

**BIBLIOGRAPHY**

Adair, J. 1988. Effective time management. London: William Heinemann.

Allen, L.A. 1964. The management professional. New York: McGraw Hill.

Andrews, I.H. 1987. Induction programmes: Staff development opportunities for beginner teachers and experienced teachers. New York: McGraw Hill

Ashburn, E.A., Mann, M. & Purdue, P.A. 1987. Teacher mentoring: ERIC. Clearing house on teacher education. (Paper presented at the annual meeting of American Education Research Association, Washington D.C.)

Avenant, J.P. 1986. Guidelines for successful teaching. Durban: Butterworths.

Badenhorst, D.C. 1987. School management. Pretoria: HAUM.

Battersby, D. 1982. Diary of a year one teacher. New York: National Education.

Bekker, J. 1981. Opvoedkunde in perspektief. Durban: SAVBO (SAVBO-monografie nr 2)

Berman, P. 1978. The study of macro-implementation. Public policy. Journal of Teacher Education, 26 (2): 15-21, May-June.

Bishop, G. 1986. Innovation in education. London: Macmillan.

Blanchard, H.K. & Hersey, P. 1986. Management of organisational behaviour. New Jersey: Prentice Hall.

Bolam, R. & Beker, K 1975. The teacher Induction pilot schemes (T.I.P.S) project. Bristol: University of Bristol.

Bone, T. 1983. Exercising leadership. (In Paisey, A. (ed) The effective teacher in primary and secondary schools. London: Warddook.

Bophuthatswana. 1987. Report of the national commission on education: Education for Popagano. Bophuthatswana.

Bova, B.M. & Phillip, r.r. 1984. Mentoring as a learning experience for adults. Journal of Teacher Education, 35 (3): 196-230, November.

Bryars, L.L & Rue, L.W. 1987. Resource management. 2nd ed. Illinois: Irwin.

Bush, A. 1986. Theories of educational management. London: Harper Row.

Carkhuff, R.R. & Berenson, B.G. 1977. Beyond counselling and therapy. New York: Holt, Rinehart and Winston.

Cawood, J. & Gibbon, J. Educational leadership: staff development. 2nd ed. Cape Town: Nasou.

Casciano-Savignano, C.J. 1978. Systems approach to curriculum and instructional improvement. Columbia: Merrill.

Cloete, J.J. 1981. Instruction to public administration. Pretoria: Van Schaik.

Cohen, M. 1981. A new supervision model for linking theory to practice. Journal of Teacher Education, 32 (3): 26-30, May-June.

Congelosi, J.S. 1990. Management strategies. New York: Macmillan.

Craig, J. 1990. Managing primary schools. London: Longman.

Cronje, G.J., Neuland, E.W., Hugo, W.M., & Van Reenen, M.J. 1990. Instruction to business economics. 3rd. impression. Cape Town: Southern Book Publishers.

Cruickshank, D. & Ameline, W. 1986. Field experience in teachers education: Considerations and recommendations. Journal of Teacher Education, 37 (3): 34-40, October.

Daresh, J.C. & Playko, M.A. 1992. The professional development of school administrators: pre-service, induction and in-service application. Boston: Allyn and Bacon.

Davies, B. 1982. Organisational theory and schools in Hartnett, A. (ed) The social sciences in educational studies. London: Heinemann.

Department of Education. 1986. Principals' Guide. Mmabatho: Department of Education.

De wet, P.R. 1981. Inleiding tot onderwysbestuur. Kaapstad: Lex Patria.

Doyle, W. 1983. Academic work: review of educational research. 53, 159-199.

Durojaiye, M.O. 1981. A new introduction to educational psychology. London: Evan brothers Ltd.

Du Plessis, P.G. 1990. Applied business economics: an introductory survey. Pretoria: HAUM.

Eckhart, K.E. 1977. Social research methods: perspective, theory and analysis. New York: Random House.

Engelbrecht, S W., Yssel, J.C., Vester, T.L. & Minnar, P.C. 1988. Teaching science 1. 3rd. ed. Pretoria: Via Afrika.

Evarard, B. & Morris, G. 1990. Effective school management. 2nd. ed. London: Harper and Row.

Fenstermacher, G. 1982. What needs to be known about what teachers need to know. (In Hall, G. & Brown, g. eds. Exploring issues in teacher education: Questions for future research. The University of Texan at Austin, RDCTE.)

