he has to use a certain method. When he is helping a novice teacher these are the experiences he/she will share with him.

2.3.3 Selection of mentors

Mentor support is the typical and perhaps most critical component of teacher induction. A mentor should be selected who is highly respected and has demonstrated a level of excellence in teaching; he/she should be a model of the standards the profession is attempting to achieve (Henry 1989:75). It is not enough to be a good teacher; a mentor needs time to work with the beginner teacher for the purposes of sharing, advising and may also need to develop his/her skills. A successful mentor must have human relations and conference skills as well as the ability to analyse teaching and provide feedback.

Varah, Theune and Parker (1989:84) claim that since a mentor is a key a person who works with the first year teachers, careful selection of a qualified person is crucial. They add by saying that mentors should not be appointed; a teacher must want to be a mentor. Two primary qualifications for the position are being dedication to teaching and willingness by the mentor to extend his/her teaching responsibilities to include work with a new member of the profession. Another important role is to serve as a teaching model for the inductee.

Supporting the above statements Hope (1999:55) maintains that collegiality is a powerful mechanism for a teacher's self-improvement and can enhance teacher retention. New teachers need the support of an individual with whom they can communicate frequently about lesson planning, teaching pedagogy, and problem solving and classroom management.

2.3.4 Preparing mentors

Jarvis (2002:136) also agrees with the above idea and further says that mentoring for professional learning emphasizes guidance, development and the use and enhancement of individual abilities. Preparation for the role of mentor is the key in facilitating the learning of the mentee. The ultimate aim of training and development is to improve the

teaching and learning environment by adding the necessary value and competence and confidence to both the mentor and the mentee.

2.3.5 Roles of mentors in induction programmes

According to Steyn (1996:24) mentors are the key to successful work based learning because they help to organise a beginner teacher's needs and advise about learning resources to meet those needs.

In research conducted by Huling-Austin and Murphy (cited by Villani 2002:9) those teachers who have had mentors said repeatedly that it was the support and encouragement of the mentor, sometimes on a daily basis at the beginning of the year, which made the difference in their ability to see the possibilities of themselves becoming competent and successful teachers.

Rebore (1991:142) says the experienced teacher can act as a role model for the beginner teacher and through coaching, help the teacher develop his or her competencies, self esteem and a sense of professionalism. Beginner teachers need assistance from the mentors in handling discipline problems, in classroom management, in lesson planning and in developing their socialisation skills. Through the coaching that the teacher gets from the experienced teacher all these things that the beginner teacher may experience problems in will be attended to beforehand.

Villani (2002:9) cites four different ways in which new teachers can be supported. The first one is that the mentors can provide emotional support and encouragement. Trust and rapport with new teachers is established by mentors in as many ways as there are new teachers. When mentors convey this mindset they are able to help new teachers believe they will be able to meet their teaching responsibilities and put their energies towards learning more about their practice.

Varah, Theune and Parker (1989:84) emphasise on the same idea when they claim that because first year teachers are insecure the mentor should provide encouragement and reassurance. They say that inductees need assistance in assessing their accomplishments

in the teaching process, in identifying when learning is taking place and in determining how to enhance the learning process.

The mentors should also provide information about the daily working of the school and the cultural norms of the school community. Experienced teachers show new teachers where the supplies are kept, familiarise them with the way things are done and are available to answer questions formalising what is happening in schools which is useful to new teachers (Villani 2002:10). Supporting this point of view Varah et al (1989:84) further say that mentors provide assistance in planning for teaching. This includes preparation of the classroom, a plan for management of student conduct, and a plan for teaching the classes.

Villani (2002:9) adds that mentors promote cultural proficiency regarding students and their families. When new teachers arrive at a school, they have no knowledge of students and the community they have come to serve. The mentors are the ones who are responsible to furnish the beginner teachers with the information of the cultural differences of the community so that they can handle the problems they encounter from students when they are in the classrooms.

The last role of the mentor according to Villani (2002:12) is cognitive coaching. When the mentor coaches a new teacher growth is possible for both of them. Through a process of pre-observation, non-judgmental classroom observations and post observations, mentors may be very helpful to new teachers (Villani 2002:12).

2.4 THE ROLE OF THE PRINCIPAL IN THE INDUCTION OF STAFF

2.4.1 Introduction

Principals and staff should never forget that a beginner teacher is a teacher in the making. The professional foundation laid in the teacher training institution must be strengthened and built upon. The new teacher is not fully equipped to be launched into a professional career without further assistance (Cawood and Gibbon 1985:121-122). This means that principals should be aware of this and not leave new teachers alone to

find their way in schools by themselves. These new teachers need to be helped and motivated in their teaching.

2.4.2 First initiative in the induction process.

Everand and Morris (1988:24) claim that as soon as the candidate is appointed he/she should be invited to an induction day and be given his/her job description. A pack of information, textbooks, and school rules should await the new recruit and a guided tour and meeting should be planned. This again is the responsibility of the head of the school even if he is going to delegate this to someone else like the head of the division.

Marx and van Aswegen (1984:320) agree with the above when they say the initiative for the drawing up and carrying out of the induction programme is the responsibility of the personnel division, but the relevant divisional head and his subordinate also have to make an important contribution.

In order to design an effective orientation programme for new staff, the administrator will need to be knowledgeable about problems that they may encounter. An analysis or research on the problem of beginner teachers in adjusting to their environment suggests that they can experience difficulty in some major areas during their first year of teaching. It is clear that principals have tremendous roles to play in this case in order to find ways of addressing those problems through an induction programme they design for their schools.

Gerber et al. (1987:179) maintain that the responsibilities for induction are usually split between human resources department and a new employee's immediate supervisor or manager. In the case of the school the responsibility is split between the principal and the head of division. The principal is responsible for initiating and co-ordinating induction at general orientation where the new teacher is familiarised with the school policy, timetable, register, introduction to new colleagues etc., while the head of division is responsible for the orientation of a new teacher towards his task in the department where he will be working.

2.4.3 Understanding the needs and problems of new teachers

Chester 1992, Lee 1994 and Segiovanni 1994 cited by Brock and Grady (1998:179) strongly agree with Marx and van Aswegen by saying that in order to provide the appropriate support and direction to new teachers principals need to understand the problems of those teachers and the significance of the principal's role in helping with their problems. They relate to a comment made by a principal to one first year teacher "Every effort must be made to help all students succeed" (Brock and Grady 1998:180). In this case I can also say that every effort must be made by the principal to make beginner teachers succeed in their teaching profession.

Hope (1999:55) claims that principals need to seek out first year teachers and initiate conversation about instructional matters until the new teachers develop a level of comfort to initiate contact on their own. Informal monthly meetings with new teachers can be an effective strategy for opening the lines of communication between principals and new teachers.

According to Brock and Grady (1998:179) principals play a key role in inducting beginner teachers into their schools as well as into the teaching profession. To provide appropriate support and direction to their new teachers, principals need to understand the problems of those teachers and the significance of their role in helping with their problems.

2.4.4 Supporting new teachers in adjusting to the school environment

Musaazi (1982:192) feels that the first few days at school are the most difficult for new teachers, there are so many things that the teacher doesn't know about the community around the school, the students, fellow teachers, teaching material and work procedures generally. The principal and staff very often are settled in their routine and tend not to understand the difficulties of adjustments experienced by new teachers. A new teacher wants to be successful in his/her work. Many of the problems, mistakes and embarrassing situations in which he/she finds himself can be avoided through a proper orientation programme.

Brock and Grady (1998:179) say that the first year of teaching requires simultaneous socialization into the teaching profession and into a specific school environment. Ryan (1986) cited by Brock and Grady (1998:179) says new educators join faculties in which friendships and social groups are already formed, while the cultural norms and shared history of the school are unknown to them. The general teaching methods they learned at the college need to be adapted to the specific needs of the school settings.

The principal's role in helping the new educator to adjust himself/herself into the work situation is of great importance. It is the responsibility of the principal to see to it that the new educator is welcomed by his/her colleagues and that he/she is well informed about the culture and norms of the school.

Tickle (2000:130) says, "There is no major profession to which a new entrant, however thorough his initial training, can be expected immediately to make a full contribution. Teachers in their first teaching posts need and should be released part time to profit from a systematic programme of professional initiation and guidance and further study where necessary".

