

CHAPTER 6

6. CONCLUSIONS, FINDINGS AND RECOMMENDATION

6.1 INTRODUCTION

Education as a discipline is a composite of goals and objectives set by the national organ... the State... to meet national needs and development. It is in the sense of being institutionlised that we talk of school education (Matoane, 1983: 28). According to the above the consensus between the training institutions and the school are safeguarded. This may not be easily achieved, since the schools themselves differ markedly in their basic principles as well as their policies.

Bophuthatswana is at present undergoing significant educational changes. This has had a significant influence on teacher education at pre-service level. It is generally felt that Bophuthatswana needs a large percentage of teachers with a whole lot of confidence. These teachers will be those with special innate talents.

However, it has been argued in the previous chapters that these efforts will not be successful if concerted effort to identify those who need help is not made. These are the newly appointed teachers who need to be provided with

appropriate opportunities to develop their talents. If they are identified and helped with their problems, they will in the future be able to follow an educational path and perform whatever professional activities are required to meet their unique needs.

This part of the study involves arguing about the findings with regard to previous chapters and then some recommendations to that effect. A brief summary of the findings of the research will be outlined; as well as the purpose and method of the investigation.

The most significant findings of the investigations pertaining to the literature study was carried out to serve as a general background before specific aspects of the induction of the beginner teachers were embarked upon. A summary of the general problems of the beginner teachers is outlined. The findings on how these teachers solve their problems will be looked into. The managerial and organisational support of the beginner teachers by the principals will be reviewed.

The most important recommendation as revealed by literature surveyed include aspects such as the improvement of instruction, disciplining students, motivating students, relationships with other people in the work place, professional development of the new teachers, orientation

courses, in-service courses, improvement of the pre-service training. On the other hand, the recommendations resulting from the empirical survey is confined to theoretical background of the questionnaire analysis and interpretation of the questionnaire. Recommendations resulting from the envisaged model will be based on careful planning, policy formulation for induction, implementation perspective, information dissemination regarding the programmes, Micro-implimentation of the induction programme, Staff-implimentation process and an ongoing research.

Finally, the conclusion of the findings and subsequent recommendations will be given. The next section looks briefly into the findings with regard to the literature study.

6.2 FINDINGS WITH REGARD TO THE LITERATURE STUDY

The literature study in chapter 2 revealed that newly appointed teachers experience problems. These problems are mostly concerned with their task of teaching and adjusting to the social system of the school as an institution. It has been found in this literature that because they experience so many problems, beginner teachers get frustrated. This frustrating hampers their progress in whatever they do in their work situation, hence they resort to socialization, which according to Daresh et al (1992) is the integration of

these teachers into a social group, thereby learning about group culture, and defining his/her role in that group. A significant problem according to the findings here is one that is perhaps not accorded as much attention as it should be, namely , that there is an invisible wall that has 'shut off the avenues' for the novice teachers to seek help from their more experienced colleagues.

Programmes and models of induction to help these teachers have been devised but then to supplement these programmes beginner teachers should attend in-service courses. The pre-service training that they get in their respective Colleges or training institutions seems not to provide them sufficiently for what they should expect when they start with their new placements. It has also been noted that the beginner teachers are offered Micro-teaching at the Colleges of Education and at the University (UNIBO). This programme is mainly to induct them into teaching skills that they are to use in the respective schools they will be placed.

The school-based induction programme has been found to allow new teachers to integrate effectively and work with colleagues in a team in pursuing the goals of the school.

The authors consulted have also indicated that it has been found that school-based induction programmes provide information, guidelines and advice in relation to the areas of professional competence for which the training was intended.

6.2.1 FINDINGS WITH REGARD TO THE SUPPORT PRINCIPALS OFFER TO BEGINNER TEACHERS

There is ample evidence that beginner teachers need support in whatever they do. Beginner teachers have needs which can be addressed only by induction. It has been revealed in the literature that beginner teachers' needs are important and should be addressed as soon as they are posted. If these needs are not met most of these new teachers resort to generic ways of solving their problems, that is, the tendency may be to drop out of teaching as a profession and join the private sector.

The responsibility in the building process within the context of management and administration, belongs to the principals who need to observe, guide and cajole the beginner teachers in their schools. Furthermore it is indicated in the literature that principals try their best to offer assistance to beginner teachers in cases of need.

