

Item 12.10: Planning of an induction programme should be a sworn policy between the principal, the staff, novice educators and the school governing body.

More than half the respondents (58%), agreed that planning of induction programme should be a sworn policy between the principal, the staff, new educators and all stakeholders within the school environment. This can be attributed to the idea of encouraging cooperation and also sharing responsibilities for the attainment of the school objectives. Planning can furthermore create good working relationship within the community surrounding the school and can also promote self-esteem to the seniors. From the sample 42% disagreed with the view that, planning of induction programme might not be a sworn policy for the school governing body as to minimize the cost that might be engaged thereof but may be a sworn policy for educators, since it will affect the attainment for culture of learning and teaching in the school situation.

4.3.13 Human Relations

Human relation tends to be the aspect that plays a vital role in the educational system. All objectives of the school can be achieved through good human relation .It is therefore acknowledged that human relation prevailing within the institution will promote or demote the achievement of the vision and mission statement of the school (Gokhool, 2007:64).

The responses from the respondents are outlined from item.13.1 to item 13.5 below, as follows:

Table 4.13: Human Relations

Statement	SA		A		S		SD	
	f	%	f	%	f	%	f	%
13.1 The principal has to ensure that integration between new educators and old educators exists with the help of heads of department.	25	50	3	6	7	14	15	30
13.2 Through induction the principal ensures that the cooperative working environment is created for new educators.	7	14	24	48	15	30	4	8
13.3 New educators are inducted on working environment interactive skills.	10	20	30	60	10	20	0	0
13.4 During induction the principal emphasizes the interaction between new educators, old staff learners and the community.	10	24	23	46	14	28	1	2
13.5 Principal inducts new educators on the negative impact of cliques in the school environment.	4	8	14	28	24	48	8	16

Item 13.1: Principal has to ensure that integration between new educators and old educators exists with the help of heads of departments.

More than half of the respondents (56%), agreed due the fact that by delegating heads of departments for the integration of the new educators, that would ease the induction process on both parties (i.e.: -New educators and old staff members). Furthermore heads of departments were deemed to be the relevant and the immediate seniors to new educator as they led various learning-areas in the school. That could be attributed to the fear of taking diverse roles within the school and limiting one's capabilities. From the sample, 44% disagreed to the above statement that not only principals but all the members of the management team had to oversee that new and old staff might be integrated effectively.

Item 13.2: Through induction the principal ensures that co-operative working environment is created for new appointees.

The majority of respondents (62%), agreed to the above statement, as they believed that induction was the programme that promoted and ensured that cooperation could be maintained if educators were equipped with information, while 38% of the respondents disagreed because they believed that induction might not be the only function that principal could utilized to ensure that co-operative working spirit was promoted and maintained in the workplace.

Item 13.3: New educators are inducted on working environment interactive skills

The majority of respondents (80%), agreed to the above statement because they believed that equipping them with insightful interactive skills helped in understanding the prescribed culture of the school and maintained harmony. From the sample 20% disagreed with the view due to the negative perceptions they had on personal interaction as they viewed it as personal characteristics. That might mean that principals acknowledged that good interpersonal skills would positively improve working relations, since the teaching profession required advanced interpersonal skills for one to make it in the profession.

Item 13.4: During induction the principal emphasizes the interaction between new educators, old staff, learners and the community.

The majority of the respondents (70%), agreed that emphasizing interaction between the new educators, old staff, learners and the community would ensure good working relations among the different stakeholders and would also quicken the achievement of desired objectives. From the sample, 30% disagreed because they viewed human relations might not be important on their goal achievement. This implies that strategies

and formulation of an induction policy might be planned inter-alia with the time-scale due to fact that most activities cannot be estimated based on time.

Item 13.5: Principal inducts new educators on the negative impact of clique's formation in the school environment

The majority of the respondents (64%), disagreed that during induction the principals and new appointees might not discuss matters related to clique formed, as this hampered the essence and effectiveness of the programme of induction. Furthermore, only the assumption based on consequences of clique could be announced briefly. Of the sample, (36%) agreed to the above statement because they condoned that cliques should not be tolerated in the working environment and should be discouraged during the development of the school policy. Only group discussion as the process of sharing ideas that would benefit the school could be condoned.

4.4 PRESENTATION OF FINDING AND INTERPRETATIONS FROM THE INTERVIEW SCHEDULE FOR PRINCIPALS

Presentation of the findings and interpretation from the interview schedule are outlined from Question 1 to 9 (Page.150) in Annexure B1.