Huling-Austin, cited by Reinhartz (1989:4), claims that the teaching profession is one of the very few, if not the only profession, in which beginners are expected to assume full responsibility the first day on the job.

Howey and Zimper (as in Henry 1989:74) ascertain that the entry year in the teaching profession is complicated by the fact that first year assignments for teachers are often more difficult than in other professions. It is not unusual for new teachers to be assigned low ability classes, to have several preparation groups and have a heavy extracurricular load. They further say that newcomers are prone to be left alone to solve their entry problems. I fully agree with what Howey and Zimper say especially in the case of extracurricular load i.e. in sport where the experienced teachers, would overload the new teachers because they are young and energetic, forgetting their workload in class.

Problems regarding discipline, the handling of frustrations during the first year of teaching and putting the theory of their training into practise are experienced by most of

the beginner teachers. Support by the principal in order to solve these problems is not only deemed a necessity but will determine whether the beginner teacher will survive the first years of teaching (Sehlar, Mentz and Mentz 1994:73).

2.4.5 Sharing information

Musaazi (1982:193) says on his arrival at the school the new teacher should be received by the school head or his deputy, who has to provide him with information about the school. This is usually contained in the school handbook, which should set out all the school's policies and procedures. The information required by the new teacher can be broken into more specific details.

Firstly he/she needs to know the terms and conditions of employment including his teaching load, working hours, extra duties and in-service training requirement. Secondly he should be given information about the community in which the school is situated. He/she should know about transport facilities and the customs and taboos which affect teachers. Thirdly the new teacher must be educated about the school he has come to serve. The principal should explain the rules and regulations.

2.4.6 Containing anxiety

Robbins and Coutler (1999:354) claim that managers have an obligation to make the integration of the new employee into the organisation as smooth and as free of anxiety as possible. The managers need to openly discuss the employee's beliefs regarding the mutual obligation of the organisation and the employee's best interest to school and carrying out the job as soon as possible. Successful orientation whether formal or informal, results in an outsider-insider transition that makes the new member feel comfortable and fairly well adjusted, lowers the likelihood for poor work performance and reduces the probability of a surprise resignation by the new employee only a week or two into the job.

According to Carnel and Grobler (1998:208) an effective induction programme will reduce the adjustment problem of new employees by creating a sense of security, confidence and belonging for them. This means that the new teachers will be integrated

effectively into their respective roles in the school with experienced staff. The induction process reduces problems that tend to inhibit personal effectiveness and job satisfaction. In most cases principals do not regard anxiety and stress owing to insecurity and unfulfilled expectations as a primary cause of labour turnover among new employees. They need to be made aware of that.

2.4.7 Supervision

Kilgore and Kozisek (1989:109) claim that first year teachers are usually not treated differently than the veteran teachers. Beginner teachers should be expected to possess a wide variety of skills but should not be expected to function as master teachers. School officials need to realise that teachers enter with a set of skills that needs to be extended, refined and developed. Job embedded support is one way to help with the developmental processes of becoming a teacher. The impact and the role of schools must be redefined to meet the needs of the first year teacher. The principal is a major force in helping to make the transition from student to teacher a successful one. Supervision is needed so that the teachers do not repeat errors. Principals must not see first year teachers as finished products, but rather as teachers that need continuing supervision and instruction as they develop into master teachers. Supervision must be increased with principals taking more active roles (Kilgore and Kozisek 1989:109).

The principal needs to supervise the new educators to see whether the induction programme has any positive contribution towards the teacher's success in teaching. Supervision is important as it makes it easy for the principal to make assessment on the induction done. The principal should not only rely on the mentor teacher for the support of the new teacher but should also play a role as the new teachers need to be supervised and evaluated as to whether they are following the right track in their teaching or not.

Tickle (2000:130) agrees with, Kilgore and Kozisek and further adds that although much of the learning during the first year of full time teaching occurs independently, it has been consistently acknowledged that the roles of employees and support staff are also crucial in the furthering of professional development, in setting the conditions of appointments, in the design and management of induction programmes, in professional tutoring and in supporting collaborative and self directed learning. In the same

agreement Tickle (2000:141) claims that research leaves little doubt that the head teacher or head principal of the school is a crucial figure in ensuring the effectiveness or failure of the induction process.

2.5 THE DESIGN AND IMPLEMENTATION OF THE INDUCTION PROGRAMME

2.5.1 Various designs.

According to Gerber et al. (1987:179) the induction programme should be designed to cater for the needs of both the enterprise, which is the school in this case, and the new employee. Particular care must be taken to maintain a sound balance between the needs of the enterprise and the needs of the new employee. They distinguish between an induction programme that serves as a general orientation towards the enterprise, and the induction to orientate new employees towards the task in particular. General orientation includes a word of welcome, school origin, goals, norms and standards while orientation towards the task includes functions of the departments, tasks and responsibilities, i.e. job description, rules peculiar to task and introduction to colleagues in the departments.

Promoting the above idea Cloete (1998:238) says when an employee is placed in a new situation, whether as a result of his appointment, promotion or transfer he/she should be introduced formally into his new work environment. The reception that the newcomer receives will determine his attitude towards his employer, the supervisor and colleagues. Arrangements should also be made beforehand for the provision of the furniture and equipment he/she will use to do his work. The objective should be to make the recruit feel that he is needed in the place of employment.

2.5.2 Types of induction programmes

According to Seyfarth (1991:163) there are three types of induction programmes that can be used in public schools. They are orientation programmes, performance improvement programmes and induction for certification.

2.5.2.1 Orientation programmes

The simplest of these types consists of orientation sessions to introduce new teachers to the school and community. These programmes provide information about the community that the new educator has come to work for. Another aim of the orientation programme is to explain performance expectation and help new employees to learn what is expected of them on the job. Some emotional support is provided and the organisational hierarchy is also clarified. These programmes tend to be of short duration and the emphasis is on information dissemination.

Gerber et al. (1988:128) refer to this as a general orientation that includes an overview of the organisation, an overview of policy and procedures.

Eyre (1982:225) emphasises the importance for new educators to be acquainted with the organisation, its policies, practices and general objectives as well as where the new entrant's job fits into the organisation. This aspect of induction is calculated to generate a personal interest in the organisation, an enthusiasm for the job and a general sense of loyalty. In other words it seeks to promote morale.

2.5.2.2 Performance improvement programmes

The second type of induction program incorporates some of the features of the first type and also seeks to help new members internalise the norms of the group they seek to join. Huling-Austin cited by Seyfarth (1991:164) claims, in addition to receiving information about the school and the district, participants receive individualised assistance with their teaching from an administrator, supervisor or increasingly from another. The simplest type of assistance includes classroom observations combined with feedback.

Mentoring programmes are included in this category. They are characterised by intensive involvement of an experienced teacher with a beginner and may deal with many facets of a teacher's experience. Gerber et al (1987:128) refer to this as departmental and job orientation in which subjects unique to the new employee's specific task and the department in which he/she will be working are discussed.

Eyre (1982:226) affirms the above and says this type of induction concerns more personal and specific aspects of a newcomer's employment such as names and status of the senior members of the organisation, and who the immediate supervisor is.

2.5.2.3 Induction for certification

This type of induction program is concerned with improving effectiveness and reducing attrition. In improving effectiveness experienced teachers are more likely to be competent than individuals who are in the classroom for the first time. An induction programme can help new teachers acquire teaching skills by providing opportunities to interact and observe experienced teachers who have these skills (Seyfarth 1991:164).

This type of induction helps in reducing teachers who leave the profession because they view themselves as unsuited for the job or those who become discouraged or frustrated with the demands of the job and the conditions under which they work.

2.5.2.4 Individualised teacher induction

Mohan and Hull (1975:203) came up with another type of induction, which they call individualised teacher induction. They claim that an effective induction programme must be based on the needs of inductees, whether they are new teachers who have just completed the teaching training or teachers new to a particular system. Information on concerns of teachers, ages of students being taught, subject areas being taught, perception of relationships with colleagues, administration and parents must be used to specify general objectives of the induction program and specific objectives for individuals.

2.5.3 The implementation of induction programmes.

2.5.3.1 Introduction

In the case of implementation of the induction programme Steyn (1996:21) comes up with four phases that can distinguished.