Fleck, G. 1980. Towards better feeding of higher education. New York: Macmillan.

Fullan, M. & Park, P. 1981. Curriculum implementation. Toronto: (The Ontario Institute for Studies in Education).

Fullan, M. 1982. The meaning of educational change. New York: Teacher College Press.

Fuller, F.F. 1970. personalised education for teachers: a introduction for teacher education. Austin: The research and Development Center for Teacher Education.

Goodlad, J.L. 1983. A place called school. New York: McGraw Hill.

Gorton, R.L. 1980. School administration: important issues concepts and case studies. Dудuque, Iowa: Wm C. Brown.

Gorton, R.A. 1984. School administration and supervision: leadership challenges and opportunities. London: Winston Brown Co.

Gray, H.L. (ed) 1982. The management of educational institutions: Theory, Research and Consultancy Falmer Press: Lewes Sussex.

Greyvenstein, L.A. 1987. Classroom planning and organising as task for the home economics teacher at secondary schools. (Dissertation M.Ed) - PU vir CHO.)

Greyvenstein, L.A. 1990. The development of women for management positions in education. (Thesis (D. Ed) - PU vir CHO.)

Griffin, G.A. 1985. Teacher induction: Research issues. Journal of Teacher Education, 36 (1): 42-46, January-February.

Griffin, G.A. 1983. Induction: an overview. (Paper presented at the annual meeting of the American Educational Research Association, New York.)

Groenewald, M.E. 1982. Onderrigstrategie vir huishoudkunde. Pretoria: HAUM.

Guidord, J.P. 1965. Fundamental statistics in psychology and education. 4th ed. new York: McGraw Hill.

- Hall, V. 1986. Head teachers at work. London: Open University Press.
- Ham, C. & Hill, M. 1985. The policy process in the modern capitalistic state. Sussex: Wheatsheaf Books.
- Havelock, R.J. 1979. Planning for innovation. Michigan: Ann Arbor.
- Hawsam, R. 1976. Educating, a profession. Washington, D.C: American Association of Colleges for Teacher Education.
- Hegler, R. & Dudley, R. 1987. Beginner teachers induction: a progress report. Journal of Teacher Education, 36 (1): 53-56, January-February.
- Hopkins, D. 1985. School-based review for school improvement. Belgium: Acco Leuwen.
- Hord, S.M. & Hall, G.E. 1986. Institutionalisation of innovations: knowing when you have it and when you don't. Austin, Texas: ERIC.
- Howey, K. & Bents, R. 1979. (eds.). Towards meeting the needs of beginner teachers. Minneaapolis: Midwest Teacher Corps Networks.
- Hoy, K.W. 1968. The influence of experience on the beginner teacher. School review, 76 (3): 312-323.
- Hoy, K.W. & Miskel. C.G. 1978. Educational administration theory, research and practice. 2nd ed. New York: Random House.

- Hoyle, S. & McMahon, C.G. 1986. The management of schools. London: Macmillan.
- Huberman, A.M. & Miles, M.B. 1984. Innovation up close. New York: Plenum Press.
- Hugo, W.M.J. & Van Rooyen, D.C. 1990. Purchasing and materials management principles in perspective. Pretoria: Van Schaik.
- Hughes, M. 1972. The role of a secondary head (Thesis (Ph. D))-University of Wales.
- Jacobson, M., Eggen, P., Kanchak, , D. & Dulaney, C. 1985. Methods of teaching: a skills approach. Ohio: Merrill.
- Jenks, J.M. & Kelly, J.M. 1985. Don't do, delegate: the secret power of successful managers. New York: McGraw Hill.
- Jenkins, D & Shipman, M.D. 1976. Curriculum: an introduction. London: Open University Books.
- Johnson, J.M. & Ryan, K. 1980. Research on the beginner teacher: implications for teacher education. Columbus: Ohio State University.
- Kenny, J.L., Roberts, J.M.E. 1986. Characteristics and predictors of institutionalisation. Research for better schools. Philadelphia: Eric report no.ED276847.

Kgomongwe, T.A. 1991. What management entails. (Paper presented at a workshop/seminar for principals, Mmabatho.)

Kgomongwe, T.A. 1991. Headmastership, Deputies. (Paper presented at a workshop/seminar for principals, Mmabatho.)

Kimbrough, R.b. & Nunnery, M.Y. 1976. Educational administration. New York: Macmillan.