Theme 1: The nature and scope of induction programmes

Response: Induction programmes are done sporadically, haphazardly and the content is usually superficially defined or ill defined. I interviewed principal (3) from school (C) and observed his reactions such as his enthusiasm, shyness, eloquence and body language. At the same time I jotted down fieldnoted. Since this study is based on critical emancipatory theory, the researcher conducted an interview in order to elicit and listen to the voices of the participants.

Theme 2: The handling and management of the orientation

Response: Out of ten respondents, four of the respondents reported that novice educators are introduced to the school management team, staff members, learners, school governing body and parents. Heads of departments are furthermore assigned to continue with the orientation.

The respondents show the researcher, that they lack documents that serve as supportive documents like the rota of duties (job-description) that shows the specific work assigned to heads as orientation programme for newly appointed educators. This implies those principals' didn't follow appropriate steps whereby teamwork and good communication could be observed. Furthermore, it might emanate from lack of knowledge and relevant information, related to the planning and implementation process thereof led by principals.

Theme 3: Objectives of an induction of educators

Response: Half of the respondents were able to relate some objectives for inducing novice educators but others were partial, as they were hesitant and not confident.

The principals' knowledge pertaining to education and training is dependent, inter alia, in support of appropriate induction programme. This implies that gaps still exist in the school management team as to improve the understanding of ongoing educator and development thereof.

Theme 4: Provision of leadership for induction programme

Response: Majority of the principals responded that school principals should have provided leadership for an induction programme by starting it and furthermore ensuring that SMT take the programme further but unfortunately that was not happening. This implies that there were factors that made it impossible for managers to take a leading role in ushering in the implementation of an induction programme. It also indicates that there was still much to be done. These managers might need to be supported and inducted also.

Theme 5: Experience of managers on induction

Response: Out of ten respondents, three presented their experience by saying that an induction programme should be a continual process in schools, whereby supervision and coaching is strategically entertained as to improve and add value to the quality of teaching.

The minority of the respondents presented their experience related to induction, which showed that the small number of managers acquired limited knowledge and skills required but alignment should be done as to improve their potentials. Furthermore, this implies that most principals lack knowledge and skills on an induction programme and they really need adequate experience to be able to carry out their duties confidently and properly.

Theme 6: Challenges facing novice educators on an induction programme

Response: All the respondents reported that there are various challenges that novice educators experience in their respective institutions. One of the school managers stated that lack of effective communication, teamwork; co-operation and ongoing support tend to be challenges facing the novice educators, especially principals, in implementing an induction programme. One of the respondents who reported that they did not get support from anybody argued that “when I ask support from my seniors they pass the buck, it is shows almost that, I am weak and can handle issues of my position well and shows again I lack of professional competence”.

The various issues that arose from most of the respondents reveal different challenges that hamper the smooth of this programme of induction. White (2002:17) found that new employees experienced a profound sense of isolation from peers as they move into their roles. New managers often lack confidence, even when they possessed sufficient knowledge to do their work well. This might lead to poor performance by new appointed educators as relationships tend not to be warm and sincere as expected.

Theme 7: Views on management of induction and implementation

Response: Out of ten respondents, seven of the respondents replied that induction programmes could have acted as vital tools to develop them continuously, but failed and most of the new managers believed that there were still much to be learned as to boost their confidence and allay their fears. Chubbuck (2001:369), supported this statement by emphasizing that the principal is the key figure at the school, s/he has to demonstrate his/her roles as a key figure.

As it was not accepted by majority of the respondents, it simply implies that they were not satisfied and comfortable with the techniques used in managing the implementation of an induction programme thereof. The interview data suggest that the programme was not effectively monitored and there is a need to improve the strategies of implementation, in order to develop and empower all new educators, so that they acquire necessary skills.

Theme 8: Development of strategies

Response: Majority of the respondents reported that their schools do not have specific and well structured plan in place as to improve the accessibility and effectiveness of newly appointed employees. This suggests that due to lack of plans, the aspects for development of educators are not observed and entertained. This might lead to poor performance of the entire school and poor performance of educators in different fields/activities in the school. One of the respondents, who reported that his school does not have plan or strategy, emphasized the fact that “school managers might need professional development to be able to develop strategies on the implementation of an induction programme.

Theme 9: Improvement of induction programme

Response: Majority of the respondents stated indomitably that an induction programme aimed at developing educators especially novice educators and the school management teams should have bench marks to evaluate or assess the success of an induction programme within the school. Furthermore they indicated that the government should aid schools financially and monitor and enforce a yearly plan on the implementation of the induction programme, to all public employees. This implies that active participation of knowledgeable STMs' and seniors shall improve the implementation of induction programme. Furthermore, the involvement of the Department of Education, the ushering and monitoring might improve this programme extensively.