2.5.3.2 Phase 1. Before the assumption of duty

She suggests that the novice teacher should firstly be inducted before the assumption of duty when he/she is introduced to new colleagues. He/she should be shown around the school so that he/she knows where the grades he is to teach are and where the laboratory and the toilets, etc, are. It is also in this stage where his duties can be explained and he should be provided with information about the school policy and the background information of the community.

Gorton (1983:176) has a slightly different idea because he says the induction process should actually begin when the new member is employed. He suggests that a letter should be sent by the principal to new staff members welcoming them and offering to help with any questions or problems they may be facing. The new staff members should be sent any material which would help orient them to the school or community prior to the preschool workshop, e.g. teacher handbook.

Tickle (2000:146) concurs with Steyn and Gorton and further adds the idea of discussing teaching time table, quality assurance and accountability mechanisms, introducing the school handbook, development plans and the use of induction time.

2.5.3.3 Phase 2. First few days of the school

This phase should start during the first few days where Steyn (1996) suggests that the new teacher should be introduced to new timetable, register and classroom preparation. Tickle (2000:146) suggests that the inductee should be helped with classroom arrangements, be advised on parent teacher contact, advised on pupils' records and that the new teacher gets to know the school layout. Gorton (1983:173) agrees with the above idea and claims that separate meetings for new staff members during the initial school workshop should be scheduled which focus on the nature of the student body and surrounding community, the role of supporting personnel in the school and discipline policies and procedures.

2.5.3.4 Phase 3. First term

This should be during the first term and the emphasis should be on subject content. The mentor teacher has an important role to play in helping the teacher with disciplining, evaluation, homework and dealing with individual students.

2.5.3.5 Phase 4. Follow up and feedback

This phase is the last one according to Steyn (1996:21) where the teacher has to be introduced to team teaching and discussing teaching methods with guidance from the mentor. The mentor should be somebody who is more or less the same age as the beginner teacher so that the novice can feel free to approach him whenever he is faced with problems concerning his teaching.

Badenhorst, Cronje and Du Toit (1997:413) agree that to make the induction go smoothly, certain steps should be followed. Firstly the newcomer should be met by someone from the personnel division. Secondly, general information on the total enterprise should be provided to the newcomer, preferably written information such as manuals or brochures, which he can study later in his own time. Thirdly, the new employee should be taken to the departmental head who will inform him fully about the activities and particulars in which he will be working and he should be introduced to all employee heads and the personnel manager to establish whether the induction has been successful.

Van der Westhuizen (1991:255) states that the integration programmes have to be continued and differentiated according to content, method, level of post and time of the year and should form part of the normal course of events. Principals should make sure that the novice teacher is making satisfactory progress after which they can check less frequently.

When the induction programme has been completed Gorton (1983:173) suggests a follow up and evaluation of the induction programme. He claims that the induction programme must be evaluated if it is to be improved. The school administrators should attempt during the year, particular towards the end of the year, to obtain an evaluation

feedback from the new staff about the strengths and weaknesses of various components of the induction programme with recommendations for improvement. The feedback will help the principal to improve the school induction programme the following year.

2.6 CONCLUSION

In this chapter the various aspects of the induction of new teachers were focused upon. It has been highlighted that a collaborative teacher induction programme can be an effective means of strengthening the performance of a beginner teacher's professional growth as they work hand in hand with subject content and classroom management. The major aim of an induction programme is to develop confidence and ensure security in beginner teachers so that they stay in the profession for a longer period and so that effective teaching can occur.

It has been clearly shown that the success or failure of the induction programmes depends on those who support and assist the newly appointed teachers. The principal has an overall responsibility for the successful induction of newly appointed teachers either by the delegation of some responsibilities to mentor teachers or by inducting teachers himself/herself.

CHAPTER 3

AN EMPIRICAL INVESTIGATION INTO THE ROLE OF PRINCIPALS IN THE INDUCTION OF NEW EDUCATORS IN THEIR SCHOOLS

3.1. INTRODUCTION

This chapter focuses on the empirical study of the role of principals in the induction of staff. This was achieved by means of interviews with four principals, four newly appointed teachers who were inducted and four teachers who were not inducted.

3.2 RESEARCH DESIGN

3.2.1 Introduction

McMillan and Schumacher (1993:31) define research design as a plan and structure of the investigation used to obtain evidence to answer research questions. Erwee (1994:20) claims that the research design is a basic plan, which guides the collection of data and analysis phases of the research project. He claims that the design provides the researcher with the guidelines for addressing research topics, and also enables the investigator to anticipate potential problems in the implementation of the study.

3.2.2 Research paradigms

3.2.2.1 Introduction

Hitchcock and Hughes (1995:20) define methodology as a theory or an analysis of how research should operate. It also refers to the way in which general scientific statements or procedures of disciplines are acted out in research situations.

Kaplan cited by Cohen and Manion (1980:39) further suggests that the aim of methodology is to help us understand, in the broadest possible terms, not the product of scientific enquiry but the process itself.

3.2.2.2 Interpretive paradigm

The research is based on interpretive paradigm. According to McFarlane (2000:27) the interpretive paradigm seeks to understand and interpret social situations by becoming part of the situation or close to the people involved with them, to listen to them and share their experiences. It is through unstructured interviews that I will be able to listen to beginner teachers' perceptions on induction and to share their experiences in teaching.

According to Cohen and Manion (1980:38), the interpretive paradigm is characterised by a concern for the individual. As regards theory, the interpretive researcher begins with the individual and sets out to understand his interpretation of the world around him. Theory is emergent and must evolve from a particular situation; it should be based on the data that are generated by the research act. Theory must not precede research but follow it. The researcher works directly with experience and understanding to build theory on them.

McFarlane (2000:27) further says interpretivists cannot accept the existence of objective knowledge in the form of general laws applicable to social affairs and people's behaviour. They see knowledge as understandable only through the participant's frame of reference. This means that the researcher must be actively involved with the people who are the subjects and in the case of this research, I as a researcher must be in the schools where new educators teach and share their world with them.

Another way to view the research paradigm, on which this study is based, is to refer to the naturalistic paradigm that is similar to interpretive paradigm. According to Bogdan and Biklen (1992:27) the naturalistic paradigm is concerned with what happens in the natural settings. By being in the situation that is being researched, researchers gain a better understanding of the data and the phenomenon being investigated. The main reason for the researcher to be in the situation is concern for the context. The setting has to be understood in the context of the history of the institutions in which they are participants. The role of the principal in the induction of staff can only unfold itself in their natural setting, which is the school.

McMillan and Schumacher (1993:372) claim that qualitative research is naturalistic inquiry, the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. The qualitative researcher collects data by interacting with selected persons in their settings (field research) and by obtaining relevant documents.

3.2.2.3 The phenomenological approach

Viewed from a different angle the study follows the phenomenological approach in which human experiences are examined through detailed description of people being studied (Creswell 1994:12). Huysamen (1994:166) claims that in this approach the researcher does not observe reality as such but an interpreted reality. The social and behavioural scientist is in reality part of what is being studied. This enables direct understanding or 'verstehen' which implies that the researcher can understand the circumstances of the object of study because he or she can picture himself /herself in the latter's shoes. The phenomenological approach is seen as one of the approaches grouped under the interpretive paradigm.

3.2.2.4 Qualitative research

The research method used in this study is qualitative research which is used for exploratory studies leading into more structured or quantitative studies. Hakim (1987:26) says qualitative research is concerned with individuals' own accounts of their attitudes, motivation and behaviour. It also offers richly descriptive reports of individuals' perceptions, attitudes, beliefs, views and feelings, the meaning and interpretation given to the events and things as well as their behaviour.

The aim of my research is to get both the principal's and the new educator's perceptions on induction and also their views and feelings about the role which is played by the principal in acquainting them with the school.

McMillan and Schumacher (1993:373) state that the qualitative research is more concerned with understanding the social phenomenon from the participant's perspective and with how things occur in order to understand the research methods and processes.

The qualitative research uses an emergent design and makes decisions about the data collection strategies during the study (McMillan and Schumacher 1993:15). Huysamen (1994:166) agrees

with the above idea and further says the anti-positivistic researcher usually favours the so-called emergent design. This means that researchers may adapt their data collection procedures during the study to benefit from data which they have only become aware of during the research process itself.