Klug, B. & Salzman, S. 1991. Formal induction vs informal mentoring: comparative effects and out comes. Journal for Teaching and Teaching, 7 (3): 241-251, November.

Koonz, H.D. & O'Donnell, C.J. 1964. The principle of management: an analysis o managerial functions. New York: McGraw Hill.

Krajewski, J.L. & Ritman, L.P. 1984. Operations management strategy and analysis. 2nd ed. Massachussets: Wesley Publishing Co.

Kremer, H. 1991. The stories of experts and novice student teachers' supervisors: perspectives on professional development. Journal for Teaching and Teacher Education, 7 (5/6): 427-428.

Kroon, J. (ed) 1986. algemene bestuur. Pretoria: HAUM.

- Lagerweij, N.A.M. 1981. De veraanderbaarheid van onderwys. (In Van Kamende, J.A. (ed) Onderwys: bestel en beleid. Groningen: Wolters-Noordhoff.)
- Land, T. 1989. A model for provision of gifted education for black pupils in South Africa. (Theses (M.Ed) - UPE.)
- Landman, W.A. 1980. Inleiding tot die opoedkundige navosingspraktyd. Durban: Butterworth.
- Larson, J.S. 1980. Why government programmes fail. New York: Praeger Publishers.
- Lortie, D.C. 1975. A sociological study. Chicago: University of Chicago Press.
- Loucks, S.F. 1977. Concerns expressed by elementary school teachers about the implementation of the CSIS curriculum. Austin: Research Development Center for Teacher Education.
- Maccoll, E.C 1990. Classroom observation and Teacher appraisal-functions, techniques and criteria. (paper presented at the workshop/seminar for principals, Mmabatho.)
- Makhokolo, K.L. 1989. Management development of principals of black schools with special reference to top-downs. (Thesis (M.ed) - PU vir CHO.)
- Malkevitch, J., Meyer, W. 1974. Graphs, models and finite mathematics. New Jersey: Prentice-Hall.

Marland, M. 1986. School management skills. London: Heinemann Educational Books.

Marx, F.W. & Churr, E.G. 1990. Fundamentals of business economics. Pretoria: HAUM.

Matlawe, M.K. 1990. Delegation: a sine qua non in effective organisational management. Popagano 11 (2): 7-8, November.

Matsei, M.E. 1990. The principal's leadership style on the schooling in developing societies. Popagano 11 (2): 2-4, November.

Matooane, J.L. 1983. Educational problem and administration, Part 1. Roma: N.U.L

Matooane, J.L. 1983. Educational problem and administration. Part 11. Roma: N.U.L

Macdonald, F.J. 1982. Study of induction programmes for beginner teachers. Executive summary. Berkeley: Educational Testing Services.

McGregor, D. 1960. The human side of enterprise. New York: McGraw Hill.

Mogan, C. 1974. Community involvement in decision-making. London: Open University Press.

Mosoge, M.J. 1989. Conflict management as a task of the school principal in the Department of Education and Training with special reference to the Vaal Triangle. (Thesis (M.Ed) - PU vir CHO.)

Mulcahy, M.J. 1990. Are principals a significant factor in the grading of the schooling in developing societies?.

Popagano 11 (2): 5-6, November.

Mulcahy M.J. 1991. Time and stress management. (Paper presented at the principals' workshop/seminar, Mmabatho.)

Musaazi, J.C. 1982. The theory and practice of educational administration. London: Macmillan.

Newberry, J.C. 1977. The first year experience: Influences on beginner teachers. (Paper presented at the annual meeting of the American Educational Research Association, New York.)

Newman, H.W., Warren, E.K. & Schenee, J.E. 1982. The process of management. 5th ed. New Jersey: Prentice Hall.

Nicholls, A 1983. Managing educational innovations. London: Routledge Kegan & Paul.

Nixon, A. 1979. The small groups. New Jersey: Prentice Hall.

Owens, R.G. 1981. Organisation behaviour in schools. New Jersey: Prentice Hall.

Paisey, A. 1988. Effective management in schools. Oxford: Basil Blackwell.

Pall, G.E. (ed) 1982. Induction, the missing link. Journal

of Teacher Education, 32 (3): 53-55, May-June.

Pataniczek, D.N. & Issacson, N. 1981. The relationship of Socialisation and the concerns of beginner teachers. Journal of Teacher University, 32 (3): 11-14, November.

