

CHAPTER 4

4. THE EMPIRICAL SURVEY

4.1. INTRODUCTION

As stated earlier (cf 1.2) the major purpose of this study is to investigate the responsibility of the principal in the induction of the beginner teachers with special reference to selected High Schools in Bophuthatswana.

Crucial to the collection of an adequate empirical data base for testing a proposition such as this, is the need to testify and select a suitable homogeneous population of teachers who are in the field but who have not yet completed at least three years in teaching. The empirical approach used in this study is presented in both the normative (theory literature study) and the descriptive (practice-empirical research) aspect of reality.

It can therefore, be assumed that, what is supposed to be, and what actually is, should be presented so as to arrive at a complete picture of the reality of the responsibility the principals take in inducting the beginner teachers.

Chapter 2 looked into the problems encountered by the beginner teachers and chapter 3 restricted itself to the management tasks and the additional aspects of management as used by the principals in inducting the beginner teachers. These aspects of the research were done through literature study.

This chapter, therefore, proposes to look into the design of the research and the presentation, analysis and the interpretation of the results.

4.2 INSTRUMENTS USED FOR THE COLLECTION OF DATA

4.2.1 QUESTIONNAIRE

The research method used in this study is the empirical survey approach through the deployment of the questionnaires (see appendices A and B).

In this study, a closed form of questionnaire is used. This questionnaire has two components: the questionnaire to principals and the questionnaire to the beginner teachers.

Both the questionnaire to the principals and the questionnaire to the beginner teachers dealt with management aspects as described in chapter 3. It is through the responses of these questionnaires that a clear picture can be ascertained. as to whether the principals induct the beginner teachers or not.

A 4-point scale is used and the respondents were required to make a cross were appropriate. The respondents were not required to append their names, nor did any party associated with the school, process the responses. For these reasons it was assumed that the questions would be considered non-threatening and answers frank and valid. The questionnaires contained a number of relatively quick-response questions employing familiar words and phrases.

4.2.2 TECHNICAL ASPECTS OF THE BEGINNER TEACHERS' QUESTIONNAIRE

4.2.2.1 BIOGRAPHICAL DATA

PART A

- AGE

The purpose of this question (cf. Appendix B - question A1) was to determine the age spread of the beginner teachers.

- SEX

The purpose of this question (cf. appendix B - question A2) was to establish the number of male and female respondents who have started as new teachers in selected Bophuthatswana high schools.

- **QUALIFICATIONS**

This question (cf. appendix B - question A3) attempts to determine the highest professional qualifications acquired after their pre-service training, and before they started as beginner teachers in their respective Teacher Training Institutions.

- **CATEGORY**

This question (cf. appendix B - question B4) aims to find out what the category the beginner teachers are in. Most beginner teachers did not understand the meaning of categories, as such the information given was not valid. Most of them indicated that they are in category 5, yet they have three years of post-matriculation training.

- **EXPERIENCE**

This question (cf. appendix B - question A5) aims at establishing the length of time these beginner teachers have been in schools teaching, and to relate this experience to the problems they encountered in their school in relation to school and classroom management and administration.

PART B

The questions in this part are divided into two clusters. The questions from the first cluster, range from (cf. appendix B - questions B1 - B33). The aim of this set of questions is to establish the frequency of help offered by the principals to the beginner teachers in relation to the problems they encounter with the school and classroom management and administration.

The second cluster or set of questions (cf. appendix B - question B34 to B39) aims to find out how frequently the beginner teachers solve the problems they encounter in the classroom by trial and error, asking colleagues, deputy principals, H.O.D, principals as well as resorting to working closely with students in order to gain their confidence.

4.2.3 TECHNICAL ASPECTS OF THE PRINCIPALS' QUESTIONNAIRE

4.2.3.1 BIOGRAPHICAL DATA

PART A

- AGE

The aim of this question (cf. appendix A - question A1) was to find out what the age spread of the principals is. This information will be related to their management and administrative approach with regard to the beginner teachers.

- **SEX**

This question (cf. appendix A - question A2) aims at establishing relationship of male and female principals in relation to the administration in their schools, and how they respond to the immediate needs and problems of the beginner teachers.

- **QUALIFICATION**

The purpose of this question (cf. appendix A - question A3) was to establish what the professional qualifications of the respondents are, and to relate the findings to their ability to deal with and help the beginner teachers with the classroom and school or administrative problems they encounter.

- **CATEGORY**

This question (cf. A - question A4) attempts to establish the category in which the principals are. The findings will be related to the ability of the principals to help the beginner teachers with management and administrative problems.

It is assumed that the more years of training the principals have, the more capable they can be in helping the beginning teachers to grow professionally.

- **EXPERIENCE**

The aim of this question (cf. appendix A - question A5) is to establish the length of the period the respondents have been in the principalship posts, and to relate this information to their ability to exercise their management and administrative skills in helping the beginner teachers cope with their problems.

PART B

There are two sets of questions in this questionnaire. The first set of questions ranges from questions B1 -B46 (cf. appendix B). These questions establish the frequency of help offered by the principal to the beginner teachers in relation to the administrative and managerial problems they encounter in the school environment as well as in the classroom situation.

The second set of questions (cf. appendix B - question B47-B52) aims at finding how, according to the principals, the beginner teachers solve their managerial and administrative problems.

4.2.4 PILOT STUDY

A pilot study was conducted (by direct contact) with the aim of determining the relevance of the questions so as to avoid unexpected problems. In order to accomplish this, 10 principals were randomly chosen. Their selection was carried out in the following way:

- five high schools' principals from urban areas were chosen, by listing and numbering all the urban circuits i.e Molopo, Ditsobotla, Ga-Rankuwa, and Mabopane. From Molopo, two principals were chosen and one only from each of the other circuits:
- for purposes of comparison and to avoid bias five more principals were chosen from rural areas or circuits. The same procedure as used for selecting principals from urban areas were used. The Circuits involved in this case were: Ganyesa, Mankwe, Madikwe, and Jericho. In order to make up the number of principals, 2 were chosen from Madikwe, and one from each of the other circuits.

All these principals gave fruitful feedback on the questions. Their suggestions were taken into consideration. The beginner teachers from the same circuit were also in this pilot study. Twenty four beginner teachers were used, three randomly selected from each circuit i.e (3 x 8 = 24).

Their responses were also fruitful. The pilot study seemed to be fruitful because the suggestions that were given by these respondents seemed to be constructive. Thus, this pilot study helped the researcher to design the questionnaires which were unambiguous and clear.

It was on the basis of their suggestions that the final questionnaire used in this study was designed (see appendices A and B).

4.3 ADMINISTRATIVE PROCEDURE

A letter was sent to the Secretary for the Department of Education, Bophuthatswana, to ask for permission to allow the principals and the beginner teachers to be involved in the answering of the questionnaire. Permission was granted (see appendices C and D). In his reply, the secretary for education granted permission to administer the questionnaire and further advised the researcher to notify the Circuit offices concerned.

A notification letter was addressed to the circuit offices concerned, (see appendix D). Having contacted both the secretary for education and the circuit offices, copies of questionnaires for both the principals and the beginner teachers were submitted for scrutiny and approval.

Subsequent to being granted permission no problems were ever encountered in distributing the questionnaire to both the principals and the beginning teachers.

The responses to the questionnaires sent will be shown in table 4.1.

TABLE 4.1 RESPONSES ON THE QUESTIONNAIRES

NUMBER OF QUESTIONNAIRES			
	Sent Out	Received	%
Principals	41	41	100
Teachers	154	150	97.40

All in all 150 (97.40%) of the 154 questionnaires sent out to the beginner teachers were received, while all 41 (100%) of the questionnaires sent to the principals were received.

The questionnaires for the principals achieved a 100% return because they were personally delivered by the researcher, who had a chance to meet the principals because she was running an in-service management course for the principals. Most of the questionnaires for the beginner teachers were posted and some were personally delivered. The questionnaires were posted to prospective respondents.

These questionnaires were accompanied by the covering letter, and self-addressed stamped envelop.

4.4 TARGET POPULATION AND SAMPLE

4.4.1 THE SETTING

At the time of conducting this research, there were seventeen Circuit Offices in Bophuthatswana. One hundred and forty four high schools were registered with the Bophuthatswana Department of Education. Most of these high schools have an intake of beginner teachers fresh from the teacher training institutions. These are the teachers who have just completed their Pre-service training programmes.