Creswell (1994:146) claims that qualitative researchers are interested in meaning, how people make sense of their lives, experiences and their structure of the world. He further says that qualitative research involves fieldwork where the researcher physically goes to the people, setting, site or institution to observe or record behaviour in its natural setting.

3.3 DATA GATHERING

3.3.1 Research sample

The data were obtained from new educators and principals of schools where induction programmes are being implemented, and also from educators who were not inducted at their schools. My sample therefore consisted of eight new educators and four principals from four different schools.

The sites and cases were not selected randomly because random sampling is conventionally carried out to secure generalisation while this study is not intended to do so. Purposeful and convenience sampling suggested by Cohen and Manion was seen as the most suitable for this research study. According to Cohen and Manion (1980:103) in purposeful sampling, the researcher handpicks the cases to be included in his/her sample with the judgement of their typicality. In this way he builds a sample that is satisfactory to his/her specific needs.

Huysamen (1994:45) claims that in purposeful sampling researchers rely on their experiences, ingenuity and or previous research findings to deliberately obtain

participants in such a manner that the sample may be regarded as representative of the relevant population.

Creswell (2000:194) agrees with the above ideas and further says that in purposeful sampling the researcher intentionally selects individuals. The standard used in choosing the individuals and the site is whether they are 'information rich' or not.

In the case of my study I used purposeful sampling because I had to choose those participants who would be able to give me the information I needed. I needed to interview new educators so I had to handpick the schools with new educators as few new educators are being employed since the Department of Education is trying to place those teachers affected by redeployment in the vacant posts.

Creswell (2000:192) claims that for qualitative research, permission is needed at many levels to access a site. I decided to use a gatekeeper. According to Hammersley and Atkins cited by Creswell (2000:192) a gatekeeper is an individual who has an official or unofficial role, provides entrance to a site and helps the researcher locate people. In this research, the principals of the schools I chose as my samples were taken as gatekeepers as they know who the new educators are in their schools and could also grant me permission to access the school.

3.3.2 Data gathering methods

3.3.2.1 Introduction

According to Cohen, Manion and Morrison (2000:44), methods mean 'the range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction'. I chose to use interviews and observations as the methods of data gathering.

3.3.2.2 Interviews

According to Denzin and Lincoln (2000: 633) an interview is a conversation, the art of asking questions and listening. In this situation answers are given. Cannel and Khan

(1968), cited by Mahlangu (1987:87), concur with the above and say interviews are initiated by the interviewer for the specific purposes of obtaining research relevant information. The interviewer focuses the interview on content specified by research objectives, predictions or explanations contained in the research questions. Weirisma (1986:179) says that interviews conducted in person or by telephone is an oral exchange between an interviewer and an individual.

Interviews are the main form of data gathering I used. The interview provides flexibility for the interviewer to pursue the response with the individual, and to ask for elaboration or redefinition of the response if it appears incomplete or ambiguous. The response may also reveal factors or feelings which the interviewer may choose to pursue or probe (Wiersma 1986:179).

Another reason why I chose interviews as my main method is that many people are more willing to communicate orally than in writing and therefore provide data more readily and fully in an interview than in a questionnaire (van Dalen 1979:158).

Issues that had arisen from the observation of new educators in action were clarified through interviews. Before each interview, the interviewees were told briefly about the purpose of the study and what would be done with their responses. Respondents were also assured of anonymity and confidentiality.

I gathered my data by conducting semi-structured in depth interviews with eight new educators and four principals from four different schools. The advantage of using a semi-structured interview is that the interviewer may expand on any question in order to explore a given response in greater depth. The researcher is able to probe for underlying factors or relationships that may be too elusive for a structured survey (Mitchell and Jolley, 1992:467).

According to McMillan and Schumacher (1993:251), in semi-structured interviews the questions are phrased to allow for individual responses. These are open-ended questions which are fairly specific in their intent. This means that the interviewees' responses are not restricted by the type of the questions asked, though the questions are specific and directed to obtain the information about induction.

In conducting interviews, I spent a few minutes with small talk with the interviewee in order to establish a proper relationship. All interviews were conducted on the basis of written interview guide consisting of prepared questions. In some cases, permission to tape record the interview had been secured when appointments for interviews were made. The majority of informants were opposed to the use of a tape recorder and the explanation given by some was that the interview questions would be about the role played by their principals in their induction. I assured them that their responses would not be shared with their principals. The ideas of anonymity and confidentiality were reinforced by explaining how the data were to be used and how identities would be protected. Audiotapes of interviews that had been recorded were transcribed as soon as possible after completing the interview.

Principals and new educators were interviewed separately though new educators were interviewed in pairs. I interviewed new educators in pairs because I knew on the basis of my experience with the new educators at my school that they would feel freer to respond when they were together. I wanted them to tell me about their experiences of being new in the field of teaching.

3.3.2.3 Observations

Data collection in research also involves observation of that which is occurring in the situation under study. Observers try to be as unobtrusive as possible so that they do not interfere with the normal activities. According to Mouly (1963:295) observation and the recording of the observation are crucial steps in observational studies because any research technique depends on reliable and accurate data. The observer in a research study is more than a machine merely registering what is going on, he is scientifically investigating a problem.

Van Dalen (1979:162) claims that in observational studies researchers collect data on the current states of the people being observed by watching them and listening to them rather than asking questions about them.

The type of observation I used was participant observation. According to Wiersma (1986:235) the participant observer attempts to assume the role of the individuals under study and attempts to experience their thoughts, feeling and actions. Mitchell and Jolley (1992:424) say that the researcher gets more 'inside' information by applying participant observation. This was easy for me because at the school where I teach I was a participant observer together with the two new educators I chose as my samples. I observed them since they started teaching at the beginning of this year, 2004. They were very passive in our staff meetings and our principal did not have a way of making them cooperate and feel part of the staff.

The respondents were observed in their natural setting, which is the school. Issues that arose from my observations were explored further during interviews. I have been observing how the principal at the school handles new educators and how new educators tried to fit themselves into the working situation. I recorded the data mainly through the writing of field notes.

Bogdan and Biklen (1992:74) define field notes as written accounts of what the researcher hears, sees, experiences and thinks in the course of collecting and reflecting on the data in a qualitative study.

Light (1983:59) claims that the advantage of using observation is that it enables one to discover the interrelationship between the elements of the whole, such as the interaction between instructors and trainees, the impact of training experiences on other experiences, the influence of peer culture among those being trained, and the implicit messages which the organisation sends out about itself in the training processes.

3.4 DATA ANALYSIS

3.4.1 Introduction

This section describes the analysis of the data I gathered during my research. Interviewees were encouraged to talk as much as possible. I categorized the comments and observations made under common themes, which emerged during the process of analysing the data.

The focus areas of data analysis were the roles played by principals in the induction of new staff, problems encountered by beginner teachers, the benefits of induction and the role of teachers playing a mentoring role.

Hitchcock and Hughes (1995:296) claim that the purpose of qualitative research with its emphasis on 'verstehen' and the typically rich description and subjective, introspective character of data produced, together make qualitative data analysis a very different enterprise than statistical analysis. Mouton (2001:108) says analysis involves breaking up the data into manageable themes, patterns, trends and relationships.

3.4.2 Inductive analysis

According to Hitchcock and Hughes (1995:296) qualitative data analysis is primarily an inductive process of organizing the data during data gathering, rather than being imposed on the data prior to data collection.

In the light of the above ideas, my data were analysed inductively and this consisted of the discovering, coding and organisation of the ideas, which emerged from the data. Through the interviews I conducted I discovered how the new teachers feel about the role played by induction in their teaching, and I organised the data that emerged according to the headings and subheadings of my research topic.

3.4.3 Validity and reliability

I applied triangulation data collection methods. According to Denzin, cited by Maxwell (1996: 75), triangulation means the collection of information from a diverse range of individuals and settings, using a variety of methods. This reduces the risk that the conclusions will reflect the biases or limitations of a specific method.

Jick (1983:139) says that the effectiveness of triangulation rests on the premises that the counter balancing strengths of another will compensate the weakness of each single method.

The great strength of qualitative research is the validity of the data obtained; individuals are interviewed in sufficient details for the results to be taken as true, correct, complete and believable reports of their views and experiences (Hakim 1987: 27).

Triangulation helped me because through the interviews and observations, I was able to get more information about what I had observed through interviews and also to verify whether my observations were correct by hearing what the interviewees said.