An interview schedule with novice-educators appears in Annexure D1 and its responses appear in Annexure D2. Furthermore, Annexure B1 and B2 present the interview schedules and responses of other participants.

4.5 CONCLUSION

This chapter outlined the findings of the empirical investigation conducted to determine the importance of the development and implementation of the induction programme for newly appointed educators in the Taledi Area Project Office. In some schools, most principals did not perceive an induction as their important role in school management and organization. They viewed an induction as a burden since it involved assisting newly appointed educators in achieving their goals successfully in the school. As such, they did not see the importance of practical implementation since most principals believed in policies and regulations of the school (i.e.:documentation).In essence, managers ignored the fact that the implementation of good induction programmes would promote ownership towards sharing views for the development of the school and compliance to the school policy .

The research findings revealed that school principals played a major role in communicating the importance of induction, with both newly appointed educators and existing (i.e.:old) educators. From the findings, it was also discovered that school managers, as engineers, encouraged the culture of learning and teaching within the school. Culture of learning encompasses creation of a favourable environment, cooperative working conditions, self-actualization platform, maintenance of healthy communication channel and good interpersonal relationship.

In conclusion, it is evident enough that the induction of newly appointed teachers was a problem to principals. Respondents in item 16.2 and item 16.7 supported that. In essence, the research has shown that development and implementation of an induction programme remains a crucial aspect which enables new educators to handle their stipulated task effectively. The SMT should be equipped with information to be in position to handle their managerial tasks. Furthermore an induction programme will enable new educators to work with confidence and pride without any fear. Therefore, the development and implementation of this function should strategically be handled and effected accordingly and timeously.

CHAPTER FIVE

SYNTHESIS, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In the first chapter, key aspects relating to the background of the research problem, orientation, rationale, aims of the research, research methods, and the demarcation of the research, as well as clarification of concepts were discussed. The results were considered in the light of the theoretical framework (cf.2.6) in Chapter Two and were aimed at answering the following main questions posed in Chapter One:

- ❖ What is the nature and scope of inducing newly appointed teachers?
- ❖ Investigating the experiences of principals, heads of department as well as new educators and views on new teacher induction programme in the Taledi Area Project Office and
- ❖ Defining and presenting possible strategies for the implementation of an effective induction programme.

This chapter is based on the findings generated in the interviews and questionnaires conducted in the Taledi Area Project Office. This chapter presents a summary of the whole study and further discusses findings or offer critique of the new finding from the literature review and from the empirical research.

A recommendation based on the research findings as well as recommendations for future research are presented. This is followed by the concluding remarks.

5.2 OVERVIEW OF THE WHOLE STUDY

The main aim of the study was to contribute to the strategies for managing implementation of induction programmes based on the challenges facing educators, especially senior educators, in implementing such programmes. The study was motivated by the fact that though most educators displayed positive attitudes towards induction, traditional induction was still practised within the Taledi Area Project Office

and that had encouraged a negative attitude amongst some of the educators towards that type of orientation as a strategy and guidelines for developing and managing induction programmes in schools. Hence the need exists to introduce a model of induction that could constitute a strategy for managing the implementation of the induction programme in Taledi Area Project Office. The intention of the study was to uncover the greatest challenges facing management teams in implementing such programmes, and to propose a suitable model for the Area Project Office.

The responses given by the senior educators and the reactions of the educators in the schools indicated that senior educators tried their utmost to facilitate induction support activities, even if the process was exclusive of an adequate formal coaching / orientation process. Senior personnel also indicated that they were aided by supportive team work, and that their subordinates were effectively committed to and accountable for transformation because they were able to receive whatever guidance and motivation were provided for the improvement of themselves and their learners, including their school at large.

Some respondents indicated that other senior educators practised traditional methods of induction, but not adequately. That was highlighted by some respondents' negativity towards induction as time for professional development demonstrated the appropriateness of activities to the daily responsibility of novice educators.

There existed, therefore, a dire need for induction to be managed and implemented in order to develop and empower all educators, so that they could acquire skills needed to facilitate and promote new ideas, to enhance quality education in the Taledi Area Project Office. Furthermore implementation of an induction programme would enhance the customer centred leadership.

Chapter One described the background of the research problem, the problem statement and the rationale for the research. Aims and objectives were also stated. The research methodology was briefly explained in this chapter. The last section defined concepts used throughout the study.

Chapter Two presented theories of induction as a strategy for professional development for educators, especially, novice educators. The literature review furnished the basic theoretical aspects of the induction programme. The chapter presented literature reviews, where the researcher applied his mental efforts to analyze the information from various sources.