Peterson, E. 1982. Sameness drives me up a wall. (Paper presented at American Educational Research Association. New York.)

Playko, M.A. 1991. The voyage to leadership: journeys of four teachers. (Thesis (Ph. D.) - Ohio University.)

Renzulli, J.S. 1975. The enrichment triad model creative learning. Connecticut: Press, Inc.

Robbins, S.P. 1984. Management: concepts and practices. Englewood Cliff. New Jersey: Prentice Hall.

Roe, W.H. & Drake, T.L. 1980. The principalship. 2nd ed. London: Macmillan.

Rutherford, H., Hall, S. & Huling, M.: Bibliography incomplete as reference no longer available.

Rust, W.B. 1985. Management guidelines for teachers. London: Pitman.

Ryan, K. 1982. Why bother with induction? (Paper presented at the American Educational Research Meeting, New York.)

Sanderfur, J.T. 1982. What happens to the teacher during induction? (Paper presented at the annual meeting of the American Educational Research Association, New York.)

Saran, R. & Strafford, V. 1990. Research in educational management and policy: retrospect and prospect. London: Palmer Press.

SAS Institute Inc. 1985. SAS users guide: statistics version 5 ed. Cary. N.C.: SAS Institute Inc.

Sayed, A. 1981. The management task of the principal of an Indian school. (Thesis (M.Ed.) - PU vir CHO.)

Sehlare, B.M 1989. Perceptions of students and lecturers of micro-teaching and its implementation in selected Colleges of education in Bophuthatswana. (Dissertation (B.Ed.) -UNIBO.)

Sehlare, L.M. 1987. A critical study of teachers employment policy in Lesotho, with particular reference to secondary school teachers. (Thesis (M.Ed.) - University of Birmingham.)

Sergiovanni, T.J. & Starratt, R.J. 1988. Supervision, human perspective. New York: McGraw Hill.

Sergiovanni, T.J. 1984. Leadership and excellence in schools. New Jersey: Prentice Hall.

Sheehy, G. 1976. The mentor connection: the secret link in the successful woman's life. Journal of Teaching and

Teachers Education, 31 (3): 33-39, May-June.

Taylor, C.A. 1985. The challenge of implementing a programme for the gifted in schools. 6th World Conference on gifted and talented children. Hamburg: West Germany.

Stone, E. & Morris, S. 1975. Teaching practice: problem and perspective. New York: Methuen.

Toffler, A. 1983. Future shock. London: Pan Books.

Traxler, M. 1987. The gifted child. Journal for the education of the gifted, Vol. 10 No.3. The Association for the gifted. Reston: Virginia.

Van den Berg, R., Koning, H., Miles, M., Van der Spoel, F., Schmuch, R. & Van der Vegt, R. 1981. Large scale strategies for supporting complex innovations participating schools. Katholiek pedagogisch Centrum: 'S-Hertogenbosch.

Van der Westhuizen, P.C. 1977. Fundamentele bedgronding vir die begryping van die verstandelike-begaafte kind-in-opvoeding. Pretoria: University of Pretoria.

Van der Westhuizen, P.C. 1986. Perspektiewe op onderwysbestuur en begripsverklaring. (In Van der Westhuizen, P.C. (red.) onderwysbestuur: drondslae en riglyne. Pretoria: HAUM. pp. 9-59.)

Van der Westhuizen, P.C. 1991. Educational management tasks. (In Van der Westhuizen, P.C (ed.) Effective

educational management. Pretoria: HAUM. pp. 135-223.)

Van dormolen, J. 1982. Aandachtspunten: De a Priori analyse van leertersten voor wiskunde bij het voortgezet onderwijs. Utrecht: Bohn, Scheltema & Holkema.

Van Wyk, J.G. 1987. The law of education for the teacher. 2nd revised edition. Pretoria: Academia.

Veenman, S. 1984. Perceived problems of beginner teachers. Review of educational research. 54 (2): 143-178.

Vonk, J.H.G. 1983. Problems of beginner teachers. European Journal of Teacher Education, 6 (2): 133-150.

Wallace, R.C. Jr. 1983. Teacher induction-who is responsible? (Paper presented at the annual meeting of AERA, New York.)

Wildman, T.M. et al, 1988. Sources of teaching problems and the ways beginners solve them: an analysis of the first two years. AERA: New Orleans.

Yin, R.K. 1991. Institutionalisation: Administrators' Journal, 35 (1) 35-37, November.