3.5 DATA INTERPRETATION

3.5.1 Introduction

Naturalistic qualitative inquiry is concerned with the phenomena as they occur in a routine, ordinary natural environment. Qualitative research deals in word and meaning, where the researcher seeks to understand the events and then interprets the data (Hitchcock and Hughes 1995:396).

The information I gathered was collected through interviews and my main objective was to understand the events in order to interpret what new educators and their principals had to say about induction. I also interpreted the data I gathered when I observed and took notes of all that took place when the new educators I had interviewed actually started presenting lessons during their first term of teaching.

3.5.2 The necessity of teacher induction

3.5.2.1 Feelings of insecurity

Teachers I interviewed reported feelings of anxiety and insecurity which they had experienced during their first term of teaching. A teacher from one the schools I visited said, "When I was introduced to the staff there were still some teachers who were attending their lessons. The principal introduced me informally during lesson periods and left me in the staff room. I sat on the vacant chair, which was for one of the teachers in class. When he came back from class he didn't come and talk to me but made gestures to others and I just heard teachers laughing and I knew there was

something about me, which he said, that caused others to laugh. That made me nervous and I just wanted to go home”.

The principal’s assistance was needed here; he should not have left the teacher just like that. When he left the teacher with the staff, he should first have ensured that the teacher was comfortable and at least relating well to other staff members.

One of the respondents showed concern about the assistance of the principal. He said, “During my first day I felt insecure and lonely but the fact that the staff showed acceptance boosted my spirit”. From the above discussion it is clear that in the case where teachers and the principal were friendly, the new educator’s fears were alleviated but where the educator was left alone to fit in with the group there were feeling of anxiety and insecurity.

3.5.2.2 Feelings of anxiety

Out of eight new educators that I interviewed six of them said their first day at school was scary and they were nervous. When I asked them how it was on their first day at school, one teacher said “It was shortly after the morning prayers, during the first period when the principal took me to the staff room. He introduced me to the staff and thereafter introduced the staff members. I listened to him introducing all eleven teachers and I forgot all their names because I was feeling uneasy. I did not talk to them that day because I did not know how to address them”.

Another teacher said, “I was looking forward for this day because I was excited that I got the job. On the morning of my first day I became a little scared because I did not know the staff and I was also thinking what kind of people they are. On arrival the teachers, and especially the principal were so kind and welcoming and their attitude made me feel at ease”.

The fact that the teacher was warmly accepted in the school helped the teacher to overcome one of the problems experienced by most beginner teachers, which is fear of the unknown. The principal in this school inducts his staff in a very informal way.

One teacher said, “On my first day we started the day by holding a staff meeting and at the top of the agenda was the introduction of myself. After the meeting the principal asked one of the teachers to help me with anything I felt I had a problem with and told me to feel free to approach this experienced teacher whenever I wanted something.” She said the fact that she had somebody to approach made her feel at ease because she did not know all the staff members and was relieved to have been attached to someone.

3.5.2.3 Attitudes of experienced teachers towards new educators.

One teacher complained about the attitude other teachers had towards him especially during the first days when he needed the support most. He said “I was assigned to teach Biology and Maths, but on the first day when the allocation of subject was made I realised that I had to teach Arts and Culture grade 8 and LLC grade 9. When I tried to complain about teaching a language one teacher said I’ve got the method so what’s the fuss”?

Another teacher said “I was assigned to coach the A soccer team and unfortunately for me A team players are old learners and I had a problem when I had to discipline them in the training session. They ended up doing what they liked and disrespected me. One of the experienced teachers made a big deal out of that in the staff room instead of helping me”.

This teacher felt that if he was helped by the experienced teacher to coach the team he wouldn’t have the problem of disciplining the learners because that teacher would have helped him with the discipline. He felt that the person who had the responsibility of attending to that was the principal as the teachers were running away from taking extra mural activities.

3.5.2.4 Socialization

New educators have to find a way of socialising with other teachers, which is sometimes a difficult task for some beginner teachers. One teacher said “The first day at school was a very busy one and I spent the whole day trying to acclimatise myself with the school environment and also trying to choose one or two teachers as my social

partners”. It is the responsibility of the principal to help the new educator integrate quickly into the school. If the principal fails to do so the teacher will experience difficulties with whom to approach when having a problem.

3.5.3 The role of a mentor

One teacher said, “My biggest challenge is to teach grade 12 learners. I had a problem with the way to present the lesson because I was not sure whether I could do it. When the head of the division asked whether I had any problem I said no because I thought he was going to think I have a problem with the subject matter. In a real sense I wanted guidance on how to tackle certain chapters. I needed someone who is not my superior to share the problem with but I was afraid of approaching other members of staff”.

When this teacher said this I immediately understood that he needed a mentor, a person who was going to help him with his problem but he did not know which teacher to choose as a mentor. The allocation of a mentor to the beginner teacher is the responsibility of the principal.

All new educators and principals emphasised the need for a new educator to be assisted by the principal and staff members. One of the interviewees said “My colleague, a male teacher, helped me when it came to classroom management and discipline. He knows how ill-disciplined students are and always comes to my rescue when I have problems with the learners”.

Another teacher said “My head of department helped me in making me keep up with paper work and also pacing my lesson. If it were not for her, I would not have finished the syllabus”.

Six out of eight new educators indicated that their colleagues had been most helpful to them in dealing with their challenges, which means that the assistance of a mentor is of great importance. Principals need to be supportive of beginner teachers in the absence of useful information and beginner teachers also need to develop their teaching skills. Assigning a colleague as a mentor to the new teacher could accomplish this. The only problem I picked up from the interviews is that the colleagues were helping the new

educators randomly and no one had direct responsibility, which emphasised the importance of having a specific mentor.

3.5.4 The role of the principal in staff induction

3.5.4.1 Preparation of new teachers for their role.

Out of the four schools I visited two of the principals do orientate teachers although it is informal in the sense that they do not have a policy or a design on staff induction. One principal said “I do orientate new teachers in my school, we discuss the school policy before she /he starts with the school work and thereafter I assign a teacher who will take care of him/her. I understand the frustration of starting a new job and being ignored”.

Another principal said “I do not assign a senior class to an inexperienced teacher, I know how demanding it is to teach a senior class. New educators need to be given lower classes so that they develop the confidence in their teaching and in themselves, then they can be given senior classes”. He further said “When new educators assume their duties I usually ask one of the teachers to tell him/her about the culture of the school and to also help him/her with the subject he/she is assigned to teach”.

The new educators from the schools where the two principals do induction informally indicated that they do not have many problems with their schoolwork as their principals and the head of department are trying to help them. Another principal I interviewed said that sometimes it was not easy to detect in time whether a teacher has a problem in class or not as they do not visit teachers in class and observe them teaching. He further said the teachers regarded that as something that was done in the past to frustrate teachers and it made them feel uncomfortable teaching in the presence of an inspector. Those inspectors (EDO's) emphasized the importance of class visits for the sake of progress reports which they would need from the principals when they visit schools.

3.5.4.2 Ensuring new teachers feel at home

In the case of the teacher who was not inducted properly because the principal took him to the staff room and told the teachers who were present his the name and thereafter introduced the staff members, the principal failed to do his duty as the leader who was supposed to make the new teacher feel at home. On the first day at least the new teacher was supposed to be given sufficient attention and care as he was faced with the difficult task of transition from the student teacher into the teaching profession. Leaving a new teacher with other teachers in the staff room without even having created a conducive atmosphere for socialization is unfair to the beginner teacher.

Another teacher said that schools should create an atmosphere conducive to effective teaching by familiarising new educators with the school policy, the constitution of the school and guidelines on how that particular school functions.

3.5.4.3 Protecting new teachers

The beginner teacher needs the principal's support and protection from other staff members who are exploiting the fact that they themselves are experienced teachers. The principals should realise that it is not proper to assign the new teacher with work that they do not know and should also be aware that this has a negative impact on their teaching as they tend to think that they are not wanted by other colleagues. The principal's role in inducting the staff is of great importance in this regard.

Principals should also be protective of new teachers when allocating extramural activities, as old teachers like to run away from that responsibility and dump it on young teachers. Most principals have a tendency to forget that new teachers cannot say no to any unfair practises by experienced teachers especially when they do not feel the support of those in leadership.