In chapter Three the research methodology was discussed, as well as the reasons for its selection. Planned questionnaires and focus structured interviews were employed as data collection methods. The chapter clearly depicted the types of approaches employed.

Chapter Four entailed data analysis and the interpretation of data collected. Responses derived from the interviews conducted were summarized into themes for better analysis and interpretation. Findings were noted but not fully discussed.

5.3 MAJOR RESEARCH FINDINGS

5.3.1 Findings stemming from literature review

Findings on objective 1

From objective 1, this was to determine from the literature the nature and scope of school induction for novice educators.

A vital matter, with regard to inducing novice educators, is developing the scope and nature of the induction process. The scope entails a clear picture of the duration of the induction programme, location and how it is going to be conducted as follows:

- ❖ Novice educators view induction as a time consuming mechanism on their part ;
- ❖ Induction puts enormous pressure on novice educators ;
- ❖ Effective continuing professional development ensures progress and
- ❖ Time management seems to be a problem when planning induction programme (cf. 2.4).

A comprehensive professional development framework is based on a foundation of high standard through a coherent system that ensures appropriate and effective professional development for educators of all levels. The professional development for new educators should focus on the following (cf.2.4) as: The following were found:

❖ **Timing**

Effective practices of professional development should demonstrate the appropriateness of activities to the daily responsibility of new educators. Furthermore, professional development opportunities should be made available to new educators throughout the year (cf.2.4.1).

❖ **Method of delivery**

All professional development opportunities for new educators should be differentiated, ongoing, and appropriate. Methods of delivery are discussed below as follows (cf.2.4.2):

- *Differentiated*

Differentiated professional development opportunities should be offered for teachers who are new to the professional fraternity.

- *Ongoing*

Since there are multiple entry points for new educators, relevant components of professional development should be available throughout the year. These professional developments opportunities should be established as the entry to ongoing professional growth for all educators. Continuity for induction as a strategy for professional development is imperative, and needs to be realized indeed.

- *Appropriate*

Special attention should be paid to designing a manageable professional development programme for new educators that recognizes the new teacher induction programme requirements in addition to the professional development opportunities and programmes that should be offered to all educators.

Findings on objective 2

From objective 2, this is to investigate the experience of principals, HODs' as well as new educators and their views on the new teacher induction programme.

- **Effective professional development**

Activities are designed with the vision that who ever has opportunities to learn, reflect, and acquire skills related to their profession, can best provide the opportunities for children. Effective professional development is an essential and indispensable process, without which schools and programmes cannot hope to achieve their desired goals for student achievement. Programmes and initiatives are built on the belief that the continued growth and ongoing development of professionals and other personnel, are both key to the effectiveness of the educational system and critical retaining to the best people in the profession (cf.2.4.8).

- **Collegiality and collaboration**

Each component of a professional development plan, should strive to facilitate collaboration and building from multiple perspectives (e.g.:stakeholders and philosophy). From needs assessment for evaluation, each programme component should be conducted with teamwork as a critical focus. Educators should be collaboratively involved in planning and applying their own learning experiences (cf.2.4.8.1).

- Developmental principles

For every profession there are certain standards set that are applied as measuring instrument to determine quality differentiation and these are outlined below:

- ❖ Compliance of principals to strict measures;
- ❖ Maintenance of discipline in conducting induction programme;
- ❖ Maintenance of high standards.

Findings on objective 3

From objective 3, this is to define and present possible strategies for the implementation of an effective induction programme.

- ❖ Strategies for implementation of an effective induction (cf.2.7)
 - To enhance the performance of educators according to the standards prescribed and the principal administrator performance-based standards. These rules should be provided through mentors and other professionals.
 - To encourage professionalism and educator development according to performance standards.

It is important to acknowledge that senior educators in schools attempt to facilitate the development of their educators, even though it is not possible because of work overload. The findings clearly demonstrate that for the skills development of management to be effective, there is a need for stipulating development outcomes which are at the core of relationship towards induction. Development of skills and competence is one of the major benefits for all involved in educational programmes.

5.3.2 Findings stemming from the empirical research

These are the major findings stemming from this study:

- ❖ The induction should not be sporadically or haphazardly done but it should be done continuously.