Zeichner, K.M. 1983. Individual and institutional factors related to the socialization of beginner teachers. (Paper presented at the American Educational Research Meeting, October.)

CONFIDENTIAL

(For office use only)

Quest No 

--	--	--

 (1 - 3)QUESTIONNAIRE TO PRINCIPALSHOW TO COMPLETE THE QUESTIONNAIRE

1. Instructions on how to complete the questionnaire for each part are given at the opening/beginning of each part. Please study the instructions very carefully.
2. It will be highly appreciated if you give frank answers.
3. Please DO NOT write your name on the questionnaire

PART A

Indicate your answer by putting an 'X' over the number in the applicable square.

A1. Your age falls within the range of:

25 - 34	1
35 - 44	2
45 - 54	3
55 - 60	4
61 +	5

 (4)

A2. Sex

Male	1
Female	2

 (5)

A3 Highest Qualifications

Technical Diploma	1
U . D . E . S	2
U . D . E . P	3
First Degree + Teachers Diploma	4
B ED or Honours	5
Masters	6
PH.D OR D Ed	7

 (6)

A4 Category

A, B or C	1
D = M+4	2
E = M+5	3
F = M+6	4
G = M+7	5

(7)

A5. Experience as a Principal

0 - 3 yrs	1
4 - 8 yrs	2
9 - 11 yrs	3
12 - 20 yrs	4
21 +	5

(8)

PART B

A scale of values, complete with figures, has been supplied alongside each statement. Please indicate on a scale of 1 - 4 with an 'X', to what extent the following statements are true (your personal view).

1. Never
2. Sometimes
3. Often
4. Always

Example:

Beginner teachers and their more experienced colleagues develop good relationships

1	2	3	<input checked="" type="checkbox"/>
---	---	---	-------------------------------------

BEGINNER TEACHERS ARE HELPED BY THE PRINCIPALS . . . . .

B1. with management and organisation problems

	NEVER	SOMETIMES	OFTEN	ALWAYS	
	1	2	3	4	(9)

B2. with proper evaluation of students' work.

1	2	3	4	(10)
---	---	---	---	------

	NEVER	SOMETIM	OFTEN	ALWAYS	
B3. Familiarising with school rules and regulations	1	2	3	4	(11)
B4. with clarification of the referral system in the school	1	2	3	4	(12)
B5 with compliments when they have done well	1	2	3	4	(13)
B6 with monitoring the work assigned to them	1	2	3	4	(14)
B7. with classroom participation and motivation	1	2	3	4	(15)
B8. to make correct decisions	1	2	3	4	(16)
B9. because she/he sets example to work hard	1	2	3	4	(17)
B10. through constructive criticism	1	2	3	4	(18)
B11. through supervising whenever they are assigned responsibility	1	2	3	4	(19)
B12. by being given a manageable teaching load	1	2	3	4	(20)
B13. by showing the communication channels from school to circuit office	1	2	3	4	(21)
B14. by introducing them to parents	1	2	3	4	(22)
B15. by allowing face to face communication with himself ( the principal)	1	2	3	4	(23)
B16. by providing immediate feedback on their problems	1	2	3	4	(24)
B17. by allowing access to policy documents	1	2	3	4	(25)
B18. by allowing them to attend staff meetings	1	2	3	4	(26)
B19. by informing them of the aims and objectives of the school	1	2	3	4	(27)
B20. by making them aware of the reporting system in the school	1	2	3	4	(28)
B21. by being coordinated into the school by formal meetings	1	2	3	4	(29)
B22. by encouraging them to perform their duties voluntarily	1	2	3	4	(30)
B23. by offering assistance in cases where they fail to prioritise effectively	1	2	3	4	(31)
B24. by involving them in decision making	1	2	3	4	(32)
B25. by helping them in creating good relationships with students and colleagues	1	2	3	4	(33)

HOW OFTEN DO BEGINNER TEACHERS REQUIRE HELP FROM THE PRINCIPAL WITH . . . .