In this research, two types of respondents are used; Principals and beginner teachers, both from selected high schools in Bophuthatswana.

4.4.2 POPULATION AND SAMPLE

In Bophuthatswana, there are 17 Circuits. Out of the 17, a sample of 8 circuits was randomly selected and used. It was from each of these 8 circuits that 5 high schools were randomly selected, making a total of 40 schools. Four beginner teachers were randomly selected from each school. These beginner teachers were limited to teachers with 0 -1 month to 3 years teaching experience.

The high schools' principals as used in this research were limited to principals with three to five years experience as principals. High schools as used in this research are schools with Standard 8 to 10 classes.

4.4.2.1 SELECTION OF BEGINNER TEACHERS

From the total population of the beginner teachers in Bophuthatswana, a sample of 160 beginning teachers from 8 circuits were randomly selected and used (cf.4.4.2).

4.4.2.2 SELECTION OF THE PRINCIPALS

A sample of 41 high schools' principals was randomly selected from the total population of all the high schools' principals in Bophuthatswana. These are the principals who have beginner teachers in their schools. Their selection was done by picking odd numbers from the list of the principals in each circuit office (cf 4.4.2).

4.4.2.3 SELECTION OF THE CIRCUITS AND SCHOOLS

The high schools selected fall under the following circuits:

- | | |
|--------------|-----------|
| - Molopo | - Ganyesa |
| - Ditsobotla | - Mankwe |
| - Ga-Rankuwa | - Madikwe |
| - Mabopane | - Jericho |

4.5 STATISTICAL TECHNIQUES AND PROCEDURES FOR THE BEGINNER TEACHERS' QUESTIONNAIRE

4.5.1 INTRODUCTION

The total number of the beginner teachers used in this study is 154. The questionnaire sent to these teachers has two components, sections A and B. Section A deals with the biographical data off the respondents, while section B is further classified into two sub-sections consisting of questions ranging from B1 - B33. These questions seek to find the frequency of the principals' help to the beginner teacher.

The second sub-section, in which questions range ~~from~~ 32 - 39, ¹ attempts to determine the frequency of beginner teachers' solving their problems by themselves or with the help of other people. The processing of this data was done on the mainframe computer of the Potchefstroom University, using the SAS programme pakkage (SAS Institute Inc. 1985).

4.5.2 FREQUENCIES

Frequencies were done by a Proc Freq. Procedure. The statistical Consultancy Service of the P.U for CHE. processed the results of the research using a SAS-programme. The results reflect the frequencies and percentages of responses to each question item (SAS Institute, 1985: 403). Cross-correlations between the responses of part 1 and some of those in part 11 in the questionnaire were done.

4.5.3 DETERMINING THE T-VALUE

T-test measure the difference in means of views. In this study, it measures the difference in views between the beginner teachers and the principals. The Statistical Consultation service of the P.U for CHE processed the results of the research using the proc. test procedure of the SAS-Institute (1985: 403). The t-test is used when dealing with small samples.

4.5.4 THE SIZE EFFECT

The formula for effect size is represented thus:

$$d = (\bar{X}_1 - \bar{X}_2) / S$$

where \bar{X}_1 is the mean for beginner teachers

\bar{X}_2 is the mean for principals

S is the standard deviation of the beginner

teachers
d is the effect size.

This effect size indicates practical significance in cases where statistical significance are established.

4.6 INTERPRETATION OF DATA

4.6.1 BEGINNING TEACHERS

4.6.1.1 INTRODUCTION

Frequencies and percentages have been used in interpreting the biographical data of the beginner teachers. The frequencies and percentages were used to discuss the age, sex, highest qualifications, category in which they are, and their¹ experience. The behaviour of the beginner teachers was assessed using the information from this data. Table 4.2 shows the biographical data of the beginning teachers.

4.6.1.2 DESCRIPTION OF THE BIOGRAPHICAL DATA OF THE
BEGINNER TEACHERS

TABLE 4.2

Age (question A1)	f	%
NO responses	1	0,6
20 - 24	54	33,8
25 - 34	77	50,0
35 - 44	21	13,6
45 - 54	2	1,3
55 - 60	1	0,6
TOTAL	154	100
Sex (question A2)	f	%
No responses	3	3 1.9
Male	76	49,4
Female	75	48,7
TOTAL	154	100
Qualifications (question A3)	f	%
No response	15	9,7
Technical Diploma	3	1,9
Univ. Dip. Education Secondary	67	45,3
Univ. Dip. Education Primary	21	13,6
First Degree + Diploma in Educ.	42	27,3
Masters	1	0,6
Ph.D or D.Ed	5	3,2
TOTAL	154	100
Category (question A4)	f	%
A, B and C	17	11,0
D = M + 4	90	58,4
E = M + 5	45	29,2
F = M + 6	1	0,6
G = M + 7	1	0,6
TOTAL	154	100
Experience (question A5)	f	%
No responses	4	2,6
0 - 3	20	13,0
4 - 13	48	31,2
14 - 23	38	24,7
24 - 33	23	14,9
34 - 36	21	13,6
TOTAL	154	100

4.6.1.3 DESCRIPTION OF BIOGRAPHICAL DATA FOR BEGINNERS

Regarding age, respondents are on the whole middle aged, and only a few are in their fifties and sixties. This suggests that the respondents are mature males and females who are liable to be trained as teachers. There is not much difference between the male and female respondents. A possible explanation for this distribution could be that, historically boys took teaching to be the profession that was too female, and most males opted for other professions rather than teaching. This again stems from the fact that females are more kind-hearted than the male, and could therefore, deal with young children better. This state of affairs has now leveled, as males now feel that as fathers and fathers-to-be, they have to take responsibility and work with children directly.

Table 4.2 reflects that most of the beginner teachers hold the University Diploma in Education Secondary (U.D.E.S), then followed by those who have First Degree plus Professional Certificate. Very few hold Masters and Doctoral Degrees. Concerning the Category in which they are, the results do not reflect a true picture of the categories under which these teachers fall, because it seems most of them do not understand what exactly the categories are, for instance,

some teachers who hold (U.D.E.P) have noted that they fall under category (F).

According to Table 4.2 most beginner teachers have been in the teaching field for at least 4 - 13 months, while a smaller number has 0-3 three months and 34 - 36 months experience respectively. The figures of inexperienced teachers reflected in the table therefore suggest that induction could greatly benefit teachers.

In chapter 3 the terms management and organisation are described (3.2). Management was found to be the achieving of organisational goals through leadership (Evarard and Morris, 1990: XX1). In Table 4.3 the responses of the beginner teachers are grouped under one heading, which is the managerial support, as viewed by beginner teachers. Management in this case entails the basic management tasks which the principals are expected to help beginner teachers with.

For convenience all the tables will be divided into two, the negative responses will be grouped together in the first table (A).

On the other hand, the positive responses will also be grouped together under one heading in the second table (B). Both tables will have their negative responses column and their positive responses column respectively.

**TABLE 4.3 (A) MANAGERIAL SUPPORT OF TEACHERS:
THE TEACHERS' VIEW (NEGATIVE RESPONSES)**

QUESTIONS	No resp.		Never		Sometimes		NR
	f	%	f	%	f	%	
B1. Classroom management and organisation	2	1,3	17	11,0	51	33,1	70
B2. Time management	8	5,2	7	4,5	32	20,8	47
B3. School rules and regulations	4	2,6	6	3,9	20	13,0	30
B4. Referral system in the school	7	4,5	12	7,8	49	31,8	68
B7. Taking correct decisions	0	0,0	9	5,8	44	28,6	53
B8. Giving manageable teaching load	1	0,6	19	12,3	48	31,2	68
B9. Setting example by working hard	2	1,3	12	7,8	44	28,6	58
B11 Supervising when assigned responsibility	2	1,3	6	3,9	51	33,1	59
B22 Involvement in decision making	1	0,6	21	13,6	32	20,8	52
B23 Creating good relation-with students and colleagues	3	1,9	6	3,9	35	22,7	44
B27 Reaction to commotion in class	4	2,6	8	5,2	51	33,1	63
B28 Organising teaching and learning activities	1	0,6	21	13,6	43	27,9	6
B29 Coping with individual disruptive classes	2	1,3	9	5,8	56	36,4	67
B33 Allocating subjects you majored in at the College	4	2,6	28	18,2	36	23,4	68

N = 154

NR = Negative responses including No responses

Table 4.3 (A) indicated that a smaller number of beginner teachers noted that principals help them with basic management tasks. This is indicated in the last column (NR) of this table.