- ❖ Principal, Heads of Department and novice educators should be inducted in relation to their core duties. Furthermore, induction intensifies role and responsibilities since the role of respective members can be clearly simplified and this further encourages accountability and self-esteem (cf.12.5).
- ❖ The acquisition of modern skills and adequate experience by principals eases the pressure on the new educators and reduces the challenges thereof, as it promotes flexibility and openness to new ideas (cf. 12.7).
- ❖ Principals have to ensure that the integration between the new educators and veteran educators exists with the help of heads of departments. The H.O.Ds' are the immediate seniors and relevant people who work with novice educators as they are leaders in various learning-areas in the schools. Therefore, the provision of leadership shall be clearly spelt out (cf.13.1).
- ❖ During planning, more emphasize can be on the interaction of novice educators, old staff, learners and the community to ensure good working relationship between the different stakeholders and also to quicken the achievement of desired objectives. Strategies and formulation of an induction policy should be planned inter-alia with the time-scale due to the fact that most activities cannot be estimated based on time (cf.13.4).

5.4 RECOMMENDATIONS

The following are recommendations stemming from the study

5.4.1 Recommendation 1

Managing the implementation of an induction programme is necessary as it ensures through its nature and scope that inductees and inductors experiment whilst following strict goal-orientated programmes, coupled with ground for support and self actualization.

Motivation

It is evident that the aim of induction is universal in all organizations. From the study, it is required that schools need special induction models due to the demands of the environment where the schools are situated.

5.4.2 Recommendation 2

Managing the implementation of an induction programme should ensure that the inductors reach the standards set for all novice educators, by making the inductees mentally ready to face the rapid changes in the work environment ;

Motivation

The induction is a very useful way of ensuring that information is imparted to employees when they are welcomed to the institution. The manager should be in position to handle this aspect effectively.

5.4.3 Recommendation 3

Developing an advanced, specialized and intensified induction programme for the principals will make it easy for them (i.e.:- principals) to face the challenges presented by the induction of newly appointed educators.

Motivation

Since most of the principals experience uncertainties with regard to induction, a documented induction model, prescribed by the national government would somehow eliminate problems concerning induction, since they (principals) would follow the detailed documented induction model

5.4.4 Recommendation 4

The essence of induction programmes should be enforced by creating an open channel of communication, emanating from good leadership skills by all concerned stakeholders, that is, the existing staff, principal, inductees and external expertise if necessary.

Motivation

Induction is perceived by many as a very complex function to perform, so the planned model for implementation should be shared with other stakeholders. Principals should be trained to be able to implement these models, be able to share ideas and for the successful implementation of the induction programme.

5.4.5 Recommendation 5

The school administration must ensure that regular opportunities are provided for all educators, specially the novice educator.

Motivation

It is imperative for novice educators to meet regularly with their mentors or inductors and various sessions should be devoted to the following:

- The practice of continually reflecting on one's teaching ;
- Specific areas where improvement is needed ;
- School-related procedures, assignments and issues;
- Collaborative projects; and
- Plans for other professional development activities.

5.4.6 Recommendation 6

The district should provide annual induction programmes for the novice educators and even school-based educators (as deemed as veteran educators). These components

(educators) are scheduled to receive diagnostic assistance or are scheduled for department to assist, develop and evaluate professional teaching.

Motivation

In essence, the district should provide opportunities for professional growth (e.g.:- induction programme seminars, school-based training) that are guided by the established goals of the beginning annual professional growth and development plan.

5.5 RECOMMENDATIONS FOR FURTHER STUDIES

The following areas are recommended for further studies:-

5.5.1: More has to be done in terms of developing an induction programme that allows experiential teaching by inductees

Experiential teaching is a hands-on experience for inductees for, it ensures that inductees are easily and speedily integrated in to the teaching corps.

5.4.2: The national government and independent agencies should enforce implementation of a documented induction programme

A documented induction model, prescribed by the national government, would eliminate problems concerning an induction as all inductors would have a guideline to follow.

5.5.3: Implementation of an advanced, specialized, and intensified induction programme for principals by the national government and independent agencies

An induction programme that is work related and which covers the needs and demands for the incumbent should be planned and largely informed for the improvement of a particular sector.

5.5.4: It is essential to establish a system that can help educators to develop a positive attitude towards professional development

Meyer and Fourie (2004:79) state that the purpose of induction is to aid educators to do better the job they are already doing, trying their best to apply established techniques and rationales, and asserting more intensely the same basic assumptions and practices.

5.5.5: Follow-up meetings should be conducted on a regular basis

If induction is to be worthy of its definition, sufficient time should be set aside for induction activities.

5.6 LIMITATIONS OF THE STUDY (PROBLEMS ENCOUNTERED)

The following are the problems encountered in the study:

- ❖ The condition of roads was bad and unfavourable.
- ❖ Most principals relied on the assumption that newly appointed educators knew very well what was expected of them after the completion of their training as professional teachers;
- ❖ Some newly appointed educators perceived induction as time consuming and also adding more to their workload; and
- ❖ Some principals were not sufficiently advanced in terms of conducting induction programmes and incorporating new ideas.