B26.	classroom organisation and management	1	2	3	4	(34)
B27.	motivating the students	1	2	3	4	(35)
B28.	disciplining students	1	2	3	4	(36)
B29.	evaluating students' classwork	1	2	3	4	(37)
B30.	settling disputes amongst students	1	2	3	4	(38)
B31.	student/teacher relationships	1	2	3	4	(39)
B32.	teacher/parent relationships	1	2	3	4	(40)
B33.	school organisation	1	2	3	4	(41)
B34.	school regulations	1	2	3	4	(42)
B35.	reaction to commotion in class	1	2	3	4	(43)
B36.	organising teaching and learning activities	1	2	3	4	(44)
B37.	working with colleagues as a team	1	2	3	4	(45)
B38.	referral system in the school	1	2	3	4	(46)

HOW OFTEN DO BEGINNER TEACHERS SOLVE THEIR PROBLEMS BY . . . .

B39.	trial and error	1	2	3	4	(47)
B40.	seeking information by asking their colleagues	1	2	3	4	(48)
B41.	working very closely with students so as to gain their confidence	1	2	3	4	(49)
B42.	asking for help from the H O D	1	2	3	4	(50)
B43.	asking for help from the Deputy Principal	1	2	3	4	(51)
B44.	asking for help from the Principal	1	2	3	4	(52)

THANK YOU FOR YOUR COOPERATION

CONFIDENTIAL

(For Office use only)

Quest. No 

--	--	--

 (1 - 3)

QUESTIONNAIRE TO BEGINNER TEACHERS

HOW TO COMPLETE THE QUESTIONNAIRE

1. Instructions for completing the each part of the questionnaire are given at the opening/beginning of each part. Please study the instructions very carefully.
2. It will be highly appreciated if you give frank answers.
3. Please DO NOT write your name on the Questionnaire.

PART A

Indicate your answer by putting an 'X' over the number in the applicable square.

A1. Your age falls within the range of

20 - 24	1
25 - 34	2
35 - 44	3
45 - 54	4
55 - 60	5
61 +	6

(4)

A2. Sex

Male	1
Female	2

(5)

A3. Highest Qualifications:

Technical Diploma	1
U.D.E.S	2
U.D.E.P	3
First Degree plus Teachers Diploma	4
Masters	5
PH.D or D.ed.	6

(6)

A4. Category

A, B or C	1
D = M+4	2
E = M+5	3
F = M+6	4
G = M+7	5

(7)

A5. Experience as a teacher

0 - 3 mths	1
4 - 13 ..	2
14 - 23 ..	3
24 - 33 ..	4
34 - 36 ..	5

(8)

PART B

A scale of values, complete with figures, has been supplied alongside each statement. Please indicate on a scale of 1 - 4 with an 'x', to what extent the following statements are true. (Your personal view).

1. NEVER
2. Sometimes
3. Often
4. Always

Example: The principal monitors everything

1	<input checked="" type="checkbox"/>	3	4
---	-------------------------------------	---	---

HOW OFTEN DO PRINCIPALS OFFER HELP WITH

NEVER  
SOMETIMES  
OFTEN  
ALWAYS

B1. Classroom Management

1	2	3	4	(9)
---	---	---	---	-----

B2. Time management

1	2	3	4	(10)
---	---	---	---	------

B3. School rules and regulation

1	2	3	4	(11)
---	---	---	---	------

B4. Referral system in the school

1	2	3	4	(12)
---	---	---	---	------

B5. Complimenting you when you have done well

1	2	3	4	(13)
---	---	---	---	------

	NEVER	SOMETIM	OFTEN	ALWAYS	
B6. Classroom motivation, and participation	1	2	3	4	(14)
B7. Taking correct decisions	1	2	3	4	(15)
B8. Giving manageable teaching load	1	2	3	4	(16)
B9. Setting example by working hard	1	2	3	4	(17)
B10 Offering constructive criticisms	1	2	3	4	(18)
B11 Supervising when assigned responsibility	1	2	3	4	(19)
B12 Channels of communication from school to Circuit	1	2	3	4	(20)
B13 Interaction with parents	1	2	3	4	(21)
B14 Allowing face - face communication with him	1	2	3	4	(22)
B15 Offering immediate feedback on your problems	1	2	3	4	(23)
B16 Discussing the policy document with you	1	2	3	4	(24)
B17 Clarifying the aims and objectives of the school	1	2	3	4	(25)
B18 The reporting system in the school	1	2	3	4	(26)
B19 Using formal meeting as co-ordination aids	1	2	3	4	(27)
B20 Encouraging you to perform your duties voluntarily	1	2	3	4	(28)
B21 Where you fail to prioritise effectively	1	2	3	4	(29)