The findings in this regard further indicate that there are instances where the beginner teachers and the principals agree on the type of help offered to these teachers while on the other hand, they differ in views.

6.2.2 THE POSSIBILITY TO CONSTRUCT A MODEL

Though most principals have noted that they help beginner teachers with their problems in the school setting, some have indicated that they don't. Similarly, some beginner teachers feel that the principals and experienced colleagues offer help with management and administration.

It is because of this difference in views that it was regarded necessary to construct a model for induction so as to diminish the gap between the different feelings of the principals and the beginner teachers. At this stage it is worth underlining the importance of the model, as this model will be a guide to the help that will be offered to the new teachers.

6.3 FINDINGS WITH REGARD TO THE EMPIRICAL SURVEY

6.3.1 INTRODUCTION

Most heads are trying by all means to strive toward a bias-free environment in their schools by incorporating the beginner teachers into the decision-making that affects all staff. To gain insight into the theoretical background of the study, questionnaires were distributed to selected principals and beginner teachers in selected high schools in Bophuthatswana. With the knowledge of the relevant literature the questionnaire data was analysed and interpreted with a view to a possible contribution towards successful and efficient management in schools.

The most important findings of the investigation have been classified into the following six categories:

- Biographical data
- Management and organisation
- Motivation of students
- Communicating
- Administration
- Solving the new teachers' problems.

6.4 RECOMMENDATIONS BASED ON THE INVESTIGATION

6.4.1 RECOMMENDATIONS RESULTING FROM THE LITERATURE SURVIVE

In view of the many duties of the principals concerning organisation, administration and control of the school, it is strongly recommended that:

- After consulting with the mentor the principal should ensure that the performance of the new teachers is in accordance with the policies of the school.
- The principal, the mentor and the beginner teachers should at times meet informally to discuss the problem emanating from specific issues in the school, that is the students' written work, analysis of examination and test results.
- The beginner teachers should attend regional orientation courses meant for new teachers, organised by the principal evaluator from N.I.E.C. These teachers should be encouraged to attend.
- Mentors should anticipate beginner teachers' problems. It is imperative that the problem be nipped in the bud in the early stages before certain undesirable practices become a habit and affect other staff members as well.

6.4.2 RECOMMENDATIONS RESULTING FROM THE EMPIRICAL SURVEY

The task of the principal can be compared to that of a manager in an enterprise, in fact, the principal of a school has often been called the manager (Battersby, 1982: 22). It is thus imperative that the principal endeavours to attain the educational objectives, aims and goals of his school. This will mean more involvement in the managerial tasks. The following recommendations are made in this regard:

- The new teachers must be guided and their enthusiasm must be properly channelled and their ideas not frustrated.
- Healthy school and community relations should be encouraged and the new teachers be introduced to parents.
- The principal's office should always be accessible to the new teachers whenever they encounter problems or require guidance.
- The school should ensure a healthy relationship between the beginner teachers and the students and ensure the maintenance of high standards at school.

6.4.3 RECOMMENDATIONS RESULTING FROM THE ENVISAGED MODEL

On the basis of the findings, this study has embarked on the possibly suitable model of induction for Bophuthatswana. The ideal model has therefore been designed, and the following are the recommendations resulting from this envisaged model.

- The interwoven network should be planned at an early stage with the users of the innovation by the Department of Education, and then links at all levels should be open to all concerned so as to ensure effective feedback from the department to all regions where the micro-implementation of the ideal model will take place.
- Policy decisions should be flexible so as to allow for changes where necessary during the implementation. This can be easily facilitated where there is a link between policy makers, decision makers and implementors of the innovation.
- Programme content for the induction programme should be established. The content should be adjusted to meet the needs of the beginner teachers as they are the ones whose educational excellence is to be met.

- The educational training and certification of the personnel to be involved in the implementation should be managed and the implementation process should be spelled out clearly so that this group and those with whom they are to work are in no doubt as to what is expected of them.

- The programme evaluator should be appointed and be included as part of the planning team. Given this chance, the evaluator will be in the picture regarding the decisions taken and this will enable him\her to design appropriate evaluation measures.

- An ongoing evaluation of the programme should be done and it should begin at an early stage of planning. Planning should therefore be evaluated with all the aspects of the programme.