3.5.4.4 Providing teaching materials

Principals should provide the necessary teaching materials. They should give new educators an opportunity to air their views and to use their talents. When new educators

are provided with teaching materials that will help them in teaching their subjects they feel confident about going to class and delivering what they have read. In this way the new educators will gradually get into the flow of things without being snubbed by senior teachers for the mistakes they make.

3.5.4.5 Involving new teachers in workshops

Respondents expressed the need to attend workshops so that they can be equipped with the necessary knowledge. One of them said, “If only principals can understand that we are not yet ready to assume full responsibility. They must at least give us a lesser workload than experienced teachers and the head of division should give us sufficient guidance when it comes to classroom work”.

Support by the principal in order to solve these problems is of paramount importance and will help to find out whether the new educators will survive the first years of teaching.

3.5.4.6 Having a positive attitude towards induction

Principals and new educators highlighted the importance of staff induction. One of the principals I interviewed said “I’m very impressed by the topic of your research. How I wish you could take this to the department so that it becomes something that is practised by everyone in a senior position”. When I asked him if he inducts teachers in his school he said, “No, I only intervene when there is a problem”.

Another principal said he does not do induction because, not having been inducted himself, he is not familiar with the process and objectives of induction. Both principals saw the need for induction as they said induction saves time in that mistakes that should have been avoided are discovered later and then the principal has to intervene. This delays the adjustment of new teachers and the effectiveness of teaching, because much time is wasted on rectifying mistakes and doing what was already done all over again.

The attitude of the principals towards induction should be a positive one because in some schools where induction was not done new teachers had problems dealing with

class discipline. This also affected their teaching practice as they were not sure if what they were doing was right or wrong.

3.5.4.7 Providing information

It was obvious from the beginner teachers' comments that their principals were the ones contributing to some of the problems they were experiencing. One of the respondents said, "I was left to do things on my own. I was not aware that there was a specified amount of work that was needed to be done by the end of each month and I was teaching at my own pace. I was surprised to be asked to bring learner's work as the head of division wanted to see how far I was. It was only then that I discovered I was supposed to have a certain amount so many class works completed and a certain number of tests a month".

Another teacher said, "Towards the month end I saw that teachers were under pressure rushing for something. When I asked one of the teachers who were so busy what it was, he told me that the head of division would sometime at the beginning of the following month do a progress report. This is where teachers will be expected to hand in learners' work of a specified amount which was discussed at the beginning of the year before I arrived at this school."

These teachers expressed their frustration as they said lack of induction in their schools made them appear as irresponsible teachers with unsatisfactory performance who do not meet the standards required by their departments. They added by saying that every time there is something required for submission there were one or two things they would not have because they were unaware of all the requirements.

3.5.4.8 Improving new teacher's performance.

When I interviewed principals they saw the need and importance of induction, saying if new teachers were inducted they would at least perform better than they did, as they would know what is expected of them from the beginning.

When I was doing my observations I noticed that there was a difference between the teachers who were informally inducted and those who did not get any form of guidance. I could see that one teacher I observed teaching was good in imparting the information to learners though he lacked the skill of controlling the class. He also did not know how to make learners participate in class. This teacher was never inducted and was fumbling with his teaching. This, in the end, will have a negative influence on his learners' performance.

3.5.4.9 Delegating aspects of induction to Heads of Department

It is the responsibility of the principal to see to it that new teachers are also guided in their teaching by the head of each division. The head of division should at least see that the new teacher observes him teaching and then he should also go and observe the new teacher to see how the beginner is coping with classroom management. In order to have good results beginner teachers need to gain the skills of classroom management so that their teaching becomes effective in class.

3.5.4.10 Supporting new teachers

It became evident to me that new teachers should be supported by principals in many ways. Emerging from the study, some of the areas needing support are:

- Workload

All participants agreed that new teachers need the support of the principal and the staff. One of the participants said he had problems with workload and overcrowded classrooms. He said "I cannot cope with the number of periods and the number of different subjects that I teach. I do not have a free period for three successive days and as a result I get so tired that I end up staying in the staff room for a period or two to relieve myself from too much work".

- Overcrowded classrooms

Another teacher from the same school complained of the overcrowded classrooms. He said “There are grades with large numbers of students in a class and they are assigned to a new teacher. Students in an overcrowded class are mischievous and some cheat by copying from others or not doing their work at all and it becomes very difficult to discipline learners in such big classes”.

- Personal finances

A teacher from one of the schools said, "My problem is how to handle my finances. I always budget more than I earn". This teacher's problem surprised me because I never thought of it. I never thought that teachers should be given advice about their personal problems and these problems end up having a negative impact on their teaching. He further said “When I run out of cash I simply do not go to school because I do not have enough travelling fees for the month”.

3.5.4.11 Conclusion on the role of the principal

It is clear that the principal's assistance is highly needed by the beginner teachers. New teachers need to be supported by the principal by not being given troublesome classes. It is also important to include in the induction programme the aspect of personal budgeting. Some new teachers need to be guided on how to control and manage their own personal budgets.

The principal can only help new educators when he/she fully understands their needs. He/she can do this by organising informal meetings with new educators and by making them to feel free enough to communicate and share their individual problems.

3.5.5 Designing and implementation of the induction programme

When I interviewed one of the principals on how he designed the induction programme he said, “ I look at what the teacher needs to know at that time and give him/her the necessary information”.

Another principal said “On the first day of school I introduce new teachers to other members of the staff and take them to their immediate supervisors”. I discovered that the principals took it for granted that their part in giving support to new educators ends after welcoming them, beyond which the teacher will have to fit into the group himself/herself as best as possible.

What I observed is that the design and implementation of induction is done informally and it is unstructured. Principals do what they feel is right for the new educator at the time, but nothing is written down. This is one of the limitations I discovered during this study when I was conducting the interviews. The department of education should make principals aware of the types and phases of induction programmes through conducting workshops and compiling a manual about induction processes.

3.6 CONCLUSION

The data collected highlighted the many problems that are experienced by beginner teachers. These problems have negative effects on teaching as a whole. Some of these refer to the fact that some of the principals are not doing their task of equipping the new educator with the necessary skills and bridging the gap between the student teacher and the teacher in the making. It was evident from the empirical study that there are differences between the beginner teachers and experienced teachers, which emphasised the need for a proper induction programme. Areas where the need is the biggest include classroom control and discipline. Mentoring was regarded as helpful by beginner teachers as they thought that working with a colleague was better than approaching their superiors.

CHAPTER 4

4.1 INTRODUCTION

The previous chapters addressed a variety of issues.

Chapter 1 was an introduction, which explained how the research would be structured. The problem of the research, which deals with the role of the principal in the induction of new educators in their schools, was stated. An explanation was given of how the lack of induction creates problems for the new educators. The research programme to be followed was also spelt out.

Chapter 2 dealt with the literature study on the role of the principals in the induction. The problems encountered by beginner teachers and the benefits of induction were also discussed. It was discovered from the literature that principals have a very important role to play during the teaching time of educators either by doing induction themselves or by delegating the task to other senior members of staff.

Chapter 3 was an empirical investigation. The role played by the principals as well as experienced teachers was investigated. Interviews and observations were used to gather data.

4.2 FINDINGS AND RECOMMENDATIONS

4.2.1 Introduction

This research has made me gain more knowledge about the role principals have to play in the induction of new educators. The knowledge that I gained required me to think about the strategies to be used in preparing new educators for their jobs of teaching. The recommendations given below will guide and assist principals in helping new educators to cope with their teaching and eliminate some of the problems that new educators might experience.

4.2.2 Necessity for teacher induction

4.2.2.1 Objectives of induction programme

4.2.2.1.1 Giving support to new teachers

When a new teacher starts his/her teaching career, he/she is unfamiliar with the way in which the work must be done, how the school functions and how to fit himself/herself into the school effectively. It is therefore the responsibility of the principal through an induction programme to enable the teacher to reach the required standards.

Musaazi (1982:192) agrees with the above by saying the first days at schools are the most difficult for beginner teachers. He highlights the importance of the induction programme in dealing with the embarrassing situation the new comers often find themselves in.

One teacher I interviewed highlighted the importance of familiarizing new teachers with the school policy, the constitution and guidelines on how that particular school functions. He even suggested that principals should provide them with teaching materials and keep open lines of communication between teachers and management.