5.7 CONCLUSION

Induction programmes at school level are about maximizing the participation of all stakeholders in the culture and curricular in the educational institutions, uncovering and minimizing barriers to learning and teaching. The National Department of Education, in its endeavour to improve the quality of our education system, deemed it important that all stakeholders should support the government in this regard, as "Education" is undergoing a total metamorphosis.

The findings in relation to effective school-based educators on an induction practice, challenge strongly the isolation and privatization that has traditionally characterized the teaching profession and teaching practice under the fraternity of professional autonomy. There is little doubt that the widespread provision of effective induction support by supervisors and mentors, together with the provision of training and development for these key personnel, is related to the issues of leadership development, school development and the fostering of school environments that value educator enquiry and learning. Workplace learning, restricted to simple hierarchical apprenticeship, only serves to replicate the past and reinforce the conservatism and conformism that has characterized pedagogy in many schools.

The development and growth of novice educators through mentoring practices that promote transactional and transformational learning provides an important foundation for the enhancement of professionalism in teaching. To achieve the objectives of an induction, there should be certain policies and norms to be in place, to ensure effectiveness and efficiency on the entire organization. Most importantly, principals need to be managerially orientated and advanced in many aspects to run the schools effectively. The inability of pre-service training and thorough preparation of managers for leadership position has left schools with problems related to the effectiveness of management.

The ability needed by educational leaders to perform certain administrative and managerial tasks has proved inadequate. Even before the democratic dispensations came into effect, various inadequacies had been identified in the field of educational management training of school principals in South Africa. The researcher has made attempts to highlight the needs, importance and relevance of acquiring managerial skills by principals, in order to improve the effectiveness of their schools and the quality of education in general. Certain needs arise with regard to the challenges facing principals in managing implementation of an induction programme for newly appointed educators. An induction programme should be regarded as a catalyst in creating an acceptance and confident boost between the novice educators towards the school culture.

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ANNEXURE A

RESEARCH QUESTIONNAIRE

SECTION A

BIOGRAPHICAL DATA

Make a cross (x) in an appropriate column

1. GENDER

	Gender	F
1.1	Male	

2. AGE CATEGORY

	Age Category	Number
2.1	25-29	
2.2	30-35	
2.3	36-40	
2.4	41-45	
2.5	46-50	
2.6	51 and over	

3. YEARS OF EXPERIENCE AS A PRINCIPAL

	Year of experience	No
3.1	1-3	
3.2	4-6	
3.3	7-9	
3.4	10-12	
3.5	13-15	
3.6	16 and over	

4. POSITION HELD BEFORE BECOMING A PRINCIPAL

	Position held before becoming a principal	Number
4.1	Assistant teacher	
4.2	Head of department (H.O.D)	
4.3	Deputy principal	
4.4	Acting principal	
4.5	Others	

5. ACADEMIC QUALIFICATION

	Academic Qualification	Number
5.1	Below Std 10	
5.2	Degree	
5.3	Honours	

6. SCHOOL LOCATION

	School Location	Number
6.1	Rural	
6.2	Urban	

7. SIZE OF THE MANAGEMENT TEAM

	NO H.O.D	Number
7.1	ONE H.O.D.	
7.2	Two H.O.D's	
7.3	Three H.O.D's	
7.4	Four H.O.D's	

8. DEPUTY PRINCIPAL/S

	Deputy Principal/s	Number
8.1	No Deputy Principal	
8.2	One Deputy Principal	
8.3	Two Deputy Principals	

SECTION B

PRINCIPAL AS SCHOOL MANAGER

Kindly select the code that corresponds with your opinion and indicate by making x in the relevant block.

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
4	3	2	1

9. TIME CONSTRAINTS ON INDUCTION

Statement	4	3	2	1
9.1. New educators perceive implementation of an induction as time consuming mechanism on their part				
9.2. Induction puts enormous pressure on principals				
9.3. Strategies and formulation of induction policies should be planned according to time scales.				
9.4. An induction programme increases stress on new educators				
9.5. Induction process should be continually monitored according to new educator's progress				

10. DISCIPLINE

Statement	4	3	2	1
10.1. Principals should adhere to strict measures when conducting an induction programme.				
10.2. Deviation from the prescribed induction policies should be dealt with.				
10.3. Unimpressive results from new educators imply inability from the leadership.				