**TABLE 4.3 (B): TEACHERS' PERCEPTION OF MANAGERIAL SUPPORT
BY PRINCIPALS (POSITIVE RESPONSES)**

QUESTIONS	Often		Always		PR
	f	%	f	%	
B1. Classroom management and organisation	46	29,9	38	24,7	84
B2. Time management	51	33,1	56	36,4	107
B3. School rules and regulations	52	33,8	72	46,8	124
B4. Referral system in the school	57	37,0	29	18,8	86
B7. Taking correct decisions	59	38,3	42	27,3	101
B8. Giving manageable teaching load	53	34,4	33	21,4	86
B9. Setting example by working hard	51	33,1	45	29,2	96
B11 Supervising when assigned responsibility	44	28,6	51	33,1	95
B22 Involvement in decision-making	43	27,9	57	37,0	102
B23 Creating good relationship with students and colleagues	51	33,1	59	38,0	110
B27 Reaction to commotion in class	60	42,9	23	14,9	91
B28 Organising teaching and learning activities	60	42,9	23	14,9	89
B29 Coping with individual disruptive classes	55	35,7	32	20,8	87
B33, Allocating subject you majored in	35	22,7	51	33,1	86

N = 154

PR = positive responses

This table is divided into two sections: No responses, never, and sometimes (Table 4.3, A). These are taken to be negative responses. The total negative responses column is also included. While on the other hand, often, and always responses are taken to be positive. The total responses column is also included (Table 4.3 B).

The related literature consulted in chapter 2 (3.2) reflects that beginner teachers experience problems with classroom organisation and management. According to table 4.3 the responses of the beginner teachers reflect that principals help them with basic management tasks, i.e planning, controlling, organising and leading. This is clearly reflected in columns (NR), negative responses, and column (PR), positive responses. The figures in the (PR) column are far greater than the figures in (NR) column.

4.6.1.4 MOTIVATION OF BEGINNER TEACHERS

Motivation is one of the five additional management tasks discussed in chapter 3 (3.8.4). Motivation is therefore, described as all attempts made by the leader in an institution to get his subordinates to give of their best voluntarily (Marx, 1990: 87).

The pertinent literature in chapter 2 (3.4) indicates that beginner teachers perceive problems in motivating and encouraging participation in the classroom. As one of his additional management tasks, the principal is expected to motivate the beginner teachers in his school. It is only through stimulating teachers to carry out the objectives and plans set in planning and activating that beginner teachers will feel committed and motivated (3.8.4.3).

Table 4.4 (A) THE TEACHERS' PERCEPTION OF MOTIVATIONAL SUPPORT BY PRINCIPALS: THE NEGATIVE VIEWS

QUESTIONS	No resp. response		Never		Some times		resp. total
	f	%	f	%	f	%	NR
B5. Complimenting when you have done well	4	2,6	13	8,4	35	22,7	52
B10 Offering constructive criticisms	4	2,6	18	11,7	58	37,7	46
B20 Encouraging you to perform your work voluntarily	1	0,6	11	7,1	34	22,1	80
B21 Helping when you fail to prioritise effectively	1	0,6	9	5,8	50	32,5	60

N = 154

NR = Negative responses including No responses

Table 4.4 (A) shows that the beginner teachers feel that the principals rarely motivate them. The exception was found in question B10 where only a few felt that they were helped with motivation.

**TABLE 4.4 (B): TEACHERS' PERCEPTION OF THE PRINCIPALS'
MOTIVATION : POSITIVE RESPONSES**

Questions	No resp		never		times		resp total
	f	%	f	%	f	%	PR
B5 Complementing when you have done well	4	2,6	13	8,4	35	22,7	102
B10 Offering constructive criticisms	4	2,6	18	11,7	58	37,7	108
B20 Encouraging you to perform your work voluntarily	1	0,6	11	7,1	34	22,1	74
B21 Helping when you fail to prioritise effectively	1	0,6	9	5,8	50	32,5	94

N = 154

PR = Positive responses

Table 4.4 (B) shows that the beginner teachers feel that the principals do motivate them. This situation is reflected in columns (NR) in the table. An exception was found in the offering of constructive criticism (question B10) where the two groups were divided nearly equally in their positive and negative experiences.

4.6.1.5 COMMUNICATION WITH TEACHERS: THE TEACHERS' VIEW

Communication is described by Van der Westhuizen (1986: 191) as the traffic of information and interpretation of messages. It is further asserted that it is a process through which people share opinions and intentions by means of messages (3.8.2.2).

**TABLE 4.5 (A): COMMUNICATION SUPPORT OF TEACHERS:
THE TEACHERS VIEW (NEGATIVE RESPONSES)**

QUESTIONS	No respon.		never		Some times		Resp tot.
	f	%	f	%	f	%	NR
B12.Communication channels from school to Circuit	4	2,6	14	9,1	38	24,7	56
B13.Interaction with parents	1	0,6	8	5,2	46	29,9	55
B14.Allowing face to face communication	2	1,3	7	4,5	34	22,1	43
B15.Offering immediate feedback on your problems	2	1,3	12	7,8	47	30,5	61
B18.The reporting system							
B19.Using formal meetings as coordination aid	1	0,6	8	5,2	57	37,0	42
B35 Seeking information from colleagues	2	1,3	4	2,6	29	18,8	37

N = 154

NR = Negative responses including No responses

Table 4.5 (A) indicates that very few teachers noted that principals help them with communication. This is indicated in the last column (NR) of this table where the total number of responses is smaller than those in the last column of Table 4.5 (B).

**TABLE 4.5 (B): COMMUNICATION SUPPORT OF TEACHERS:
THE TEACHERS' VIEW (POSITIVE RESPONSES)**

Questions	No responses		Always		Resp. total
	f	%	f	%	PR
B12. Communication channels from school to Circuit Office	42	27,3	52	33,8	98
B13. Interaction with parents	47	30,5	52	33,8	99
B14. Allowing face to face communication	49	31,8	62	40,3	111
B15. Offering immediate feedback on your problems	53	34,4	49	26,0	93
B18. The reporting system in the school	45	29,2	48	31,	93
B19. Using formal meetings as coordination aid	42	27,3	46	29,9	88
B35. Seeking information from colleagues	35	22,7	84	54,5	117

N = 154

PR = Positive responses

Table 4.5 (B) indicates that most beginner teachers responded that the principals help them with communication. This is clearly shown in the two last columns of this table. Positive responses exceed negative responses.

4.6.1.6 ADMINISTERING TEACHERS: THE TEACHERS VIEW

**TABLE 4.5 (A): ADMINISTRATION SUPPORT OF THE TEACHERS
BY PRINCIPALS (NEGATIVE VIEWS)**

Questions	No respo.		never		Some times		Resp tot.
	f	%	f	%	f	%	NR
B16. Discussing the policy document with you	1	0,6	32	20,8	49	31,8	82
B17. Clarifying the aims and objectives of the school	1	0,6	25	16,2	50	32,5	76
B31. Observing the school curriculum expectations	1	0,6	17	11,0	35	22,7	53
B32. Clarifying the conditions of service	1	0,6	23	14,9	47	30,5	69

N = 154

NR = Negative responses including No responses

Table 4.6 (A) indicates that there are few teachers who have noted that the principals don't help them with administration. A greater number of them feel a lack in that the principal never discuss^{es} the policy document with them.

TABLE 4.6 (B): ADMINISTRATION SUPPORT OF TEACHERS BY PRINCIPALS (POSITIVE VIEWS)

Questions	Often		Always		Resp. total
	f	%	f	%	PR
B16. Discussing the policy document with you	43	27,9	29	18,8	72
B17. Clarifying the aims and objectives of the school	36	23,4	42	27,3	78
B31. Observing the school curriculum expectations	47	30,5	54	53,1	101
B32. Clarifying the conditions of service	53	34,4	30	19,5	85

N = 154

PR = Positive responses

Table 4.6 (B) indicates that most beginner teachers noted that the principals in schools help them with administration, but do not discuss the policy document with them. Column (PR) of this table gives a clear summary of the responses of the beginner teachers in relation to administrative help they get from the principals.