It is clear from the above that new teachers need the support of the principal and that of other staff members so as to avoid mistakes because of ignorance. The principal should also delegate other staff members to help the new educator with problems that he/she may come across. The support that new educators get from other staff members boosts their spirit in teaching and motivates them to want to do more and perform better in their teaching.

4.2.2.1.2 Addressing feelings of anxiety and insecurity

Most new educators indicated that they had experienced fear about whether or not they would be successful in their teaching and that they had felt insecure. In doing so they confirmed Marx and van Aswegen's (1984:330) views that a thorough programme could eliminate a new teacher's anxieties and fears. In order to help the new teachers,

tactful behaviour on the part of the principal and staff was needed as they are the ones who can eliminate the beginner teachers' fears of the unknown and their insecurity. The principal needs to help the new teacher to develop a positive attitude toward work and the school. Principals need to be more sensitive about the anxiety that most new teachers have and try to help all new teachers to adjust to the school as quickly as possible.

4.2.2.2 Problems encountered by new teachers

4.2.2.2.1 Classroom management and discipline

The empirical study and literature review revealed that problems experienced by beginner teachers are centered on classroom management and discipline. The principal together with other members of staff should in this regard help the new teacher by taking the lead in attending to discipline so that the new teacher can observe how to discipline students.

Frye (1988:55) says some of the problems that beginner teachers experience are caused by teaching large numbers of students and they then end up having difficulties in disciplining them. He suggests that student teachers should be placed with cooperating teachers who successfully implement effective management and discipline.

4.2.2.2.2 Workload

First year teachers are often given the most difficult teaching assignments in a school, classes that are known to have discipline problems. One teacher I interviewed said "I have been assigned to teach Grade 12 learners who write external examinations and I suspect that the teacher who taught this grade ran away from the huge responsibility of the preparations".

Howey and Zimpher quoted by Henry (1989:74) say that the first year's work is the most difficult one that teachers have to face and that it is not unusual for new educators to be assigned low ability classes or have several preparation groups.

My suggestion is that the school principals should consider class structure, size and teaching load when assigning duties to the new teachers. Care should be taken not to overload the beginner teachers with the work that they cannot handle as this can cause them to leave the profession early. From the information I gathered from interviews and literature study it became clear that new teachers must be given junior classes to allow them to gain the confidence they need in order to teach senior classes. It would also be easier for them to discipline younger learners than older learners in senior classes.

4.2.2.2.3. Personal problems

There are other problems that were highlighted in the empirical studies that principals might not be aware of which are also contributory factors in the failures of new educators. Financial problems, which fall under personal problems of beginner teachers, are not addressed in the induction programme. One teacher said “When I do not have a taxi fare to go to school I simply do not go to and the next time I go to school I say I was sick.”

Principals need to get somebody from the staff who has knowledge on finances to help the new teachers with budgeting. Principals should look at the new teachers in a holistic way because when they start teaching they are not used to earning income and may use it irresponsibly by trying to spoil themselves and their families.

4.2.2.2.4 Socialization

The principal should assist the beginner teacher in his/her socialization with his/her colleagues. Teachers I interviewed indicated that the first day in their new job was the most difficult day in that they were afraid of the staff members as they did not know what type of people they were going to meet. Musaazi (1982:192) also states that first days are the difficult days because there is a lot that the new educator does not know about the school. He/she does not know the staff, the learners and also the work procedure. Sherman, Bohlander and Chruden (1988:194) define socialization as a process through which new employees acquire the knowledge, skills and attitudes that make them successful organizational members. Since new educators have a natural desire to succeed and to fit into the organization and work unit, orientation programmes

become an effective socialization procedure to help beginner teachers to acquire the knowledge and the attitudes that will help them become successful members of the school.

The principal should immediately facilitate the above process of socialization on the arrival of new educators. New educators need to be introduced to other members of the staff and be made to feel part of the school on their first day at school. This would make them feel free and socialize with other staff members.

4.2.3 The role of a mentor

4.2.3.1 The importance of mentors

New educators and the principals I interviewed highlighted the importance of a mentor teacher. New educators who had someone to turn to when experiencing problems commented that the mentor teacher was of great help in dealing with the mistakes they made.

The research done by Huling-Austin and Murphy (cited by Villani) in chapter 2 confirms the above as they say the new teachers said it was the support and encouragement they got from mentors that made them see the possibility of succeeding in teaching.

It is important that beginner teachers be paired with experienced teachers regarded as mentors who also teach the same subjects. Mentors must also commit themselves to professional guidance and be willing to be a source of information for the beginner teacher. The mentor should arrange regular meetings with the new teacher in order to monitor his or her progress. Committed mentor teachers will assist new educators with most of their problems and help them deal more effectively with classroom discipline and student motivation.

What I discovered from the interviews in chapter 3 is that the most popular aspect of an induction programme is the mentor teacher. New educators are used to seeking help from a colleague. Most new educators prefer to talk to another teacher when they have

a problem rather than asking assistance from their superior. Principals should be made aware of this and encourage their new educators to share with their colleagues and should also assign a mentor to them.

4.2.3.2 Selection of mentors

I discovered that in most schools there was an informal type of mentoring where the principal would take anyone from the staff members whom he thinks will be of help to the teacher and tell the new teacher that should he/she encounter any problem he/she must consult that particular experienced teacher. In some cases new teachers chose for themselves the person they thought would of help to them judging them by their friendliness and used then using that person as their mentor.

Principals should be made aware of the fact that there must be a person selected as a mentor to the new teachers and they should also know how this person is selected. I recommend the ideas suggested by Varah, Theune and Parker in paragraph 2.3.2.1 which say that the mentor should be a person who is willing to help and work with the new educator and who must also be a teacher who is dedicated to his/her work.

4.2.3.3 Preparing mentors

The empirical study revealed that mentors are not being prepared for their duty as they are randomly chosen as mentors at a particular time. In the literature study Javis (2002:136) indicates that preparing mentors helps to facilitate learning and also improves the teaching and learning environment. It is therefore important that principals prepare the experienced teachers as mentors by giving them guidance on how to mentor.

4.2.4 The role of principals in the induction of new educators

4.2.4.1 Creating favourable conditions for effective teaching

The findings from the empirical studies stress the fact that beginner teachers experienced problems with the subjects they teach. It was discovered that in schools

where new educators indicated they were frustrated and some wanted to leave, there was lack of induction. These new teachers were left to do things on their own and as a result could not cope with the demands expected from them. They viewed the conditions as not conducive to effective teaching.

It is imperative that principals should take care of the new teachers by creating a favourable climate in which newly appointed teachers feel comfortable and are motivated to start their teaching at a school. The principal should therefore delegate responsibilities to knowledgeable members of the staff. It is for instance unfair of the principal to expect the beginner teachers to discipline learners without the support of an experienced teacher.

Sehlale, Mentz and Mentz (1994:73) referred to in paragraph 2.4.4 also say that new teachers need the support of the principal in order to solve the problems regarding discipline, putting their theory into practice and handling their frustrations.

4.2.4.2 Delegating some mentoring duties to other staff members

The novice teachers also need somebody on whom to rely and with whom they can share the problems they may encounter. They need that somebody who would not treat them according to their mistakes and failures but with the future in mind. I have discovered from the interviews conducted in chapter 3 that beginner teachers who had problems with their teaching and the disciplining of learners had no one to share this with, while those who were helped by their colleagues managed to deal with the same problems.

It is the responsibility of the school principal to find somebody who acts as a mentor to new teachers. The principal is the one who knows who would perform that job, somebody who does not talk of the weaknesses of the new educators in the staff room but discusses them with those entitled to such information on the understanding that it is kept confidential.

Other staff members also need to be involved. The new teacher should be encouraged to work side by side with other colleagues who should be fully involved in the general

running of the school and therefore be made to feel that they are also part of the school. There is a tendency of new educators to exclude themselves from staff meetings during the first few days so the principal therefore has the responsibility of encouraging them to be involved and to contribute in discussions.

4.2.4.3 Ongoing training

There must be an ongoing training and development. Training of teachers should not end after the first training in the college is completed. The training must be ongoing and be a continuous process done through induction programmes. Principals must organize special in-service training events for new educators throughout the year.

