

**AN INDUCTION PROGRAMME FOR NEWLY-APPOINTED
SCHOOL PRINCIPALS IN BOPHUTHATSWANA**

Marekwa Wilfred Legotlo, B.A., B.Ed., M.Ed.

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Promoter : Professor P.C. van der Westhuizen

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OPSOMMING

'n Inskakelingsprogram vir nuutaangestelde skoolhoofde in Bophuthatswana

Die doel met hierdie navorsing was om te bepaal wat die aard van induksie is, en om sowel die probleme as die vaardighede wat die beginnerhoof nodig het om effektief te kan bestuur te bepaal. Verder is enkele inskakelingsprogramme wat gebruik word vir nuutaangestelde skoolhoofde ook ontleed.

Vervolgens is met behulp van posvraelyste bepaal watter probleme nuutaangestelde skoolhoofde ervaar, en aan watter vaardighede hulle behoefte het.

Die resultaat van 395 respondente is ontleed. Uit die data blyk dat nuwe hoofde in ontwikkelende lande soos Bophuthatswana begaan is oor die stelsel se probleme, soos ontoereikende fisiese fasiliteite, tekort aan opgeleide onderwysers en leerlinge wat nie skoolgeld or boeke kan betaal nie. Dit blyk verder uit die navorsing dat die nuwe hoofde 'n bewustheid van self-, tegniese en sosiale vaardighede nodig het ten einde hulle funksie effektief te kan vervul.

Op grond van die probleme en vaardighede wat uit die literatuur en op grond van die empiriese ondersoek geïdentifiseer is, kon 'n inskakelingsprogram vir nuutaangestelde skoolhoofde in Bophuthatswana ontwikkel word. Daar word ten slotte aanbeveel dat 'n goed-gestruktureerde inskakelingsprogram geïmplementeer word om nuwe hoofde te help om die werking van die stelsel te leer ken. 'n Mentorstelsel word as een van die best strategieë beskou om die nuwe hoof oor die eerste hekkies te help.

SUMMARY

An induction programme for newly-appointed school principals in Bophuthatswana

The purpose of this study was to determine the problems of beginning principals, and the essential skills they need in order to survive during the entry years, to examine current induction programmes for new principals and to determine empirically the problems and critical skills for new principals with the ultimate aim of developing an induction programme for new school principals in Bophuthatswana.

Little has been documented about the induction needs of beginning principals in developing countries like Bophuthatswana. Similarly, little attention is paid to supporting new principals during the entry years.

The subjects of the study were the new principals appointed to principalships for the first time during the period 1990-July 1993, and a stratified random sample of 250 veteran principals. Results from 394 respondents were analysed. The study revealed that new principals in developing countries like Bophuthatswana are more concerned about systems problems like inadequate physical facilities, shortage of trained teachers, pupils who can not afford to buy books and pay fees. The study also revealed that new principals need self-awareness, technical and social skills in order to perform their roles effectively.

On the basis of the problems and skills identified from the literature and the empirical study, an induction programme for new principals in Bophuthatswana was developed. The study recommends that a well-structured induction programme should be employed to help the new principals to learn the ropes. A mentoring system is seen as one of the best strategies to help the new principal to jump the first hurdles.

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