10.4 Peer review mechanism should be implemented as an assessment tool.				
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11. EXTERNAL INFLUENCE ON INDUCTION

Statement	4	3	2	1
11.1 Only the prescribed school induction policy should be employed.				
11.2 External professionals should be consulted to review / conduct induction				
11.3 Principal should amend the provincial and national education department's induction policy				

12. PLANNING

Statements	4	3	2	1
12.2 Use of modern management skills should be in place to conduct induction.				
12.3 Amendment of an induction programme according to the needs of the school.				
12.4 Different stakeholders in the school should be co-opted in planning induction programmes.				
12.5 An induction emphasizes role responsibilities.				
12.6 A provision of a well planned and structured mentorship programme adds value to induction.				
12.7 Acquiring modern skills by principals enhances development in the school.				

12.8 Establishing a good climate for working eases pressure off new educators.				
12.9 An open communication environment paves way for a progressive induction programme.				
12.10 Planning of an induction programme should be a sworn policy between the principal, staff, and new educators and the school governing body.				

13. HUMAN RELATIONS

Statement				
13.1 The principal has to ensure that integration between new educators and old educators exists with the help of heads of department.				
13.2 Through induction the principal ensures that acooperative working environment is created for new educators.				
13.3 New educators are inducted on working environment interactive skills.				
13.4 During induction the principal emphasizes interaction between new educators, old staff, learners and the community.				
13.5 Principal inducts new educators on the negative impact of cliques in the school environment.				

SECTION C

Please indicate your response to this statement of the problem by:-

Listing some of the problems that principals are facing during the implementation of an induction program in your school.

ANNEXURE B1.

INTERVIEW QUESTIONS WITH PRINCIPALS

1. Tell me about the nature and scope of an induction programme in your school.
2. Tell me how an orientation programme is handled and managed in this institution?
3. What are your objectives for induction educators?
4. Who provides leadership for the induction program?
5. Can you briefly explain your experience of induction, within the school?
6. What are the challenges facing the novice educators, especially the senior educators in implementing an induction programs?
7. What are the educators' views on an induction programme?
8. What strategies are in place or can be developed to improve the accessibility and effectiveness of an induction programme?
9. What do you think needs to be done further to have the induction programme more successful?

RESPONSES TO THE QUESTIONS BY PRINCIPALS ACCORDING TO THE INTERVIEW QUESTIONS (1-10) AS STRUCTURED ON THE PREVIOUS PAGE.

In some cases the actual words of the interviewees were quoted verbatim but in certain instances the researcher summarized what they have said in his own words.

1. Induction programmes are done sporadically, haphazardly and the content is usually superficially defined or ill defined.
2. Novice educators are introduced to the School Management Team (SMT), Staff members, Learners, school governing body and parents. Heads of departments are furthermore assigned to continue with the orientation.
3. Half of the respondents were able to relate some objectives for inducting novice educators and others were partial, as they were hesitant and not confident. Majority of principals responded that school principals should have provided leadership for an induction programme by starting it and furthermore ensuring that SMTs take the programme further but unfortunately that was not happening.
4. Majority of principals responded that school principals should have provided leadership for an induction programme by starting it and furthermore ensuring that SMTs take the programme further but unfortunately that was not happening.
5. Minority of the respondents presented their experience by agited that an induction programme should be continual process in schools, whereby supervision and couching could strategically be entertained as to improve and add value to the quality of teaching.
6. All the respondents reported that there are various challenges that novice educators experience in respective institutions. One of the school managers, stated that lack of effective communication, teamwork, co-operation and ongoing support tend to be challenges facing the novice educators, especially principals, in implementing an

induction programme.

7. Most of the respondents (principals) agitated that induction programme could have acted as a vital tool to develop them continuously, but fails and most of the new managers believe that there are still much to be learned as to boost their confidence and allay their fears.
8. School managers agreed that most schools don't have strategies in place to improve the accessibility and effectiveness of the induction programmes. They further suggested that the following could be used as the effective strategy in place:-School managers might need professional development to be able to develop strategies on the implementation of an induction programme.
9. The school management teams should have bench marks to evaluate/assess the success of the induction programme. The government should aid schools with their respective programmes and it should not be the bidden of the school only.

ANNEXURE C1

INTERVIEW QUESTIONS WITH NOVICE EDUCATORS

1. Tell me how an induction programme is handled and managed in this institution?
2. Who provides leadership for the induction programme?
3. Who have been helpful during your induction period?
4. Does your school have an induction programme that is based on the state programme?
5. What do you think are the induction programme's goals?
6. How often do you and your head of department meet?
7. What strategies are in place or can be developed to improve the accessibility and effectiveness of an induction programmes?
8. What do you think needs to be done further to have the induction programme more successful?
9. What kind of impact has the school induction programme had on you?