TABLE 4.7 (A): SOLVING PROBLEMS: THE TEACHERS' VIEW

(NEGATIVE RESPONSES)

Questions	No resp		never		Some times		Resp. total
	f	%	f	%	f	%	NR
B34. Trial and error	8	5,2	27	17,5	66	42,9	103
B35. Seeking help from colleagues	2	1,3	4	2,6	29	18,8	35
B36. Working closely with students	1	0,6	5	3,2	31	20,1	37
B37. Asking help from the deputy principal	4	2,6	11	7,1	39	25,3	54
B38. Asking help from the head of dept.	4	2,6	9	5,8	37	24,0	50
B39. Asking help from the principal	1	0,6	11	7,1	38	24,7	50

N = 154

NR = Negative responses including No responses

From the analysis of data in table 4.7 (A) it could be concluded that very few feel that they don't use the methods indicated to solve their problems. Interestingly, most of them indicated that they solve their problems by trial and error.

**TABLE 4.7 (B): SOLVING PROBLEMS: THE TEACHERS VIEW
(POSITIVE VIEWS)**

Questions	Often		Always		Resp tot.
	f	%	f	%	PR
B34. Trial and error	35	22,7	18	11,7	53
B35. Seeking help from colleagues	35	22,7	84	54,5	119
B36. Working closely with students so as to gain their confidence	46	29,9	71	46,1	117
B37. Asking help from the deputy principal	46	29,9	54	35,1	100
B38. Asking help from the H.O.D	47	30,5	57	37,0	104
B39. Asking help from principal	38	24,7	66	42,9	104

N = 154

PR = Positive responses

Beginner teachers experience problems which at times force them to try other means in order to solve these problems. Table 4.7 (B) is designed to give a reflection of the responses of the beginner teachers in relation to the methods they use to solve their problems. Most beginner teachers, have indicated that they use all the means as stated in the questionnaire (see appendix B, question B34 to B39), except the trial and error which they reflected that they never use.

4.6.1.8 ASSISTANCE TO TEACHERS: THE TEACHERS VIEW

Beginner teachers have indicated that they are offered assistance by their colleagues. Most of them were very positive regarding the help they get from their experienced colleagues. A greater number of the new teachers further expressed, according to Table 4.7, that the deputy principals, H.O.D and the principals do offer them assistance in cases of need. Only a few noted that they did not get any assistance from colleagues, H.O.D , deputy principals and principals. Their responses were negative.

4.6.1.9 CONCLUDING STATEMENT

This section looked into the interpretation of Statistical techniques and procedures as well as the interpretation of data from the questionnaire of the beginner teachers. It will therefore be noted that according to the tables presented in this section, most beginner teachers feel that the principals induct them with the basic management and additional management tasks.

Among the whole sample, there are a number who are clearly not satisfied, who as reflected on the table, feel that the principals don't provide help in any way with management and additional management tasks.

The following section confines itself to the Statistical data and procedure, and the interpretation of this data received from the principals. This will help when comparing responses from both the principals and the beginner teachers in order to find out whether they differ or agree in opinions.

4.6.2 STATISTICAL TECHNIQUES AND PROCEDURES FOR THE PRINCIPALS' QUESTIONNAIRE

4.6.2.1 INTRODUCTION

The total number of principals used in this study is 41. The questionnaire sent to the principals is divided into two sections, i.e. sections A and B. Section A seeks to determine the biographical data of the principals. Section B, looks into the demographical data. Section B, further falls into three sub-sections. The first sub-section looks into the frequency of times the principal helps the beginner teachers.

The second sub-section tries to determine whether, and how often, beginner teachers required help from the principals. The third sub-section, looks into the frequency according to the principal, at which the beginner teachers solve their problems on their own, or through the help of other people. Moreover, the T-test is used to determine the t-value. This t-test is used to determine the difference in views between

4.6.2.2 FREQUENCIES

Frequencies have been done by a Proc. Freq. Procedure by the Statistical Consultation Services of the PU for CHE, who processed the results of this study by using the SAS-Programme. The results reflected the frequencies and percentages of responses to each question item (SAS-Institute, 1985: 403). Cross-correlations between the responses of questionnaires to beginner teachers and those of questionnaires to principals have been done.

4.6.2.3 DETERMINATION OF T-VALUE

T-test is defined as the ratio of the difference between the means, divided by the standard error of difference (Behr, 1973: 103). The purpose of t-test is to measure the difference in views. In this study, it measures the difference in views between the beginner teachers and the principals.

The Statistical Consultancy Service of the PU for CHE processed the results of this study, using the Proc. T-test Procedure of the SAS-Institute (1973: 403). The t-test is used when dealing with small samples.

4.6.2.4 EFFECT SIZE

The formula for effect size is represented thus:

$$d = \bar{X}_1 - \bar{X}_2 / S$$

where \bar{X}_1 is the mean for the beginner teachers
 \bar{X}_2 is the mean for the principals
S is the standard deviation of the beginner teachers
d is then the effect size.

4.7 INTERPRETATION OF DATA

4.7.1 INTRODUCTION

In interpreting the biographical data of the principals, frequencies and percentages have been used and these were used to discuss the age, sex, highest qualification and category in which the principals fall, and their experience as principals. The information has helped to assess the behaviour of the principals in inducting or orientating the beginner teachers in their schools.

Table 4.8 therefore , is designed to reflect the biographical data of the principals.

TABLE 4.8: INTERPRETATION OF BIOGRAPHICAL DATA OF THE PRINCIPALS

Age (question A1)	f	%
25 - 34	5	12,2
35 - 44	15	36,6
45 - 54	12	29,3
55 - 60	6	14,6
61 +	3	7,3
TOTAL	41	100
Sex (question A2)	f	%
Male	34	82,9
Female	7	17,1
TOTAL	41	100
Highest qualification (quest. A3)	f	%
No responses	1	2,4
Technical Diploma	1	2,4
Univ. Dip. Education Secondary	1	2,4
Univ. Dip. Education Primary	8	19,5
First Degree + Teachers Diploma	25	61,0
B.ED or Honours	1	2,4
Masters	1	2,4
PH.D or D.ed.	3	7,3
TOTAL	41	100
Category (question A4)	f	%
No responses	1	2,4
A, B and C	10	24,4
D = M + 4	22	53,7
E = M + 5	5	12,2
F = M + 6	2	4,9
G = M + 7	1	2,4
TOTAL	41	100
Experience (question A5)	f	%
0 - 3 months	4	9,8
4 - 8 months	15	36,6
9 - 11 months	10	24,4
12 - 20 months	10	24,4
21 +	2	4,9
TOTAL	41	100

4.7.1.3 DESCRIPTION OF THE BIOGRAPHICAL DATA FOR PRINCIPALS

Regarding age, it seems that most of the principals in Bophuthatswana high schools are middle aged. This is reflected in table 4.8 where it is shown that most principals are aged between 35 - 44 years and 45 - 54 years. On the other hand, there are few young principals whose age range between 25 - 34 years and only 3 are 61 years and over. This suggests that the principals in Bophuthatswana high schools are mature and responsible men and women who should be able to help and guide the begin teachers who are posted in their schools.

Sex is one of the variables which was used to establish the number of males and female respondents in Bophuthatswana high schools. As shown on the table, there are far more male respondents than female. An explanation for this distribution might traditionally be based on the misguided belief that men are superior to women, and are as such more competent to serve in administrative posts than women.

The question regarding the highest qualifications aimed at finding out what professional qualifications respondents hold.

The findings will be related to the ability of the respondents to guide the new teachers. Most of the respondents have a first degree plus a teaching qualification. This suggests that many have trained as teachers and on the basis of the training that they have undergone, it may be believed that they are in a position to help induct the beginner teachers.

Regarding category, most under category D, which is M + 4. The aim of the question on experience is to establish the length of time the respondents have been in principalship posts, and to relate this information to their ability to help and guide the beginner teachers.

The next section confines itself to the frequency at which principals offer assistance to the beginner teachers in matters effecting management and administration.