	NEVER	SOMETIMES	OFTEN	ALWAYS	
B22 Involving you in decision-making	1	2	3	4	(30)
B23 Creating good relationship with students and colleagues	1	2	3	4	(31)
B24 Settling disputes amongst students	1	2	3	4	(32)
B25 Teacher - parent relationship	1	2	3	4	(33)
B26 School organisation	1	2	3	4	(34)
B27 Reaction to commotion in class	1	2	3	4	(35)
B28 Organising teaching and learning activities	1	2	3	4	(36)
B29 Coping with individual or disruptive classes	1	2	3	4	(37)
B30 Working with colleagues as a team	1	2	3	4	(38)
B31 Observing the school curriculum and school expectations	1	2	3	4	(39)
B32 Clarification of the conditions of service	1	2	3	4	(40)
B33 Allocating you subjects you majored in at the College	1	2	3	4	(41)

HOW OFTEN DO YOU SOLVE YOUR PROBLEMS BY . . .

B34 Trial and error	1	2	3	4	(42)
B35 Seeking information from colleagues	1	2	3	4	(43)
B36 Working very closely with students so as to gain their confidence	1	2	3	4	(44)
B37 Asking help from Deputy principal <sup>the</sup>	1	2	3	4	(45)
B38 Asking help from H.O.D	1	2	3	4	(46)
B39 Asking help from the principal	1	2	3	4	(47)

THANK YOU FOR YOUR COOPERATION

APPENDIX C:

LETTER TO THE SECRETARY FOR EDUCATION

The Secretary  
Department o Education  
Private Bag X2044  
Mmabatho  
8186

Sir,

I am conducting a study titled:

THE RESPONSIBILITY OF THE PRINCIPALS IN INDUCTING THE  
BEGINNING TEACHERS WITH SPECIAL REFERENCE TO SELECTED HIGH  
SCHOOLS IN BOPHUTHATSWANA

I am studying with the PU for CHE, FOR a Masters Degree in  
Education. I wish to request you to grand me permission to  
distribute the questionnaires to:

- the principals in selected high schools.
- the beginner teachers in high schools, from 8 of  
the 17 circuits; specifically:
  - Molopo
  - Ditsobotla
  - Setlagole
  - Taung
  - Ga-Rankuwa
  - Kudumane
  - Thaba-Nchu
  - Mabopane

Thank you

---



KANTORO YA/OFFICE OF THE/KANTOOR VAN DIE

Nr. Tshup./Ref. No./Verw. Nr.

Botsa Go/Enquiries/Navrae

J. I. Monnakgotla (MR.)

Nr. Mog./Tel. No. (0140) 292362

Department of Education

Private Bag X2044  
Mmabatho

8681

18 March, 1992.

Madam,

Permission is hereby granted to you to distribute the questionnaires to principals and **beginner** teachers in the high schools concerned.

Before distributing the questionnaires, permission should be sought from the Circuit Officers concerned. The Department wishes you every success in your research.

The Secretary for Education

APPENDIX E:

APPENDIX E:

LETTER TO THE CIRCUIT INSPECTORS

The Circuit Inspector

---

---

Sir/Madam,

1. I am conducting a study the tittled of which is:

THE RESPONSIBILITY OF THE PRINCIPALS IN THE INDUCTION OF  
THE BEGINNER TEACHERS WITH SPECIAL REFERENCE TO SELECTED  
HIGH SCHOOLS IN BOPHUTHATSWANA

2. Your Circuit was included in the sample and chosen among  
the 17 circuits in Bophuthatswana. 5 High Schools will  
be dealt with. These schools were also included in  
the sample of high schools in your circuit and were  
chosen.

3. I have obtained permission from the Secretary for  
Education to distribute the questionnaires.

Thank you in anticipation

---

APPENDIX F: LETTER TO PRINCIPALS

The principal

---

---

Sir,

I am undertaking a study titled:

THE RESPONSIBILITY OF PRINCIPALS IN THE INDUCTION OF THE  
BEGINNER TEACHERS WITH SPECIAL REFERENCE TO SELECTED HIGH  
SCHOOLS IN BOPHUTHATSWANA

I have obtained the permission from the secretary for  
Education and your circuit inspector for distributing the  
questionnaire to schools. Your school has been included in  
the sample and was chosen.

Will you and your staff (new teachers) be <sup>so</sup> kind <sup>as</sup> to complete  
the questionnaire?

Thank you in anticipation

---