

CHAPTER 3

3. MANAGEMENT TASKS OF THE PRINCIPALS WITH REGARD TO BEGINNER TEACHERS

3.1 INTRODUCTION

Management contends that there are adjustable acts or tasks which a principal ought to have or accomplish when managing the school Van der Westhuizen (1986: 42). For these tasks to be put effectively into practice, they cannot be initiated in a vacuum, but in management areas. There is, therefore, a difference between management tasks and management areas.

In this chapter, therefore the focus will be on:

- the definitions of management and administration as they will be used in this study;
- managerial tasks of the principal with regard to the beginner teachers;
- finally, the closing perspective.

Management tasks according to Makhokolo (1989: 12) are concerned with how to manage, and management areas are concerned with what to manage. Makhokolo has consequently therefore, listed the management areas of the principal as

staff affairs, pupil affairs, curriculum and teaching matters, and physical facilities. For the purpose of this study these management areas will not be dealt with in detail.

3.2 DEFINITIONS OF MANAGEMENT AND ADMINISTRATION

The terms management and administration in education are used interchangeably. The authors consulted concerning the use of these two terms have different views. Some consider the terms to be synonymous, although a distinction is drawn between these two terms, while others consider these terms to be neither synonymous nor analogous, because they regard their use as reflecting different meanings (Bekker, 1981: 17). In this study the two terms will be used to denote the same meaning and they will also be used interchangeably depending on the authors referred to.

Krawjeski (1984: 14) maintains that management is working with, and through people, both individually and in groups, to accomplish organisational goals. Mulcahy (1991) asserts that management is mainly the accomplishment of organisational objectives, but also relating them to each other so that there is more unity throughout the organisation towards goals and their achievements.

It is further asserted that by virtue of the definition, management is therefore, the achieving of organisational goals through leadership. Evarard and Morris (1990: XXX) feel that management entails carrying out a prescribed task in a prescribed way.

Most authors consulted on the definition of administration have reflected their own personal views when they define administration. Van der Westhuizen, (1991: 34) has selected a few authors who give the structural view of administration and some who have give the functional view of administration.

According to Getzel, Lipham and Campbell (as quoted by Van der Westhuizen 1991: 34): "Structurally, administration is a social process concerned with creating, maintaining, stimulating, controlling and unifying formally and informally, the organised human and material energy within a unified system, designed to accomplish predetermined (educational) objectives".

In the same vein, Bekker (1981) describes educational administration (which includes general educational organisation, school organisation and class organisation) as that which ensures the creation of possibilities within which education manifests itself. It creates the space and place, facilities and means.

Furthermore, Van der Westhuizen (1991: 34) quotes authors who have given the functional view of administration:

- "Administration involves the process which helps the organisation operate its mechanisms for achieving goals" (Owens, 1970: 127);
- "Educational administration is concerned with directing and managing human energy in order to accomplish educational objectives which have been formulated by the government authority and expressed in written policies" (Paulsen, 1977: 378).

By definition, administration is subject to changing demands and changing emphases. It is considered to be slightly more encompassing than management. As Mulcahy (1991) cites, the principal as an administrator cannot administer, not unless he manages as well.

According to Matooane (1983: 15) if one holds on to stability and conservatism with very little concern given to change, then administration becomes the key construct in carrying out organisational tasks. If according to Matooane, on the other hand, one holds on to change with little concern for stability, management becomes the key factor in organisational undertaking.

Management and organisation, therefore, are concepts that are open to widely varied interpretations. In this case, there is a problem in relation to the distinction between the two concepts, administration and management, as applied in education.

Kruger and Hanekom (in Van der Westhuizen, 1991: 34) have therefore observed that there is essentially no difference between administration and management; only their fields of application differ.

3.3 THE BASIC MANAGEMENT TASKS

3.3.1 INTRODUCTION

The principal's managerial tasks are surely just as comprehensive and complex as the interaction that takes place in the classroom itself (Badenhorst, 1987: 72). Most authors consulted have identified four major management tasks. These management tasks are divided into four basic categories namely: Planning, Organising, Leading and Controlling.

The following will therefore, define these tasks and in turn the sub-tasks that are involved in them.

The definitions in the foregoing lines give rise to the salient components of planning as follows:

- Planning is that intellectual act through which a specific future activity is carefully considered with the aim of achieving certain goals.
- The initial step in planning is defining the goal, which will provide the specific future direction to be taken (Robbins, 1984: 137).
- The specific policy adapted, forms the frame of reference for the decision-making activity during which a choice must be made between two or more alternative courses of action in pursuit of the achievement of the defined goals (Gordon, 1980: 22; Van der Westhuizen, 1986: 144).
- Planning is the management task which is concerned with deliberately reflecting on the objectives of the organisation, the resources, the activities involved, and drawing up the most suitable plan for effective achievement of these objectives (Marx, as quoted by Van der Westhuizen, 1990: 137).

3.3.2 DEFINITION OF PLANNING

According to Badenhorst (1987: 72) planning entails professional reflection on, and strategy determination for the total plan of action and the ways in which the instruction-learning events are to take place. However, Robbins (1984: 128) states that planning is determining in advance the answers to what is done, how and when it is done, and by whom.

De Wet (in Greyvenstein, 1987: 33) in his definition of planning adds the question of 'why' and 'where' it must be done, what is necessary for it to be done, and which problems and solutions are involved. How activities should be sequenced, resources co-ordinated, and time used, are further questions posed by Gordon (1980: 51) in an attempt to describe the essence of planning.