TABLE 4.9 (A): PRINCIPALS' PERCEPTION OF MANAGERIAL SUPPORT OF NEW TEACHERS (NEGATIVE VIEWS)

Questions	No resp.		never		Some times		Resp tot.
	f	%	f	%	f	%	NR
B1. Management and organisation problems	0	0,0	0	0,0	10	24,4	10
B2. Proper evaluation of students, work	0	0,0	1	2,4	5	12,2	6
B4. Clarification of referral system in the school	2	4,9	1	2,4	3	7,3	6
B6. Monitoring the work assigned to them	2	4,9	1	2,4	8	19,5	11
B11 Supervising when assigned responsibility	0	0,0	2	4,9	5	12,2	7
B12 Giving a manageable teaching load	0	0,0	1	2,4	8	19,5	9
B24 Involving them in decision-making	0	0,0	2	4,9	5	12,2	7
B25 Helping them in creating good relationships with students and colleagues	0	0,0	1	2,4	4	9,8	5

N = 41

NR = Negative responses including No responses

From table 4.9 (A) the following features emerge: A small number of the principals have noted that they do not help the beginner teachers with managerial task. Interestingly, this same view is shared by the beginner teachers (see table 4.3 (A)). This is clearly revealed in the last columns of these two tables.

TABLE 4.9 (B): THE PRINCIPALS' PERCEPTION OF MANAGERIAL SUPPORT OF TEACHERS: (POSITIVE VIEWS)

Questions	Often		Always		Resp. tot.
	f	%	f	%	PR
B1. Management and organisation problems	14	34,1	17	41,5	31
B2. Proper evaluation of students' work	19	46,3	16	39,0	35
B4. Clarification of referral system in the school	19	46,3	16	39,0	35
B6. Monitoring the work assigned to them	16	39,0	14	34,1	30
B11 Supervising when assigned responsibility	23	56,1	11	26,8	34
B12 Giving a manageable teaching load	16	39,0	16	39,0	32
B24 Involving them in decision-making	14	34,1	20	48,8	34
B25 Helping them in creating good relationship with students and colleagues	10	24,4	26	63,4	36

N = 41

PR = Positive responses

From the analysis of data in table 4.9 (B), the following deductions can be made; the principals help the beginning teachers with the basic management tasks. This is reflected in the last column of this table. When motivating the beginner teachers, the principals should take cognizance of McGregor's Theory Y, which points out that when satisfied a person will direct and control him/herself. this satisfaction can only occur if a person is motivated and rewarded towards achieving commitment, self-actualisation and self-ego.

TABLE 4.10 (A): MOTIVATING TEACHERS: THE PRINCIPALS NEGATIVE VIEWS

Questions	No resp.		never		Always		Resp tot.
	f	%	f	%	f	%	NR
B5. Complementing when they have done well	1	2,4	1	2,4	4	9,8	6
B7. Classroom participation and motivation	0	0,0	1	2,4	5	12,2	6
B8. To make correct decision	1	2,4	2	4,9	12	29,3	15
B10 Through constructive criticisms	1	2,4	3	7,3	15	36,6	19
B22 Encouraging them to perform their duties voluntarily	0	0,0	1	2,4	3	7,3	4
B23 Offering assistance in cases where they fail to prioritise effectively	1	2,4	1	2,4	7	17,1	9

N = 41

NR = Negative responses and No responses

From table 4.10 (A), it is evident that few principals have indicated that they do not help beginner teachers with motivational skills. This is clearly reflected in the last column of this table.

**TABLE 4.10 (B): MOTIVATION OF TEACHERS: PRINCIPALS,
POSITIVE VIEWS**

Questions	Often		Always		Resp tot.
	f	%	f	%	P R
B5. Complementing when they have done well	8	19,5	27	65,	35
B7. Classroom participation and motivation	21	51,2	14	34,1	35
B8. To make correct decisions	12	29,3	14	34,1	26
B10 Through constructive criticisms	17	41,5	5	12,2	22
B22 Encouraging them to perform their duties voluntarily	9	22,0	28	68,3	37
B23 Offering assistance in cases where they fail to prioritise effectively	14	43,1	18	43,9	32

N = 41

PR = Positive responses

Table 4.10 (B) reveals responses of the principals as positive in offering motivational skills to beginner teachers. This is reflected in the last column of the table.

In organisation communication, the implication is to supply essential information to initiate the performance of the work and keep it in progress (3.8.2.3). The authors consulted in chapter 3 reflected that communication brings the head and his/her subordinates together in a unity, and coordinates all the activities of the undertaking.

TABLE 4.11 (A): COMMUNICATION WITH TEACHERS: THE PRINCIPALS' NEGATIVE VIEWS

Questions	No resp		never		Some times		Resp tot
	f	%	f	%	f	%	NR
B13. Showing communication channels from school to Circuit Office	0	0,0	0	0,0	7	17,1	7
B14. Introducing them to parents	1	2,4	0	0,0	6	14,6	7
B15. Allowing face to face communication with himself	0	0,0	0	0,0	5	17,2	5
B16. Providing immediate feedback on their problems	0	0,0	0	0,0	8	19,5	8
B18. Allowing them to attend staff meetings	1	2,4	0	0,0	0	0,0	1
B20. Making them aware of the reporting system in the school	0	0,0	0	0,0	4	9,8	4
B21. Coordinated into the school by formal meetings	0	0,0	0	0,0	2	4,9	2

N = 41

NR = Negative responses including No responses

From table 4.11 (A), the deductions can be made that some principals do assist the beginner teachers with the creation of proper communication channels. This is evidenced by the very poor response to the questions that sought to find out whether the principals do help the beginner teachers with proper communication channels.

TABLE 4.11 (B): COMMUNICATION WITH TEACHERS: THE PRINCIPALS' POSITIVE VIEWS

Questions	Often		Always		Resp tot.
	f	%	f	%	PR
B13 Showing communication channels from school to Circuit Office	14	34,1	20	48,8	34
B14 Introducing them to parents	6	14,6	28	68,3	34
B15 Allowing face to face communication with himself	10	24,4	26	63,4	36
B16 Providing immediate feedback on their problems	14	34,1	19	46,3	33
B18 Allowing them to attend staff meetings	4	9,8	36	87,8	40
B20 Making them aware of the reporting system in the school	12	29,3	25	61,0	37
B21 Coordinated into the school by formal meetings	8	19,5	31	75,6	39

N = 41

PR = Positive responses

Table 4.11 (B) reflects that most principals help the beginner teachers with proper communication channels, and also encourage proper communication in their school between the staff members and the administration. This is singled out by the positive responses noted by the principals in relation to the skill.

The authors in related literature, highlights the fact that as an administrator, the principal should help the beginner teachers to accomplish the predetermined objectives of the school. These objectives can be achieved if the novice teachers are familiarised with the school rules and regulations and allowed access to policy documents, informed of the aims and objectives of the school, and the conditions of service are clarified to them.

TABLE 4.12 (A): ADMINISTERING TEACHERS (NEGATIVE VIEWS)

Questions	No resp.		never		Some times		resp tot.
	f	%	f	%	f	%	NR
B3. Familiarise with school rules and regulations	0	0,	0	0,0	8	19,5	8
B17. Allowing the access to policy documents	1	2,4	1	2,4	7	17,1	9
B19. Informing them of the aims and objectives of the school	0	0,0	0	0,0	0	0,0	0

N = 41

NR = Both negative responses and No responses

According to the reflection on table 4.12 (A) some principals have indicate that they don't assist the new teachers with administration tasks. Column (NR) in the table gives a true picture of the feelings of some principals about administration in the schools.

TABLE 4.12 (B) ADMINISTERING TEACHERS (POSITIVE VIEW)

Questions	Often		Always		Resp tot.
	f	%	f	%	PR
B3. Familiarising with school rules and regulations	18	43,9	15	36,6	33
B17. Allowing them access to policy documents	10	24,4	22	53,7	32
B19. Informing them of the aims and objectives of the school	9	22,0	32	78,0	41

N = 41

PR = Positive responses

Table 4.12 (B) shows that the principals maintain that they introduce the novice teachers to administration in the school. This is reflected in column (PR) of this table.

Apart from the principals helping the new teachers with management tasks and additional managerial tasks, the new teachers are also expected to seek help from their principals on the issues concerning them and their work environment. Regarding this, the questionnaire to the principals, has a section which seeks to find out whether the new teachers ever take trouble to find help where they encounter problems.