- Mentors should be identified and be given more training in the support and guidance of the beginner teachers, these should be selected or identified within the schools.

- Tasks should be delegated in accordance with the beginner teachers' ability, and principals should supervise the delegated tasks in an unobtrusive and subtle way.

- The school's goals and objectives should be clearly and unambiguously stated and brought to the attention of the beginner teachers early in the year.
- After taking decisions, clear instructions should be given to ensure that all parties, more so the new teachers, know exactly what is expected of them.
- The activities in the school should be coordinated so as to bring together the new teachers and their more experienced colleagues to work together towards the attainment of common goals.
- A relaxed, cooperative and permissive atmosphere must be created to encourage active participation of the beginner teachers so that they can contribute effectively towards the school work.
- Participation should be encouraged and the desire created to take responsibility for and pride in their work.
- In leading his staff, more especially the beginner teachers, the principals must be firm, friendly, encouraging and tactful.

- The school-based induction should be such that it offers the new teachers a gradual transition from student teacher to teacher. Personnel in the school environment should work closely so as to provide a continuum of school experiences, theory and reflection.

- The beginner teachers should be assigned to schools where the mentors are placed so as to lessen anxiety and initiate a sense of belonging.

- A handbook should be given to beginner teachers when they first start in the school. This handbook should include the policy of the school, organisation, facilities and resources, familiarisation with the school and community expectations, in order to lessen the feelings of disorientation.

- Beginner teachers should be assigned periods to visit other classes in order to observe specific teaching methods that they can implement themselves.

- Principals and senior staff (H.O.D) and class teachers should work hand in glove with the mentor teachers in helping the beginner teachers with all four basic management and additional management tasks.

6.5 CONCLUSION

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

The goals that were identified are:

1. The problem experienced by the beginner teachers in Bophuthatswana high schools.
2. The principals' perceptions regarding the problems experienced by beginner teachers during their initial years of teaching.
3. The relationship between 1 and 2.
4. The development of a framework in the form of a model within which future planning for the induction programme can be taken.

The investigation has achieved these goals because,

- the solution to the problems of the beginner teachers has been identified in the form of the model that will use mentors to guide, assist, advice and play a parental peer role;

- the perception of the principals with regard to problems of the beginner teachers has been taken care of, and the principals and the beginner teachers' questionnaires indicated that they agree in views concerning most of the issues that need to be addressed in connection with the new teachers' problems. Where they don't agree the envisaged model will close the gap;

- the ideal model for the induction of the beginner teachers has been designed to help improve the teaching and curb the frustration experienced by new teachers.

This chapter ends with the induction programmes that are meant to contribute to satisfying the needs of the beginner teachers.

The responsibility of the principals in inducting the beginner teachers in Bophuthatswana schools represents a new direction in helping the novice teachers to attain confidence. Chapter three describes the management tasks and additional management tasks which the principals are expected to assist the new teachers with. It is hoped that the support that the principals provide the beginner teachers with, in relation to managerial tasks can contribute to solving the beginner teachers' problems (referred to in chapter 2).

Because of the multiple roles played by the principals in the schools and because of the failure to satisfy all the needs of the beginner teachers, a programme of induction for the beginner teachers seems to be the only solution to rescue the beginner teachers from the problems they encounter. To ensure self-satisfaction and confidence in whatever they perform as their duties, the ideal model has been designed to help the new teachers.

The first step in the initiation of such a programme would be the involvement of the government in the formulation of a policy. In chapter five the process whereby policy decisions are made and carried out is described. The most important aspects involved in the introduction of a new concept or innovation is the planning of its implementation.

The literature regarding implementation, particularly over the past thirty years reflects the development of the skills necessary for this process and describes many implementation efforts in a wide range of fields, which failed because of the lack trained expertise on the part of the innovators.

Since these early days the process has been well researched and potential implementors have a wealth of literature which can be referred to. Chapter five further describes the suggested implementation strategy at the macro-level within the context of induction of beginner teachers in Bophuthatswana.

The many areas where potential users may reject an innovation and explore ways in which the user antipathy may be overcome are described in this chapter.

In order to ensure the successful implementation and institutionalisation of an innovation, an effective system of evaluation must be involved. Chapter five also describes various approaches to implementation evaluation and also refers to institutionalisation. In the final chapter, recommendations based on the work covered in the previous chapters, are made.