In business management, Marx and Churr (1990: 186) define planning as the management task concerned with deliberate reflection on the future objectives of an institution or one of its divisions, the resources and activities involved in reaching those objectives, the problems which may be encountered in this respect, and the drafting of the most suitable plan of action for the effective attainment of those objectives.

- Planning is the work a manager does to master the future. Through careful planning, set objectives are realised. Planning is an integrated management task and in all the various tasks each has a planning element.(ibid: 137).

According to the definitions in the foregoing lines, the planners (principals) must visualize the future, and then determine how exactly the objectives of the organisation are to be achieved.

Greyvenstein (1987: 35) asserts that planning is a future-directed thought activity, consisting of the various interwoven and interdependent sub-tasks of goal defining, policy-making and problem-solving. Planning is therefore the most important of the managerial tasks in that it forms the foundation of management (Van der Westhuizen, 1986: 136).

The sub-tasks of planning and all the sub-tasks of other basic management tasks, that is, organising, leading, and Controlling will be discussed in the next pages as additional management tasks. The following will look into some aspects of planning as basic management task.

3.3.3 DEVELOPING POLICIES

The planning tasks of the principal as the manager of his school includes the formulation of a policy which provides general guidelines for all the managerial activities in an organisation. The goals which have been identified must be formulated within the frame of reference of a policy, and the policy should, in turn, reflect the defined goals (Greyvenstein, 1987: 45).

3.3.3.1 DEFINITION OF A POLICY

A policy may be defined as a vague guide for the implementation of a plan (Robbins, 1980: 73). Allen (1964) states that a policy should be dynamic and flexible, yet consistent, allowing for individual interpretation. According to him, it should be crystallized in a written document, and be made available to all concerned in the organisation.

A policy is therefore, viewed as follows:

- A policy is regarded as the general statements or guidelines for decision-making to guide those who are involved in the implementation or execution of planning (Van der Westhuizen, 1991: 150).

- A policy is that resource by means of which goals are interpreted and certain broad guidelines are laid down to serve as the basis for decision-making (ibid: 150).
- A policy provides guidelines and allows the executor to make decisions within a certain frame-work.

According to Van der Westhuizen (1991: 150) the policy provides the framework within which decisions may be made, creating the need for various rules which must be adhered to in the decision-making activity. The rules consist of explicit statements concerning certain procedures to be followed, which will prescribe the series of interrelated, sequential steps to be followed, in the accomplishment of the task.

Each step forms the actual method for the procedure to be followed (Robbins, 1984: 72) and all these, according to Greyventein (1987: 46) form the basis for the plan for the accomplishment of a task. Van der Westhuizen further asserts that standards, norms and values are further aspects that influence policy making, in that the standards, or criteria for comparison, form a basic element in the formulation of a policy.

3.3.3.2 POLICY-MAKING AS USED BY THE PRINCIPAL IN INDUCTING THE BEGINNER TEACHERS

In planning Matooane (1983: 19) asserted that the principals ought to make decisions on recruiting matters. The new teachers are to be briefed about the policy of the school they have been appointed to, because it is only when there is a policy providing guidelines for a well organised school that beginner teachers will be able to function maximally in the realisation of pre-determined goals of the school.

The principal should acquaint the new teachers with the policy of the school and the various functional areas and a complete interpretation of the policy together with the necessary guides and manuals. These will facilitate the decision-making and the execution of work (Marx and Churr, 1990: 195).

The policy of the school must provide flexible guidelines for the beginner teachers, allowing for both change and individual initiative (Groenewald, 1982: 2).

A further aspect to be considered in the policy is the type of climate or learning environment to be established in the classroom, including the physical, intellectual and effective components (Fleck, 1980: 144).

3.3.3.4 CONCLUSION

The basic guidelines for management are established and formulated in the policy. It is in the school policy where the norms, values and standards which form the background against which the future decisions must be taken are incorporated, thereby permitting the entire management of the school to be possible.

It may therefore be concluded that policy-making is an important component of planning in the school environment, where the beginner teachers are entrusted with the major task of forming and equipping the child like all the other teachers.

3.3.4¹ DETERMINING GOALS AND OBJECTIVES

3.3.4.1 INTRODUCTION

The goals and objectives in the school provide the direction, purpose and reason for action, without which planning would be just a waste of time (Allen, 1964: 122; Gordon, 1980: 49). It is for this reason, that some authors state that goal determination and defining is the starting point of management activity (Greyvenstein, 1987: 38).

3.3.4.2 DEFINITION OF GOALS AND OBJECTIVES

Defining goals is a most important activity, and the entire planning of a school revolves around them (Greyvenstein, 1987: 59). The goals for running the school are determined for the purpose of achieving effective education. As one of the tasks of educational leaders is to determine goals and objectives, this phase cannot be regarded lightly.

Without goals, organisations (schools) would increase the tendency to entropy, (entropy - a lack of pattern in organisations, a tendency shown by all organisations that result in chaos) (Van der Westhuizen, 1991: 144). Marx et al (1990: 144) maintain that goals and objectives are concerned with how, where, when, and by what means objectives are achieved by people.