TABLE 4.13 (A) ASSISTING TEACHERS (NEGATIVE VIEWS)

Questions	No resp.		never		Some times		Resp tot.
	f	%	f	%	f	%	NR
B26. Class organisation and management	1	2,4	3	7,3	11	26,8	15
B27. Motivating students	0	0,0	3	7,3	9	22,0	12
B28. Disciplining students	0	0,0	1	2,4	13	31,7	14
B29. Evaluating students work	2	4,9	3	7,3	8	19,5	13
B30. Settling disputes among students	1	2,4	5	2,2	15	36,6	21
B31. Student-teacher relationship	2	4,9	2	4,9	10	24,4	14
B32. Teacher/parent relationship	0	0,0	5	2,2	10	24,4	15
B33. School organisation	0	0,0	2	4,9	8	19,5	10
B34. School regulations	2	4,9	2	4,9	7	17,1	11
B35. Reaction to commotion in class	0	0,0	5	12,2	13	31,7	18
B36. Organising learning and teaching activities	0	0,0	2	4,9	12	29,3	14
B37. Working with colleagues as a team	0	0,0	4	9,8	4	9,8	8
B38. Referral system in the school	0	0,0	2	4,9	13	31,7	15

N = 41

NR = Negative responses including No responses

According to Table 4.13 (A) very few principals have negative views as regards giving assistance to beginner teachers. The last column of this table indicates this situation very clearly.

TABLE 4.13 (B) GIVING NEW TEACHERS ASSISTANCE: THE PRINCIPALS' POSITIVE VIEWS

Questions	Often		Always		Res. tot.
	f	%	f	%	PR
B26. Class organisation and management	19	46,3	7	17,1	26
B27. Motivating students	19	46,3	10	24,4	29
B28. Disciplining students	18	43,9	9	22,0	27
B29. Evaluating students work	11	26,8	17	41,5	28
B30. Settling disputes among the students	13	31,7	7	17,1	20
B31. Student-teacher relationship	10	24,4	17	41,5	27
B32. Teacher/parent relationship	12	29,3	14	34,1	26
B33. School organisation	18	43,9	13	31,7	31
B34. School regulations	13	31,7	17	41,5	30
B35. Reaction to commotion in class	13	31,7	10	24,4	23
B36. Organising learning and teaching activities	12	29,3	15	36,6	27
B37. Working with colleagues as a team	14	34,1	19	46,3	33
B38. Referral system in the school	14	43,1	12	29,3	26

N = 41

PR = Positive responses

Table 4.13 gives the responses of the principals when asked the frequencies at which the beginner teachers required help from them. It is, therefore, reflected in this table that according to the responses of most of the principals, the beginner teachers do seek help on issues they have problems with. They mostly seek help in issues relating to management tasks.

Because they encountered so many problems in their initial years of teaching, beginner teachers take a variety of action to solve their problems and operate on the basis of their beliefs and somehow apply generic solutions on a trial and error basis (4.1). It is further reflected that beginner teachers solve their problems by observing and copying from experienced colleagues. They, at the same time, work hard to gain the confidence of the students by delivering good quality teaching.

**TABLE 4.14 (A): HELPING NEW TEACHERS SOLVE THEIR PROBLEMS:
THE PRINCIPALS' NEGATIVE VIEWS**

Questions	No resp.		never		Some times		Resp tot.
	f	%	f	%	f	%	NR
B39. Trial and error	0	0,0	5	12,2	19	46,3	24
B40. Seeking information by asking colleagues	0	0,0	1	2,4	15	36,6	16
B41. Working closely with students so as to gain their confidence	0	0,0	1	2,4	15	36,6	16
B42. Asking help from H.O.D	1	2,4	0	0,0	12	29,3	13
B43. Asking help from the deputy principal	3	7,3	1	2,4	16	39,0	21
B44. Asking help from the principal	0	0,0	0	0,0	10	24,4	31

N = 41

NR = Negative responses including No responses

According to table 4.14 (A) it is evident that most principals have negative views as regards the fact that beginner teachers solve their problems by trial and error. Few principals have indicated that they do not encourage this approach (see appendix A, questions B40 -B44). This state of affairs is clearly spelled out in the last column (NR) of this table.

**TABLE 4.14 (B): HELPING NEW TEACHERS TO SOLVE THEIR PROBLEMS:
THE PRINCIPALS' POSITIVE VIEWS**

Questions	Often		Always		Resp tot.
	f	%	f	%	PR
B39. Trial and error	10	24,4	7	17,1	17
B40. Seeking information by asking colleagues	13	31,7	12	29,3	25
B41. Working closely with students so as to gain confidence	14	43,1	11	26,8	25
B42. Asking help from the H.O.D	14	43,1	14	34,1	28
B43. Asking help from the deputy principal	15	36,6	6	14,6	21
B44. Asking help from the principals	12	29,3	19	46,3	31

N = 41

PR = Positive responses

Table 4.14 (B) reflects that according to a few principals beginner teachers solve their problems by trial and error. Most principals though, feel that in order to solve their problems, beginner teachers seek help from the heads of department, deputy principals and principals respectively. It is revealed in this table that beginner teachers even work very closely with students so as to gain their confidence.

4.7.2 CONCLUSION

This section of the study looked into Statistical techniques and procedures, as well as the interpretation of data from the questionnaire of the principals.

As reflected in the tables in this section, most principals seem to argue that they offer assistance to beginner teachers on salient issues that concern the new teachers and their work environment. On the other hand, there are some principals who reflected that they do not assist the new teachers with management and additional management tasks.

The next section confines to the responses of the principals and the beginning teachers as reflected in the tables in the previous paragraphs.

**TABLE 4.15 DIFFERENCES IN RESPONSES BETWEEN PRINCIPALS
AND BEGINNER TEACHERS**

Beginner teachers, questions	Principals questions	p	d	
B1	B1	0,0009	0,51	**
B3	B34	0,3467	-	-
B4	B4	0,0032	0,53	**
B5	B5	0,0053	0,45	*
B6	B7	0,0044	0,43	*
B7	B8	0,9647	-	-
B8	B12	0,0012	0,52	**
B10	B10	0,4995	-	-
B11	B11	0,2520	-	-
B12	B13	0,0024	0,42	*
B13	B14	0,0013	0,58	**
B14	B15	0,0010	0,48	*
B15	B16	0,0007	0,52	**
B16	B17	0,0001	0,77	**
B17	B19	0,0001	1,09	***
B19	B21	0,0001	0,95	***
B20	B22	0,0012	0,47	*
B21	B23	0,0720	-	-
B22	B24	0,0156	0,37	*
B23	B25	0,0018	0,48	*
B24	B30	0,0289	0,39	*
B26	B33	0,3822	-	-
B27	B35	0,9751	-	-
B28	B36	0,0182	0,43	*
B30	B37	0,3632	-	-
B34	B39	0,0951	-	-
B35	B40	0,0153	0,41	*
B36	B41	0,0381	0,35	*
B37	B43	0,0361	0,37	*
B38	B42	0,8104	-	-
B39	B44	0,1925	-	-

* = Small ($d < 0,5$)

*** = Large ($d > 0,8$)

** = Medium ($0,5 < d < 0,8$)

- = No difference ($p > 0,05$)

4.8 INTERPRETATION OF THE DIFFERENCES IN RESPONSES BETWEEN THE PRINCIPALS AND THE BEGINNER TEACHERS

In chapter 2, the literature consulted revealed that most of the beginner teachers experience problems with classroom management and organisation. That, according to the literature, is one of the problems which most frustrates the beginner teachers.

It was because of this problem that the question on whether the principals help the beginner teachers with management and organisation skills was posed to the principals (see appendix A) question B1.

The same question was asked to the beginner teachers to find if the principals help them with such problem. The responses from both the principals and the beginner teachers as reflected in Table 4.5, show that there is a difference ($d = 0,51$, $P = 0,0009$) in the views of the principals and the beginner teachers.

Rules and regulations should be communicated to the beginner teachers by the principals. When the rules and regulations are clearly stated and discussed with the authority, this gives the beginner teachers an opportunity to better

understand, the school environment, students, colleagues, and the administration as a whole. This further, helps them to solve the problems they encounter with students with confidence.

In favour of this, the related literature consulted in chapter 2, reflected that, the beginner teachers encounter problems with school rules and regulations and as such, when they encounter situations where the unruly students create problems, they normally don't know which rules to apply. In chapter 3 (3.1), the authors consulted have indicated that, one of the main tasks of the principals is to help new teachers with control.

