

# **THE RESPONSIBILITY OF THE PRINCIPAL IN THE INDUCTION OF THE BEGINNER TEACHER IN HIGH SCHOOLS IN BOPHUTHATSWANA**

Beatrice Puleng 'Malebohang Motsamai Sehlare  
S.T.D, B.A. ED, A.I.C.B, B.ED.

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## DIE VERANTWOEDELIKHEID VAN DIE SKOOLHOOF IN DIE INDUKSIE VAN DIE BEGINNERONDERWYSER IN HOERSKOLE IN BOPHUTHATSWANA

Induksie van 'n beginneronderwyser het te doen met sy inskakeling in die onderwysprofessie. Die doel van induksie is om die nuwe onderwyser te begelei om die probleme van die eerste onderwysjare te kan hanteer.

Hierdie studie is onderneem om vas te stel watter verantwoordelikheid die skoolhoofde in hoërskole in Bophuthatswana aanvaar vir die induksie van die beginneronderwyser. In Hoofstuk een word die probleme gestel en 'n begripsverklaring gedoen.

In die tweede hoofstuk word die probleme wat beginneronderwysers ervaar uiteengesit, asook wyses om hierdie probleme te hanteer. Verder word 'n literatuuoroorsig gegee oor bestaande induksieprogramme. Die behorfte van beginneronderwysers word ook uiteengesit.

In die derde hoofstuk word 'n literatuuoroorsig gegee oor die skoolhoof se bestuurstaak met betrekking tot die induksie van die beginneronderwyser.

Die empiriese ondersoek word in die vierde hoofstuk uiteengesit. Afsonderlike vraelyste (wat egter 'n evaluering van dieselde faktore beoog) is aan skoolhoofde en beginneronderwysers gegee. Uit die interpretasie van

die gegewens blyk dit dat daar oor sekere aspekte ooreenstemming is met betrekking tot dit wat die skoolhoof met induksie beoog en dit wat die beginneronderwyser ervaar. Daar is egter ook verskille met betrekking tot sekere faktore.

In die vyfde hoofstuk word aandag gegee aan die ontwikkeling van 'n model vir die induksie van beginneronderwysers. Die teenstrydighede wat in die empiriese ondersoek geïdentifiseer is, is in berekening gebring met die ontwikkeling van hierdie model. Teoretiese aspekte met betrekking tot model-ontwikkeling is ook in hierdie hoofstuk aangespreek.

In die laaste hoofstuk word sekere aanbevelings gemaak, gebaseer op die bevindinge van die studie.

## DEDICATION

This work is dedicated to Lawrence,

my collaborator

my philosopher

my joy

my husband

and our beloved children,

IRENE

SYLVESTER

SYLVIA

MARY GRACE

VICTOR

For their incessant encouragement  
and support, and also their patience  
during the period of my study and my  
long absence from home during the  
preparation and data gathering period  
for this study.

## **SUMMARY**

Induction of the beginner teacher entails the initiation of the young teacher into teaching profession. It is through induction that the new teacher is helped to overcome the problems he/she encounters in his/her initial years of teaching.

This study was undertaken to determine the responsibility of principals in inducting the beginner teachers in Bophuthatswana high schools. The problem statement and clarification of concepts as well as the goals of this study are identified in chapter one.

The second chapter portrays the problems encountered by the beginner teachers and the methods these teachers deploy to solve their problems. This chapter further investigates induction programmes that are used to help beginner teachers overcome their problems. It would appear that these young teachers experience problems because their needs are not met. This chapter also identifies and discusses the needs of the beginner teacher as indicated in the literature consulted.

The third chapter discusses the main and additional managerial tasks of the principals in helping the beginner

teacher solve his/her organisational and managerial problems encountered in the school environment. The fourth chapter presents the empirical survey of the study. Questionnaires are used as means of collecting data. These questionnaires fall into two clusters, that is, questionnaires to principals and questionnaires to beginner teachers. The interpretation and analysis of the results are undertaken and discussed. The interpretation and analysis of data received from both the principals and the beginner teachers suggested agreement concerning some issues regarding the help principals offer to beginner teachers, but also a certain amount of disagreement with regard to certain factors.

Chapter five subsequently concerns itself with the designing of the ideal model of induction for beginner teachers in Bophuthatswana high schools. Due to the inconclusiveness of some of the findings in this study, this model was designed in order to help beginner teachers achieve self-satisfaction and confidence in whatever they do, as well as to address the imbalances between the views of some principals and some beginner teachers. In designing this model some salient features to be considered in model building were taken into consideration. The last chapter suggests recommendations based on the findings of the work covered in the previous chapters.

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- The beginner teachers who voluntarily participated in the study.
  
- The Bophuthatswana Department of Education for granting permission for the questionnaires to be distributed in a number of schools
  
- Last, but above all the researcher is conscious of her debt to HIM in whose grace and by whose grace everything was made possible. May this work in some way be of use to others and in so doing bring honour to HIS name.

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