3.3.4.3 THE PRINCIPALS' DETERMINATION OF GOALS AND OBJECTIVES AS A MEANS TO INDUCTING THE BEGINNER TEACHERS

The principal should determine the aims and objectives of his school, in so doing, he will be in a position to define these goals/aims in unequivocal terms to the beginner teachers (Musaazi, 1982: 122). This, according to Matooane (1983: 17) is management by objectives. The beginner teachers

therefore, should be helped to share organisational objectives and this should lead to constant improvement of the learning process of the students and hopefully, improve the teacher-pupil relationship and the relationship between the beginner teachers and their more experienced colleagues.

If the goals and objectives of the school are clearly defined to the beginning teachers, they will be in a position to bear in mind the students whenever they define the objectives and goals of whatever is assigned to them. To this end, Jacobson et al (1985: 21-22) feel that the selection and defining of managerial and specific teaching goals must consider the child, the society and the academic discipline to be taught, and should include skills, knowledge, attitudes and values relevant to the main goals of education (Gordon, 1980: 29-30).

The same feeling is highlighted by De Wet (as quoted by Greyvenstein, 1986: 29-30) when he states that goals should be concrete, specific, balanced and attainable. They should be acceptable to those involved and easy to understand.

The principal in inducting the beginner teachers should stress the value of determining goals and objectives determination in the classroom. The value of the use of goals in the classroom lies in the fact that goals supply direction to the various activities, whether instructional or managerial, coordinating the work, and preventing

overlapping, which minimizes the wasting of time and effort (Van der Westhuizen, 1986: 138).

3.3.4.3 CONCLUSION

The principal should help the beginner teacher to clearly define the goals and objectives in any classroom in order to enhance their professional activities.

The first step in any management planning activity is the determination of goals and objectives, which will provide the direction of purpose for the various managerial tasks which are necessary for the achievement of one's goals.

The function of goal determination as a managerial task lies in the fact that it gives direction to the ensuing managerial planning tasks of policy-making, decision-making, and in fact, forms the basis for the major managerial tasks of organising, leading and controlling, for without a goal, no organisation is able to function successfully (Greyvenstein, 1987: 45). The determination of goals must therefore, be formulated according to specifications given in policy-making.

3.3.5 SETTING PROCEDURES

Setting procedures in any organisation is very important, especially so, when the human element is involved. In a school, if the procedure for doing any task is not clearly stated, more especially for the beginner teachers, problems might come up which might cause a degree of inefficiency within the school. Setting procedures is, therefore, a very essential management task which facilitates the smooth running of the school system as a whole.

3.3.5.1 DEFINING SETTING PROCEDURES

Setting procedures in a school might help to alleviate the problems that might be caused by the misunderstanding between the personnel involved, that is, beginner teachers as well as their more experienced colleagues. Setting procedures allows for the immediate solving of problems whenever they occur between the teachers themselves or between teachers and students. Thus, Van der Westhuizen (1986: 150) states that problem-solving consists mainly of identification and analysis. All possible and probable causes can then be identified, so that if there is a procedure laid down to solve the problems as they occur, the degree of importance, urgency and complexity of the problem might be visualized (De Wet, 1981: 52).

3.3.5.2 SETTING PROCEDURES AS THE PRINCIPALS' TASK IN HELPING THE BEGINNER TEACHERS

Setting procedures, that is, standardizing methods, should be taken by the principal as one of those important issues to be dealt with. Beginner teachers have problems with performing certain tasks in the school. In chapter 2, such teachers repeatedly voice their problems as centring around the schools' power structure, supervisors, principals' and parent expectations, and working with colleagues as a team (Vonk, 1983: 39; Huque, 1982: 7).

According to the literature consulted, beginner teachers often fail to make adequate demands on the students. The referral system in the school and personal conflict with senior staff are other dilemmas experienced by the novice teachers. In order to avoid these embarrassing and emotionally frustrating experiences, the principal should ascertain specific tasks that have to be carried out, a course of action to ensure efficiency, i.e in the best possible way without deleting any part thereof (Marx et al, 1990: 195).

3.3.5.3 CONCLUSION

Setting procedures is, in fact, a component of planning the proper running of the school as an organisation so that it will be free of clashes between the staff, as well as between the staff and the students. It is, therefore, of paramount importance for the principal during his managerial planning action to try and obviate problems and promote understanding of the occurrences of problems, especially in the school as an organisation, is a major task of effective classroom management. Therefore, identification of problem areas during the planning phase is extremely important for effective management to take place.

The conclusion might be arrived at that the principal is therefore, expected to give novice teachers a clear description of how they are expected to perform certain tasks so as to avoid a clash between experienced and beginner teachers. Setting procedures will, therefore, alleviate the beginner teachers' problems as they would systematically carry out the tasks that are assigned to them.

organising is taken to be one of the basic management tasks. After the principal has planned the present and the future of his school, the next step is to organise what has been planned. The next section will therefore, take a closer look at organising, as it is regarded as one of the variables which the principal can use to determine the effectiveness and efficiency of the school as an organisation.

3.3.6 ORGANISING

Plans, regardless of their logic or noble purposes, must reflect the demands of implementation (Greyvenstein, 1987: 60). Greyvenstein, further asserted that it is in the implementation of that which was planned that the manager exercises his managerial function of organising. Goals defined during planning activity, according to her, will determine the direction of, and the reason for the organising activity.

In this section, therefore, organising will be defined, and organising as a management task of the principal in inducting the beginner teacher will also be discussed. Thereafter the concluding statement will be drawn.