School rules and regulations are a composite of Control as one of the principal's management tasks. Questions B34 and B3 (see appendices asked, in order to find out whether principals help the beginning teachers with school rules and regulations. When the answers from both respondents are compared, there is no significant difference in their views.

The referral system, according to the literature consulted in chapter 2 (3.5), seems to be one of the beginner teachers' problems. It is therefore the duty of the principal to provide and discuss with the beginner teachers the structure of the referral system in the school, so that they know who to consult in case of problems. The new teachers should

know exactly whether to go to the principal, the deputy principal, or the head of department when experiencing problems, be it in the classroom or with the management and organisation of the school as an institution of learning.

In order to find out whether the principals help the beginner teachers with the referral system in their school, question B4 (see appendix A) and question B4 (see appendix B) were posed to both the principals and the beginner teachers. When the responses are compared, there is a difference ($d = 0,53$, $P = 0,0032$) in the views of the principals and the beginner teachers (see table 4.1).

Leading is one of the principals' management tasks. The principal has to pay attention to guiding the beginner teachers into an understanding of the structure of the school, so that they can cooperate effectively in the proper running of the school. As stated in chapter 3 (3.6.3) the principals have a unique task, namely, to put into practice the beginners' awareness of the balance between being task orientatedness, which is the achieving of the objectives of the school as an institution, and also being person oriented, which involves establishing and maintaining sound human relations.

With regard to this, the beginner teachers were asked whether the principals give them encouragement by complimenting them when they have done well (Question B5 of the principals and question B5 of the beginner teachers, see appendices A and B respectively). The responses of both the beginner teachers and the principals in this regard, show that they differ ($d = 0,45$, $P = 0,0053$) in their views.

It was reflected in chapter 2 that even though the beginner teachers spend many days at their respective teacher training institutions, the pre-service that they get is not enough to readily prepare them for the world of work (7.0). It is clear, therefore, that, they fully need the support of the principals when they are assigned to start as teachers.

Questions were asked of both the principals and the beginner teachers, with the purpose of finding out whether principals monitor the work assigned to the beginner teachers, as this is stated as a problem to the beginner teachers (chapter 2, 3.3). They responded differently ($d = 0,43$, $P = 0,0044$), as is clearly reflected in table 4.1.

Classroom motivation and participation are some of the skills that pose problems for the beginner teachers (chapter 2, 3.4), and need to be addressed by the principals in inducting the beginner teachers. On the basis of the argument put

forward by the authors in the pertinent literature consulted in chapter 3 (3.8.4.2), questions on whether principals help the beginning teachers with classroom motivation and participation were asked (questions B7 and B8, see appendices A and B respectively). There appears to be no difference in their views, judging from the responses from both the principals and the beginner teacher as reflected in table 4.1.

Taking correct decisions as maintained by the authors consulted in chapter 2, is addressed as one of the beginner teachers' problems. It is therefore one of those problems that need to be given priority by the principals when they induct the beginner teachers. In favour of this argument, question B8 for the beginner teachers and question B12 for the principals were asked, and these sought to determine whether the principals helped the beginner teachers to take correct decisions. Table 4.1 reflects that there is a difference ($d = 0,52$, $P = 0,0012$) in the views of the principals and the beginner teachers with regard to the help offered in taking correct decisions.

The leading task of the principal includes, inter alia, the responsibility of motivating his personnel (Robbins, 1984: 10). By giving constructive criticism to the beginner teachers, the principals stimulate these young teachers to carry out the objectives and plans set in planning, and to

activate the structures as set up in organising (chapter 3, 3.8.4.3). If they are motivated, it will be more possible for the beginner teachers to motivate the students in their classes.

In line with the views of the authors in chapter 3, question B10 (see appendix A) and B10 (see appendix B) were asked and these questions sought to determine whether the principals help the beginner teachers by means of constructive criticisms. The responses as reflected in table 4.1, show no differences. Both parties agree that constructive criticism is offered to beginner teachers by the principals.

Delegation is entrusting some members of the staff with duties, this should be taken by the principals as one of the management tasks. In delegating responsibilities, the beginner teachers should also be delegated some work as this will help them feel confident, if they perform well in what they have been assigned.

In chapter 3, the need for delegation of responsibilities by the principals to the beginner teachers is stressed (3.8.6.3). However, because they lack experience they should be supervised by those in authority, when delegated responsibility, so as to have guidance in whatever is assigned to them. If the duty is well performed, it leads to satisfaction, confidence and competence.

In order to cast light on the basis of the argument in the foregoing lines, question B11 (see appendix A) and question B11 (see appendix B) sought to find out whether principals help the beginner teachers through supervising whenever they are assigned responsibility. The beginner teachers were in turn asked the frequency at which the principals help them through supervising whenever they are assigned responsibility.

The responses as shown in table 4.1 reflect no differences in opinion. They both agree that the beginner teachers are helped with constructive criticisms by the principals.

Communication plays a very important role in effecting better understanding in liaison internally and externally. This is clearly stated in chapter 3 (3.8.2.3). Effective communication coordinates all the staff members in the school environment, circuit offices, as well as the department of education as a whole. There are channels of communication to be followed from school to circuit office, from circuit office to the head office, and it is therefore of vital importance for the principal to help the beginner teachers with the correct channels of communication.

It is however, taken to be very important for the new teachers to be made aware of communication channels because favourable attitudes and relationships among the new teachers, the school and the circuit office are very important. In line with this argument, question B12 (see appendix B) and question B13 (see appendix A) were asked, the purpose being to determine whether, the principals help the beginner teachers with channels of communication from school to the circuit office. The responses as reflected in Table 4.1 indicate a significant difference ($d = 0,42$, $P = 0,0024$) in the views of both respondents, with regard to the help offered with communication channels from school to the circuit office.

Beginner teachers need to interact with the parents of their students. It is of importance that they know their students' parents as well as their family background. This will ultimately enable them to help their students with their (students') problems, bearing in mind the background of the family from which the students come. To accomplish this, the principals should help the beginner teachers to interact effectively with parents. To find out whether this occurs, question B13 (see appendix B) and question B14 (see appendix A) were asked. Both the principals and the beginner teachers differ ($d = 0,58$ $P = 0,0013$) in their views with regard to the help offered with teacher/parent interaction.

Communication in any organisation promotes the required healthy relationship between the head and his/her subordinates, i.e. better human relations. The literature consulted stresses the fact that communication in any organisation brings the head and his/her subordinates together into a unity and coordinates all the activities in an organisation.

With regard to this argument, questions B14 and B15 (see appendices B and A) were asked respectively, the aim being to determine whether the principals allow the beginner teachers to have face to face communication with them. The responses reflected that a difference ($d = 0,48$, $P = 0,0010$) between the principals and the beginning teachers. Which is clearly shown in table 4.1.

In chapter 3 of this study, it is stated that the principals, as part of their management tasks should brief the beginner teachers on the policy of the head office and the policy of the school. According to the authors consulted in chapter 3, it is only when the policy of the school is clarified to the beginners that they are able to function maximally in the realisation of the pre-defined goals of the school.

The principals were asked whether they discussed the policy document with the beginner teachers, the same question was put to the beginner teachers (see appendices B and A,

questions B16 and B17 respectively).

The responses revealed a vast difference ($d = 0,77$, $P = 0,0001$) table 4.1.

Most beginner teachers claim not to have discussed the policy document with the principals while on the other hand, a small number of principals maintain that they have discussed the document with the beginner teachers.

In chapter 3 (3.3.4.3) most authors consulted allege that the aims and objectives of the school are the most important considerations and the entire planning of the school revolves around them. As such it is expected of the principals to clearly define to the beginner teachers the aims and objectives of the school, so that the beginner teachers should know exactly what attitude the school maintains with regard to the various activities of the school.

Question B17, put to the beginner teachers, and question B19 put to the principals, aimed at determining whether the principals informed the beginner teachers of the aims and objectives of the schools. Table 4.1 shows that the difference ($d = 1,09$, $P = 0,0001$) in response is significant.

Some principals maintain that they informed the beginner teachers regarding the aims and objectives of the schools. On the other hand, most beginning teachers maintain that they

were never briefed of the aims and objectives of the school.