ANNEXURE C2

RESPONSES TO THE QUESTIONS BY THE NOVICE EDUCATORS ACCORDING TO THE INTERVIEW QUESTION (1-9).

In some cases the actual words of the interviewees were quoted verbatim but in certain instances the researcher summarized what they have said in his own words.

1. Novice educators are introduced to the School Management Team (SMT), Staff members, Learners, school governing body and parents. Heads of department are furthermore assigned to continue with the orientation.
2. The principal provides leadership for the induction programme by starting it and ensuring that H.O.D's take the programme further.
3. They are Heads of Department by giving feedback on work controlled and Veteran educators help on questions of teaching methods and subject knowledge
4. The school induction programme is not based on the state programme as the state has no formal and organized induction programme for novice educators. The schools own induction programme emphasizes reinforcement on suitability of teaching strategies and reading more from periodicals that are learning-area based.
5. Induction programme is done to novice-educators to cope with learning-area knowledge and tested teaching methods /approaches.
6. We meet anytime when there is a need and when he gives feedback after control of work. Furthermore, we meet regularly during planning.
7. Both schools' heads of department indicated that if their institutions can follow the induction policy as required, then fruitful strategies like effective team planning, communication, appointment of induction co-ordinators can be well facilitated and managed.
8. The school management teams should have bench marks to evaluate/assess the success of the induction program. The government should aid schools with their respective programmes and it should not be the bidden of the school only.
9. (a).The School induction programme freed me from fear I had through the advise extended by Heads of Department and Veteran educators;
(b). To some degree it helps me teach and interact well with my learners. Learners understand, enjoy lessons and are doing well in their evaluation/assessment activities.

ANNEXURE D1

INTERVIEW QUESTIONS WITH HEADS OF DEPARTMENT (H.O.D)

1. Tell me how an induction programme is handled and managed in this institution?
2. Who provides leadership for the induction programme?
3. Who have been helpful during your induction period?
4. Does your school have an induction programme that is based on the state programme?
5. What do you think are the induction programme's goals?
6. How often do you and your head of department meet?
7. What strategies are in place or can be developed to improve the accessibility and effectiveness of an induction programmes?
8. What do you think needs to be done further to have the induction programme more successful?
9. What kind of impact has the school induction programme had on you?

RESPONSES TO THE QUESTIONS BY THE HEADS OF DEPARTMENT (H.O.D) ACCORDING TO THE INTERVIEW SCHEDULES

In some cases the actual words of the interviewees were quoted verbatim but in certain instances the researcher summarized what they have said in his own words.

1. As School Management Team (SMT), the principal always introduces novice educators to us and then asks the H.O.D in charge to continue with orientation
2. The school manager leads and delegates H.O.D in charge to give further orientation on learning programme, work schedule, lesson plan and time-tables
3. As School Management Team, we control and give feedback to develop novice educators.
4. Our South African Government does not have well organized and planned policy-guidelines regarding induction of novice educators. Furthermore, induction programme is school based and promoted as well as directed by school managers.
5. An induction programme is done to introduce novice educators to the schools culture, that is the "how we do it here?"
6. Any time when the novice educator needs help, during learning area meetings, after teaching hours and during breaks.
7. To improve the relationship of the H.O.D. and novice educators through:-
 - Effective planning and
 - Sharing and re-visiting an induction policy.
8. The school management teams should have bench marks to evaluate/assess the successful of the induction programme. The government should aid schools with their respective programmes and it should not be the bidden of the school only.
9. (a). The school induction programme freed me from fear I had through the advice extended by Heads of Department and Veteran educators.

(b). To some degree, it helps me to teach and interact well with my learners. Learners understand, enjoy lessons and are doing well in their evaluation or assessment activities.



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03 May 2007

TO: ALL PRINCIPALS (PUDUMONG CLUSTER)
FROM: INSTITUTIONAL SUPPORT CORDINATOR-
PUDUMONG CLUSTER (TALEDI A.P.O)
SUBJECT: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS.

THE ABOVE MATTER BEARS REFERENCE

This serves to inform all Principals in the Pudumong Cluster that this Office has granted permission to **Mr. Itumeleng David Maje**. To conduct a research in designated Schools in this Cluster.

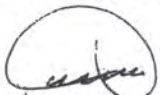
The research is intended to assist the bearer towards his studies with the University of the North West.

You are therefore requested to provide the necessary valid information and to provide access to your respective Schools.

Your co-operation will make this endeavour successful and the new information and knowledge will further strengthen our education system.

Thanking you in advance.

Kind regards


Loojane M. J.
ISC Pudumong