3.3.6.1 DEFINITION OF ORGANISING

Organising is defined by Van der Westhuizen (1986: 153) as a specific function in a school organisation, consisting of structuring the various tasks and duties, with their respective elements of authority and responsibility, delegating these tasks to various people in the organisation, and coordinating the activities to ensure that effective education will take place.

Marx et al, however (1981: 235) define organising as concerned with the arranging of the organisations' activities and resources through the allocation of duties, responsibilities and authority to both persons and departments, and involving the determining of the effective running of the organisation. Greyvenstein (1987: 61) states that organising is a process by which the manager brings order out of chaos and that it involves the removal of conflict between people over tasks or responsibility, thereby establishing an environment suitable for team work.

In analysing the definitions of organising as given in the foregoing lines Greyvenstein (loc. cit) comes up with three components of organising as the task of the manager:

- structuring, which includes the identification and grouping of tasks and division of work to achieve goals, involving all the variables of the organisation, and forming a structural framework within which the variables must function in a logical and systematic manner;
- various tasks, duties, responsibilities and authority must be delegated by the manager as function for those involved in the organisation;
- an element of coordinating is essential for the smooth functioning of the components of the organisation within

the specific structure of framework, due to the fact that the variables must relate to one another for the effective achievement of a common goal.

From the above, it can be concluded that when a leader in an organisation organises, he/she should take into account the arrangement of activities and resources and the allocation of duties and responsibilities. The relationship between persons should also be determined so that the effective objectives of the organisation are accomplished.

3.3.6.2 ORGANISING AS A MANAGERIAL TASK OF THE PRINCIPAL IN INDUCTING THE BEGINNER TEACHERS

Having considered the points raised in connection with the definition of organising, it might be established that in inducting the beginner teachers, the principals are, according to the literature consulted, to take cognizance of the fact the beginner teachers should be initiated into the various activities and resources which have been allocated to different people in the school.

This will help them take an active part in pursuing the objectives of the school. Marx and Churr (1990: 196-7) consider the management task concerned with arranging the activities and resources of the school as an institution through the allocation of duties.

Responsibilities and authority must be delegated to persons and divisions, and the relationship between them determined, in order to promote cooperation. The systematic performance of the work and the achievement of objectives in the most efficient way possible is the best, and is therefore entails organising at its best.

Schools are organisations, bodies made up of individuals working in a structured way towards the achievement of collective aims (Kent, 1989: 29). The collective aims of the school referred to here are the aims of education which develop the child physically, mentally, spiritually, and morally.

As formal and complex organisations staffed by professionals, schools should appear to have characteristics of every theory of the organisation. As such there should be structured ways of helping the beginner teachers to share in the achievement of the collective aims of the school.

The needs, problems and concerns of the beginner teachers are well documented in chapter 2. Proper induction procedures, as well as the attraction of highly qualified individuals should be the dual goal for those who control the organisations in which such teachers are placed.

In the light of all that has been stated in the foregoing lines, Matooane (1983: 120) maintains that organising as a management task, should relate work for effective accomplishment of the objectives of the schools as stated. In the context of the above, organising in management could therefore, be taken as the responsibility of all who take an active participation in the activities of the school.

The beginner teachers can be helped by providing them with a reduced teaching load, assisted by the principal in choosing and locating instructional materials and provision of information concerning the community, student body and school policies (Johnson and Ryan, 1980 :14). This reduction of the working load can be arranged by the principal who is an effective leader, who is able to organise his staff as well as the resources that are used by the concerned staff.

As effective leaders, principals are compelled to pay meticulous attention to the time management as used by the beginner teachers, that is, the division and use of their time, so that they in turn, help their staff, especially the beginner teachers, not to attempt to perform their duties in a haphazard, casual and unplanned manner. According to Musaaazi (1982) if beginner teachers are not helped to solve their time management problems, they will be overwhelmed, and might hamper their progress in whatever they undertake as their duties.

The above cited lines are a declaration of what organisation is all about and how the principal and his more experienced staff can help the beginner teachers who need to be directed and cajoled. The direction needed by these teachers can be facilitated by them being given time to observe the whole school in the light of curriculum and expectations at different ages, progression, resources etc. (Craig, 1990: 17).

From the above insights, it can be deduced that the task of the principal and senior staff in the school is to take the initiative in follow-up whatever the beginner teachers do. They should also accommodate internal and external variables as part of management function. Paisey (1981: 14) maintains that the better the understanding of extent of the development which all the teaching staff, including beginner teachers can achieve, the more effective the organisation.

In organising, the principal should be able to promote cooperation in all his staff, help his new teachers manage their time effectively, develop their confidence, create position description and exercise effective feedback where necessary. With all these philosophical tenets in mind, the principal could therefore easily achieve his goals in organising his school for the better achievement of goals.

It therefore follows that if the school is well organised, the principal will never experience problems in controlling or leading his staff. Control cannot take place in isolation. In order for control to be effected, there should be a staff to control. Matooane (1983: 24) asserts that after planning, the principal has to organise what he has planned, and then staff his school so that he can ultimately lead and control his staff.

Matooane therefore, feels that staffing should be taken as one of the basic management tasks. Most authors consulted have cited only four basic management tasks, Matooane has added staffing as the fifth.

The following will look into how well the principal and the more experienced staff can help each other to staff the school with the right personnel, taking into consideration that the beginner teachers also form part of the staff, and after being recruited, should be given on the job in-service training so that they are competent in whatever tasks they undertake in their new placements.