One of the needs revealed in chapter 2 (3.5) was that of feeling a sense of belonging to a group in schools where they work. They lack a sense of being part and parcel of the school in which they operate. Questions B19 for the beginner teachers and question B21 for the principals (see appendices B and A) were asked respectively, to find out whether the principals use formal meetings as coordination aids as regards the induction of the beginner teachers.

The responses as reflected in table 4.1 suggest a difference ($d = 0,95$, $P = 0,0001$) in the views of both the principals and the beginning teachers.

Motivation is taken to be of great importance in the teaching-learning environment. For the teacher to be able to motivate the students to perform their duties voluntarily, he/she should be motivated as such by the principal. Performing one's work voluntarily encourages a spirit of hard working.

Regarding question B20 (see appendix B) and question B22 (see appendix A) which sought to find out whether the principals encouraged the beginner teachers to perform their duties voluntarily, the responses from both the principals and the beginner teachers as shown in table 4.1, reflected a difference ($d = 0,47$, $P = 0,0012$) in the views between the

beginner teachers and the principals.

Prioritizing effectively is an asset to every teacher. Beginner teachers also, in order to perform their duties effectively without any frustration, should be helped to take correct decisions, and this can be achieved only if they are able to prioritize effectively. It is the duty of the principal, therefore, to help the beginner teachers to avoid any possible frustration by making a choice between alternatives more effectively.

Question B21 (see appendix B) and question B22 (see appendix A) aimed at finding out whether the principals offer assistance in cases where the beginner teachers fail to prioritize effectively. The responses as reflected in table 4.1¹ show that there is no difference in the views of both the principals and the beginner teachers.

Decision-making as one of the elements of management, is very crucial for the beginner teachers. Principals are expected to help the beginner teachers to recognise which problem is central and which is tangential to a problem. The principal should help the beginning teachers to make a choice between alternatives, so that they are able to evaluate the situation and guard against taking hasty decisions.

Question B22 (see appendix B) and question B24 (see appendix A) were asked to determine whether the principals help the

beginner teachers by involving them in the decision-making of some important issues in the school environment.

The responses as reflected in table 4.1 show that there is a difference ($d = 0,37$, $P = 0,0156$) in the views of both the principals and the beginner teachers.

The review of related literature in chapter 2 (3.1) reflected that beginner teachers encounter problems on how to relate to students and colleagues. Most beginner teachers feel that most experienced teachers know one other and have already created relationships among themselves. It is also argued in chapter 3 (3.5.3) that the principals in inducting the new teachers should help them to create a good relationship between themselves, students and colleagues.

Question B23 (see appendix B) and question B25 (see appendix A) are concerned with the good relationships between the beginner teachers, students and colleagues. The responses to these questions were compared (see table 4.1), and the results reflected a difference in opinion between the principals and the beginner teachers ($d = 0,48$, $P = 0,0018$).

Settling disputes among the students was voiced by the authors consulted in chapter 2 (3.2) as one of the problems encountered by the beginner teachers. Disciplining students contributes to a range of problems experienced by these young teachers.

In favour of what has been voiced by these authors, question B24 (see appendix B) and question B30 (see appendix A) were asked to find out whether the principals helped the beginner teachers with how to settle disputes among the students. Their responses indicates a difference ($d = 0,39$, $P = 0,0289$) in the views of the principals and the beginner teachers.

Furthermore, the principals are expected as part of their management task, to acquaint the beginner teachers with how the school is run and organised. In chapter 3 of this study (3.4.3) it has been noted that the principals are to take cognizance of the fact that the beginner teacher should be initiated into various activities and resources as allocated to different people in the school, so that they can also actively take part in pursuing the objectives of the school.

In table 4.1 the responses reflect no differences in how both the beginner teachers and the principals feel about the help offered to the beginner teachers with school organisation

Reaction to commotion in class has also been cited in chapter 2 (3.2) as one of the problems experienced by the beginner teachers, and according to the literature consulted, this state of affairs hampers the progress of the beginner teachers and contributes to a range of dilemmas which beginner teachers encounter in their early years of teaching.

Because of the problems stated in the foregoing lines, beginner teachers in the literature consulted feel that they are not offered any assistance and are neglected during their initial years of teaching. To evaluate the help that principals give to the beginner teachers so as to lessen the feeling of insecurity and frustration on the part of the beginner teachers, questions B32 (see appendix B) and B25 (see appendix A); questions B26 (see appendix B) and B33 (see appendix A); and questions B27 (see appendix B) and question B35 (see appendix A); were directed at both the principals and the beginner teachers respectively. Table 4.1 shows that the responses do not differ. They both agree that beginner teachers are helped by the principals with teacher-parent relationships, how the school is organised, and the reaction to commotion in class.

In chapter 3 (3.4.3) it has also been stated that principals are bound to help the beginner teachers not to attempt to perform their duties in a haphazard, casual and unplanned manner, because if they are not helped to organise their teaching and learning activities, they will be overwhelmed, and this, in turn, might hamper their progress in whatever they undertake as their duties.

When they first start with their assignments, beginner teachers fail to organise their teaching and learning

activities. This is reflected in chapter 2 (3.2) where most authors have cited this as one of the problems of the beginner teachers.

Beginner teachers' problems, as cited in chapter 2 (3.5), centre around the school work place. When they first start with their new posts, beginner teachers seem to experience trouble working with colleagues as a team. They are shy to confess their problems to their colleagues, yet they need help.

On the basis of this argument, it would therefore follow that the principals can help the beginner teachers to avoid this emotionally frustrating experience by coordinating these new teachers with their more experienced colleagues, so that the young teachers ultimately feel that they are part of the institution in which they operate.

In favour of the argument above, it has also been reflected in chapter 2 of this study that when they first start in their posts, beginner teachers are at a stage where they are very unsure of their colleagues' expectations. Because of this, most of them regard turning to their colleagues for help as a last resort.

The principals are therefore, according to the authors consulted, expected to lay a solid foundation by helping the novice teachers to work harmoniously with their colleagues, and for this reason, question B30 (see appendix B) and question B37 (see appendix A) were asked. The responses from the beginner teachers as depicted in table 4.1, show that there is no difference in the views of both the principals and the beginning teachers. Both parties feel that the principals lead the beginner teachers to a better understanding of how to work with colleagues as a team.

If the principals do not come to their assistance, beginner teachers normally find ways to solve their problems. In chapter 2 (4.1) it has been indicated by the authors consulted that beginner teachers usually display less organised knowledge structures which are characterised as being interrelated on a more physical level when they solve their problems. According to Wildman's model in chapter 2 (4.2) beginner teachers solve their problems in many ways, thus generic ways:

- using trial and error;
- seeking information from colleagues;
- personal adaptation like taking the second job;

- working closely with students so as to gain their confidence;
- asking help from the deputy principal, head of department and the principal himself.

In pursuing whether the beginner teachers use these methods to solve their problems, questions B34 and B39; B35 and B40; B36 and B41; B37 and B43; B38 and B42; B39 and B44 (see appendices B and A respectively) were directed to both the principals and the beginner teachers.

The responses as reflected in table 4.1 suggest absolutely no difference in the views of the principals and the beginner teachers in relation to the questions listed in the foregoing lines, except for questions B35 and B40 which show that there is a difference ($d = 0,41$, $P = 0,0153$) between the views of the principals and the beginner teachers.

There seems also to be a difference in the views of both respondents in relation to questions B36 and B41 where ($d = 0,35$, $P = 0,0381$). Questions B37 and B43 also show the difference in views between principals and the beginner teachers, ($d = 0,37$, $P = 0,0361$).

4.9 CONCLUSION

Table 4.15 shows the difference in views of some responses from the principals and the beginner teachers. The results as depicted in table 4.15, show that in most cases the respondents do agree (12 = -), while on the other hand, the principals feel very positive in their answers as regards some questions and the beginner teachers feel that there was no help whatsoever offered to them by the principals concerning the issues that principals say they discussed with the beginner teachers. There is therefore, a discrepancy in the responses of the principals and those of the beginner teachers on some issues (2 = XXX), and these differences are reflected in table 4.15.

It is further highlighted in this table that, the principals and the beginner teachers, differ slightly in their responses to some questions. The differences are (7 = XX) on the other hand, (11 = X) shows a very small difference in views of both respondents.

The next will look into the formulation of a recommended model that will be used in inducting the beginning teachers in Bophuthatswana.