Reinhartz (1989:5) agrees with the above idea by saying new educators should be encouraged to grow and develop by getting informative guidance. He further says effective teaching and delivery of quality information is a lifelong goal of professional development.

New teachers expressed the need to attend workshops in order to gain and share various strategies on how to approach any particular topic and so be equipped with the necessary information and the different strategies necessary for teaching their subject.

4.2.4.4 Offering support

The principal should involve the senior teachers in helping the new educator with the subject matter. This would also eliminate the problems of having the new teacher redo work that he/she already did. Newly appointed teachers naturally look up to the school principal as a leader of the school for guidance and support and are afraid to ask for help from their head of department because they fear that they will then see them as being incompetent teachers.

Principals need to be supportive of beginner teachers and beginner teachers need to develop their teaching skills free from worry that when they seek help it will be used against them. Evidence from the literature shows that principals play an important role when assessing and evaluating teachers. Indeed it suggests that beginner teachers may

find the principal to be their supporter and the one to offer guidance with their teaching performance.

Henry (1989:74) claims that beginner teachers are not yet fully-fledged teachers and that when adequate support is unavailable they tend to leave the profession.

One teacher said, in my interview with him, “When my head of department asked me whether I had any problems with the subject, I said no because I was afraid that he may think I don't know the subject matter”. New teachers are more comfortable sharing their teaching problems with a colleague who may be a senior teacher teaching the same subject as them. Principals should also advise the beginner teachers to approach the senior teachers whenever they encounter problems.

My recommendations in this regard are that principals should lend a hand to these new educators and even organize workshops that will equip them with the necessary knowledge and different strategies and methods of dealing with the subjects they teach.

Another way in which the principal can assist the new teacher is to increase the involvement of school administrators where the head of a division organizes some form of team teaching. The new educator should be given the opportunity of watching an experienced teacher teaching and then the experienced teacher should watch the beginner teacher with the intention of offering assistance where needed.

4.2.5 The design and implementation of induction programmes

4.2.5.1 Introduction

I have discovered from the schools I visited that principals do not use a formal induction programme that starts immediately after the new teacher is employed and runs for the whole year. Formal induction starts by introducing the beginner teacher to school and continues until final evaluation and feedback towards the end of the year.

4.2.5.2 Phases of induction

All the phases of induction suggested by Steyn (1996:21) should be carried out and the induction programme should be designed to meet the needs of that specific school. He suggests that the beginner teacher should be inducted before the assumption of duty where he will be shown around the school, and will be provided with information about the school policy. The induction should continue throughout the year and end up with follow up and feedback.

It has become clear from the interviews that principals are not aware of the necessary phases of an induction programme. I feel that principals should start the induction process before the assumption of duty by completing the first phase, which is concerned with introducing the new teacher to his colleagues and also familiarizing the new teacher with the school policy. This is a way of making the new teacher feel at home before he/she starts with his/her duties.

The next thing that principals need to do is to introduce the teacher to the timetable and most importantly to classroom management. This is the second phase of induction and some of the schools I visited failed to carry out this part of the induction. As a result beginner teachers commented that they experienced problems with handling some learners who misbehaved in class.

During the third phase of induction which should start during the first term, principals and head of departments should ensure that new educators receive guidance on subject content. Head of departments holding meetings where they discuss what is expected from the teachers and also discussing the manner of disciplining and dealing with individual students could do this. Most schools did not even do this informally as they assumed that the new teacher should know the subject content from their training to be teachers. I also recommend that principals make use of mentoring as mentors can be of great help in organizing team teaching which is beneficial to both new and experienced teachers too.

Principals and other members designing the programme should decide what information the new educator is required to know, over what period of time and what

the role of other staff members will be. In their planning they should categorize which information new educators need first and plan accordingly

4.2.5.3 Types of induction programmes

4.2.5.3.1 Introduction

When I was conducting interviews I discovered from the schools I visited that principals were not aware of the various types of induction programmes. Most of them do the orientation programme though they are not aware that there is a specific term for it. They said that they do introduce the new teachers to the staff, though some of them do forget about familiarizing new teachers with the school policy. I recommend that principals be made aware of the other two types of induction programmes, namely, the performance improvement programme and induction for certification. These three types of induction are very important and all of them should be carried out in order for the school to have good results and to make the new teachers more productive and yield good results.

4.2.5.3.2 Orientation programme

Most of the problems experienced by new teachers whom I interviewed originated from the fact that their schools do not have a formal induction programme. Although some principals do follow this type of induction programme where new teachers are introduced to the staff members and the community, principals of some schools I visited do not acquaint the beginner teachers with the school policy and also do not explain to them exactly what performance is expected from them.

Seyfarth (1991:163) says orientation programmes provide information about the community that the new educator has come to serve and help the employees learn what is expected of them on the job. Eyre (1982:225) agrees with the above by saying educators should be familiarized with the organization, its policies and the general objectives of the school.

Principals should be motivated to carry out the orientation programme as it generates the beginner teacher's interest in the school and ensures that he/she will be most enthusiastic about his/her new job.

4.2.5.3.3 Performance improvement programme

This type of induction programme is not practiced in most of the schools I visited. I found out from the interviews I conducted with principals that the system of inspectors visiting schools before 1994 was the one that motivated them to do class visits to check the performance of teachers because the inspectors used to visit schools to assess whether principals and the management team adequately perform their jobs, and in the process they would also ask for a progress report on each teacher. They claim that since that system was removed and nothing put in its place, it is not easy for them to visit teachers in class while teaching and as a further result it is not easy to immediately see whether or not new teachers experience problems with their teaching. They say that, in most cases, a problem is discovered rather late from the poor performance of the learners and this also demotivates the new teachers.

Seyfarth (1991:164) claims that teachers must receive assistance with their teaching from an administrator, supervisor or from another teacher. The types of assistance that can be used include observations combined with feedback.

I recommend that principals use the Integrated Quality Management System (IQMS), which will justify the principals to do class visits. The IQMS is now also introduced by the Department of Education as a measure of the effectiveness of teaching of each and every teacher.

4.2.5.3.4 Induction for certification

Team teaching should be used in schools as it is important for new and experienced teachers to share strategies and ideas about their teaching. Seyfarth (1991:164) says induction for certification emphasizes that experienced teachers who are more competent than new teachers should help new teachers acquire teaching skills by

allowing the new teachers to observe them teaching. Experienced teachers will also gain new teaching methods from the new teachers.

Principals of the schools I visited said they were not aware of this type of induction. New teachers were left alone to practise what they learnt from Higher Institutions. Principals need to motivate members of their staff to practice team teaching.

4.2.5.3.5 Individualised teacher induction

It is necessary that induction procedures must be based on individuals' needs. Mohan and Hull (1975:203) are of the opinion that an effective induction programme should be based on the needs of inductees. The principals must specify the specific objectives for individuals and the general objectives for the induction programme.

4.2.5.3.6 Conclusion on the design and implementation of induction programme

In the design and the implementation of a particular induction programme it remains important that each school should consider its own context and design a programme that suits this context best.

4.3 CONCLUSION

In conclusion, the induction of new teachers is something that is indispensable in the teaching profession especially when principals want to uplift the standard of teaching in their schools. Seeing the fact that induction is not done at all in most schools and that it is done informally in others, principals together with the stakeholders, should sit down and discuss the type of induction programmes they want to follow, how they would implement these and who to choose as mentors. The implementation of an induction programme is of great importance for principals as it reduces the new educator' fear of the unknown and also eliminates the possibility of encountering unforeseen problems and instead they can adequately attend to the problems as they arise.

From the interviews I conducted I discovered that most schools do not have a formal induction programme and that principals use the knowledge they have about induction,

when inducting new educators, in an informal way. The recommendations given in this chapter shows that staff induction is attainable and that it can play a major role in making beginner teachers better teachers of tomorrow who will yield good results for the school.

Principals should not sit back and look to the department saying they are not trained in the induction programme. They should identify the common problems experienced by beginner teachers and also what the school's objectives are and sit down with the management in order to design their induction programme according to what they discovered.

Mentors should be trained so as to adequately perform their task of coaching and assisting the new teachers effectively. This training includes the ability to convey the skills and knowledge needed by the new educator. They should possess the skill of communicating with other teachers and be able to convey the knowledge of a variety of teaching strategies and methods, which they have acquired.

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