3.3.6.3 CONCLUSION

Organising, as the managerial task of the principal, should portray the task position of each member of the staff including the beginner teachers. It is only when proper organising has been utilized by the principal that suitable functioning of all major variables in the school can be facilitated to achieve a more effective teaching-learning environment.

3.3.7 STAFFING

Human resources are very important resources for the good running and administering of any organisation. The principal has to ensure that the type of staff offered posts in his school is of the right calibre and suitable for the positions they are meant to take. In staffing the school, therefore, one should look for the right number and the right quality of people to fill in the posts. In filling the posts, favouritism should not be exercised; knowledge should be the deciding factor.

According to Cronje (1990: 333) in order for the principal to perform his task efficiently, he/she should take the following into account:

- manpower planning;
- recruiting;
- selection and
- placement.

Each of these sub-activities, according to Cronje, consists of a number of smaller activities, which together form a unit for performing the function of staffing.

The following will look at the definitions of staffing as given by the authors consulted.

3.3.7.1 DEFINITION OF STAFFING

Staffing is defined as filling positions in the organisation structure through identifying work force requirement, and inventing the people available by recruitment and selection (Koontz et al, 1964: 377). In the study they conducted they have labelled staffing as a phase of organising. However, it is in this study where they have separated staffing from other management tasks because:

Staffing of organisations includes knowledge and approaches not usually recognised by principals, who often think of organisations as just setting up structure roles and pay little attention to filling these roles.

- This separation allows us to give even greater emphasis to the human element in selection, appraisal and manager development,
- An important body of knowledge and experience has been developed in the area of staffing,
- Managers often overlook the fact that staffing is their responsibility; it is their duty to fill the positions in their organisations and keep them filled with qualified people.

It therefore, can be concluded that a position that is occupied by the head who cannot staff his organisation properly, can seriously disrupt a vital part of that organisation. One can therefore, not succeed as the head unless one is able to manage people.

3.3.7.2 STAFFING AND ITS SUB-ACTIVITIES AS USED BY PRINCIPALS IN INDUCTING THE BEGINNER TEACHERS

Staffing falls within additional tasks where the concern is with the people. Matooane (1983: 27) defines staffing as choosing competent people for positions in an organisation.

according to linear principle (Greyvenstein, 1986: 80). He may also delegate directly to a staff member or student, where the linear-concentric principle applies (Ibid:80). The beginner teachers should also be delegated some work to do and in this case it helps them to feel confident if, they are able to perform well what has been delegated to them.

Delegation is essential for the beginner teacher to operate successfully in an increasingly complex school situation. According to Makhokolo (1989: 18), the principal cannot perform the task in the school by him/herself and should therefore delegate some tasks to his subordinates. Makhokolo, further argues that it is also essential for the principal to give the subordinates all the support and resources necessary for good performance of the task.

When delegating, it is argued, the principal should not forget the beginner teachers as this will give them self-confidence when they perform the tasks delegated to them successfully.

This intractability helps the beginner to respond to institutional and societal expectations with confidence. An organisation exists to perform certain responsibilities or to achieve certain goals.

The principal, it is said, is the person who achieves organisation goals through and with other people.

According to Matooane, this additional management task works by creating tools for selecting, orientating, training and developing competent staff in all aspects of education that are physical, intellectual, emotional and spiritual.

In the light of all cited in the foregoing lines, Musaazi (1982: 188) emphasises that every educational system at every level depends heavily on teachers for the execution of its programmes. Maintaining and improving educational standards is only possible through teachers. Musaazi further argues that the teacher is the greater aid to learning. Thus, as far as possible, he should be thoroughly trained and supported in his work.

In the literature on the problems of beginner teachers, most authors have cited that such teachers realise problems with regard to conditions of service, colleagues or students, school management policies etc. The principals should therefore orientate the new teachers. There are so many things that they do not know about the community around the school, the school itself, the students, fellow teachers, teaching materials and work procedures generally (Musaazi, 1982: 192). Musaazi further asserts that the head and established teachers in the school very often tend to forget the difficulties of adjustment experienced by beginner teachers.

The principal with the help of the established teachers should feel committed in helping the new teachers to be successful in their work. The principal should, in dealing with the new teachers, choose them for positions set within the organisation structure with which they are competent (Evarard and Morris, 1990: 84).

Musaazi (1982: 192) further cites that a new teacher, like all the other teachers, wants to be successful in his/her work. Many of the mistakes and embarrassing situations in which he finds himself can be avoided through a proper orientation programme. Since situations differ from occupation to occupation, it is important for the principal to familiarize the new teachers with situations, while at the same time helping them with instruction and practice in order to enhance their proficiency. This is a fundamental welcoming that removes fears and anxiety common in all people new to a place (Matooane, 1983: 80).

In chapter 2 of this study, one of the problems voiced by the beginner teachers in the literature consulted, is the problem they encounter with respect to conditions of their environment (Van Wyk, 1987: 79). With respect to such conditions the principal must bring about purposeful action towards desired goals. Any condition set must be conducive towards creating such an environment. If there is lack of teaching materials which could be used with slow learners,

the principal should immediately make the teacher aware of this problem (Blanchard et al, 1986: 90).

In orientating the new teacher, the principal should reveal all the problems he/she might encounter in his/her work situation. Orientating means more than just making the new teacher feel at home in a strange or unfamiliar environment. It should aim at helping the new teacher to achieve job satisfaction and also make use of his/her abilities to achieve job satisfaction as well as to achieving the goals of the school (Musaaazi,1982: 193).

3.3.7.3 CONCLUSION

Beginner teachers' problems in dealing with unmotivated students are voiced repeatedly in the literature consulted. In staffing, principals should not assign beginner teachers to classrooms with disciplinary problems, because they often become emotionally involved when they discipline students.

In their research on problems of beginner teachers Bryars and Rue (1987: 12) discovered that these teachers believe that in spite of their efforts, students will not respond in a positive manner to what is happening in class. If they are not familiarized with this situation by the principal, the beginner teacher feels students are not assuming their responsibility to learn.

3.3.8 SUB-ACTIVITIES OF STAFFING

3.3.8.1 MANPOWER PLANNING

3.3.8.2 DEFINITION OF MANPOWER PLANNING

Manpower planning refers to the intended actions in the organisation to ensure that the right number and quality of people are available at the right time to help realise the current and future objectives of the school as an organisation (Cronje et al, 1990: 333).

The same feeling is shared by Bryars and Rue (1987: 112) who define manpower planning as the process of getting the right number of qualified people into the right job at the right time, or the system of matching the supply of people internally and externally with the openings the organisation expects to have over a given time frame.

3.3.8.3 CONCLUSION

One can conclude from the above definitions in the school environment the principal should be able to plan the manpower need of the school so that the recruiting and selection of the beginner teachers are based mainly on the needs of the school. This will also well help the principal not to take anybody just for the sake of filling the post, because in the

end, wrong manpower planning leads to the school having more manpower which cannot fit or close the gaps that are presented in the school. Good manpower planning will allow for good placement of new staff and ultimately produce an environment conducive to the successful adjustment of the beginner teachers in the school concerned.

3.3.9 RECRUITMENT

3.3.9,1 DEFINITION OF RECRUITMENT

Recruitment is the process of providing efforts to increase the number of professional personnel available to accept teaching positions.

Principals should identify and describe positions to be filled, and these positions should comply with the needs of the school (Kimbrough and Nunnery, 1976: 179) feel that these needs should be communicated widely in order to comply with the needs of the school. Woods et al (1985: 123) share the same idea and comment that a total recruitment programme should not start with seeking prospective teachers after they have graduated from their respective Colleges of education.

This type of recruiting, according to them, occurs very often. The recruiting process should begin earlier, at least during the years when teachers to be are still in the Colleges. This, they feel, gives the principal ample time to study and watch the teachers-to-be, and attain more information about the teacher concerned from the College staff.

Through their professional guidance, the principals have an excellent opportunity to improve the teaching profession. They are able to determine, to a large extent, whether the beginner teachers are to receive guidance, or allowed to make haphazard use of their time. Principals should set the pattern of thinking in their schools that will determine whether the new teachers are able to cope from experiences to become truly professional.

In-service programmes in a school is also a valuable tool in recruiting the beginner teachers. The activity among other teachers in the improvement of learning in the school will affect the beginning teachers' attitudes towards in-service growth. The content of the in-service programmes depend on the principal's skills.

Above all, as potential recruits enter the school cadet, or the teaching field, their impression of teaching and what they articulate to others depend on their first experience.

Principals must establish the necessary conditions for them to succeed (Woods et al, 1985: 124).

Matooane (1983: 12) conducted a study on 'How to attract first year teachers' where it was revealed that the principals do not give much attention to the recruitment needs of the beginner teachers.

After considering the results of the study, Matooane listed the following five important points for principals to use and to relate them to their new recruits' employment needs:

- emphasise the geographic location of your district/circuit;
- make information available on both the cost of living and the housing situation in your area;
- level with married people about their salary potential;
- expand on your district's " educational philosophy";
- stress the freedom to teach that professionals enjoy in your school system.

3.3.9.2 CONCLUSION

In recruiting, principals must make sure that they recruit people fit for the posts they are to take so as to avoid frustration. Beginner teachers are frustrated by not being offered subjects they were recruited to teach in schools. It is therefore, the principals duty to help the beginner teachers in this regard.

3.3.10 THE SELECTION PROCESS

3.3.10.1 DEFINITION OF THE SELECTION PROCESS

Selection is the process of determining the professional staff from the available pool of applications (Woods et al, 1985: 127). They further define selection as a vehicle whereby principals can hire a diverse faculty, a faculty reflecting many beliefs, attitudes and backgrounds.

Selection should be developed as a team effort involving people at all levels of school administration (op cit).

They further assert that this selection becomes more important when one examines the correct rate of teacher turnover. It is lower than in the past years, which mean once selection is made, teachers are inclined to stay in the same school position for a considerable time.

In addition to selecting teachers, principals can engage in other activities influencing selection. They can help in preparing jobs analyses and standards candidates must meet to obtain teaching positions.

They can work together with the committee to prepare applications and procedures and determine specific procedures. They can act as advisers in all various functions directly connected with employing professional staff personnel (Cronje, 1990: 334).

In selecting teachers for their new posts, the principals should emphasise an effective accomplishment of set objectives. The principal must establish position qualifications. These are like slots in which the personnel recruited are fitted, according to qualifications (Matooane, 1983: 27).

It is very disconcerting for management to recruit persons and not be able to respond to their qualifications when the recruits present themselves (Marx, 1985: 153). This is like asking people to qualify for certain positions, and only to misplace or misposition them by having them teach what they are not confident to do.

This is frustrating, more so, to the beginner teachers. When the new teacher is recruited, the goals of the school should be clearly interpreted and the policy of the school clarified.

Furthermore, Evarard and Morris (1990: 27) observe that the surest way for the principal to choose competent people for the positions in an organisation is for management to define liaison lines to facilitate coordination and avoid frustration on the part of the beginner teachers.

It is further asserted by Koonz (1964: 375) that selection may be regarded as a process in which professional judgement both objectively and subjectively, determines whether a candidate will be hired for a particular position. They further comment that this process should be shared by principals, heads of departments, and teachers representing both the subject areas concerned or other subject areas. Functionally, they feel that all of these areas should be represented in a selection committee.

In view of the literature consulted on the selection of the new teachers for the teaching posts, it is clearly stated that the principals should be the ones who take vital steps to see to it that the new recruits are selected for the posts into which they are properly suited.

This will help them to settle as soon as possible, can because they will be selected for that for which they are ready. This in itself constitutes a good placement of the staff in the school.

3.3.10.2 CONCLUSION

Staffing as one of the basic management tasks is considered as an important factor in the proper running of the school. It is considered important because no organisation can function without personnel. As such, sub-activities of staffing such as manpower planning, recruiting, selection and placement are taken to be of utmost value. After planning and organising, the principal has to staff his school, he cannot lead control unless there are people to be led and controlled in the school.

3.3.11 CONTROLLING

3.3.11.1 DEFINITION OF CONTROLLING

Controlling is the process by which management sees if what did happen is what was supposed to happen. If not, necessary adjustments are made. Planning is clearly a prerequisite for controlling (Woods, 1985: 56).

Most people cannot differentiate between leading and controlling.

Marx and Churr (1990: 322) drive the point home by indicating that in the case of directing the emphasis falls on the initiation and continuation of the work, and in controlling, the work is already in operation, and the emphasis falls on controlling the quality of the execution and the corrections which have to be made when the execution is not satisfactory. It is further asserted that control implies authority, because effective control is impossible without authority (Badenhorst, 1987: 52).

Controlling is the management task by means of which the execution of plans and instructions is controlled and regulated in order to ensure that they are carried out in accordance with the prescribed plans and standards, and that the objectives which have been formulated are indeed achieved (Marx and Churr: 1990: 321).

The same feeling is shared by Cronje et al. (1990: 119) who defines control as the systematic attempt to set standards appropriate to the objectives of the organisation; to observe actual achievements, to compare them with standards, and to take corrective measures to ensure that all the resources of the organisation are used as effectively as possible to accomplish its mission and objectives.

Control is further described by Badenhorst (1987: 91) as the process through which organisational activities are regulated in such a way as to facilitate the attainment of planned objectives and operations.

In analysing the definitions of controlling, as given in the foregoing lines, the following assertions can be made:

- Controlling is getting planning and performance to coincide (Woods, 1985: 117).
- It is a continuous process, and it is intimately linked to planning, organising and leading (Cronje, 1990: 11).
- It is a systematic effort by management to compare performance with predetermined plans (Badenhorst, 1989: 90).
- It is the measurement and correction of the performance of activities of subordinates in order to make sure that all levels of objectives and plans devised to be attained are being accomplished (ibid:190).

Controlling, therefore, seeks to compel events to conform to plans. It can also be concluded that for someone in authority, that is, the principal in the school, to control effectively he should check up on assignments, see what is being done, compare it with what ought to be do and does something about it if the two do not coincide.

3.3.11.2 CONTROLLING AS A MANAGEMENT TASK OF THE PRINCIPAL IN INDUCTING THE BEGINNER TEACHERS

In controlling the staff, the principal, should, according to Van Aswegen (1989: 86), bear in mind that the beginner teacher has no experience whatsoever in working or taking charge or controlling the classroom environment. While in the College, these teachers worked under the supervision of their lecturers. The principal should therefore help the beginner teachers to be able to control, not only the children in their classes, but also situations as they come about.

Supervision should always be exercised by the principal in ensuring that the beginner teachers are carrying out the duties assigned to them in accordance with the prescribed plans and standards and that the objectives that have been formulated have indeed been achieved by these young teachers.

The principal should therefore, in executing his tasks, pay his attention to the execution of plans and/or instructions in such a way that the execution should be able to ascertain how well the work is done.

Griffin (1982) cited principals as having to help the beginner teachers on how to check the written work of their students. Teachers' control by the teachers, of their students' work is essential because this is a means of ensuring that the objectives of instruction are in fact attained. It therefore serves the cause of educative teaching.

The literature on the problems of the beginner teachers, has shown that the beginner teachers, further, experience problems in controlling the classroom behaviour of the students. They fail to motivate and encourage participation in the classroom.

Congelosi (1990: 24) expresses his view that controlling classroom discipline is a problem for the new teachers. He urges the principals to feel committed in guiding and directing the new teachers because if the principal fails to do so, this might lead to disaster in the teaching-learning environment.

The principal should, according to Matooane (1983: 23), establish a reporting system which will be the tool the beginners can use whenever they encounter problems in controlling whatever situation, whether positive or negative. The new teacher will in this case know who to consult if he encounters problems. Reporting and monitoring standards should also be developed by the principal so as to be able to set conditions that will exist when new duties are successfully completed (Matooane, 1983: 15).

He further cites that in helping the beginner, the principal should also measure the results. In measuring the results he/she should observe the beginner teachers or appoint a mentor who will be responsible for helping the beginner not to deviate from the goals and norms or standards of set goals. This, according to Matooane, might help the new teacher to avoid frustration that in most cases leads to failure in performing duties as expected.

The principal together with the more experienced staff, in helping the new teachers on how to control situations which might frustrate them or hamper their progress in whatever they do, should take corrective measures immediately when the beginner deviates from the goals and objectives of the school as an institution. They should not, as Wildman (1988: 10) discloses, over-criticize but should give encouragement by adjusting plans, and counselling the beginner teachers to

attain the agreed standards.

Musaazi (1982: 35) believes that the fundamental problem in all organisations is in developing and maintaining dynamic and harmonious relationships among the staff members.

He further maintains that when the beginner has attained the desired goals, he/she should be rewarded for the purpose of accounting for major accomplishments and variances between achieved results and those expected.

Formal meeting constitute a procedure that is not always recognised as a form of control, but which can in fact be such. It is not necessary for all staff members to be present at such meetings which should deal with improving the quality of instruction, but administrative staff can always decide on the issues that can contribute to the effective control of whatever concerns the school and its proper running and can thereafter give feedback to their subordinates and the new teachers (Badenhorst, 1987: 54).

Those who exercise control and those who are controlled are not robots. They are involved in an interactive sense (Cloate, 1981: 185). He contends that their interaction is determined by a variety of factors and circumstances, such as the values that are accepted, the inspiration that is engendered by the management team, and the feedback that they in turn receive from the staff (Badenhorst, 1987: 55).

Finally it can be argued that, based on the literature on the foregoing pages, control is one of the best tools the principal can use in achieving the objectives of the school, and if the objectives are achieved, the principal is sure of the proper functioning of his school as an organisation. The following section will therefore look into additional management tasks of the principals in inducting the beginner teachers.

3.3.11.3 CONCLUSION

Controlling compares vents with plans and makes necessary corrections where deviations have occurred. Controlling in management has been described as the process by which the principal sees if what did happen was what was supposed to happen. If not, necessary adjustments are made.

Controlling is an essential part of the management process. As Marx and Churr (1990) put it, it requires the efficient use of the other managerial tasks. According to Marx, planning is necessary to establish the standards against which the actual performance can be measured. In control, organising is also well very important, likewise, communication and motivation are essential to the executing of plans.

Since the purpose of control is to measure activities and take action to ensure that plans are being accomplished, we must also know where in an enterprise the responsibility of deviating from plans and taking action to make corrections lie.

The principals should in controlling the beginner teachers establish a reporting system, which will make things easier for new teachers because they will know exactly who to report to in case of problems.

3.4 ADDITIONAL MANAGEMENT TASKS

3.4.1 INTRODUCTION

The principal has a role that fluctuates between the pinnacles of professional and spiritual fulfilment and satisfaction and the depths of the most desperate frustration and defeat. This, is probably because the principal is a facilitator (Mulcahy, 1991).

According to Mulcahy, the principal experiences the greatest satisfaction when all the teachers are able to do their work to the best of their abilities. In this case the principal has effectively managed the people, the organisation, the curriculum, the department, the community and the changes that are constantly taking place.

The principal should be able to welcome ideas from his colleagues, teachers, old and new in his school, so that he is able to undertake basic management tasks that are conducive to all in the school environment. These basic tasks cannot be carried out in isolation, but additional management tasks will have to be taken concurrently to achieve the goals of the school, and the execution of duties (Van Aswegen, 1989: 82).

These additional management tasks, according to Marx et al, (1990: 247-329) should be used by the principals in helping the beginner teachers.

3.4.2 COMMUNICATION

3.4.2.1 INTRODUCTION

Communication in any organisation can hardly be over-emphasised. In practice poor communication or the absence of sufficient communication causes many problems (Marx and Churr, 1990: 261). For principals to be good leaders, therefore, they should communicate effectively with their subordinates.

The principals in schools spend most of their time communicating in one way or the other. Communication plays an important role in executing both the basic management function and the additional management tasks.

In the following paragraphs, attention will be paid to the definitions of communication as viewed by the authors consulted in this literature study, and communication as one of the tasks of the principals in inducting the beginner teachers will be discussed, and finally certain conclusion will be drawn.

3.4.2.2 DEFINITIONS OF COMMUNICATION

Communication as described by Van Schoor (as quoted by Van der Westhuizen, 1986: 191), is the traffic of information and interpretation of messages. Makhokolo (1989: 20) argues that it involves the communicator and the receiver. It is further described as the process through which people share opinions and intentions by messages, it is also regarded as an essential component of leadership for, without it leaders and subordinates cannot understand one another, and the management process cannot be carried out (Cronje et al, 1990: 118).

The same feeling is shared by Du Plessis (1990: 20) who defines communication as the carrying across of a message between two or more people in any manner relevant to the activities of the firm and/or the relationship between the people involved. Du Plessis, further argues that communicating plays an extremely important role in the carrying out of the four basic and additional management tasks.

Sound communication is therefore, indispensable to the efficient functioning of any organisation, more especially the school where the relationship of the colleagues is determined by communication.

As Du Plessis (1990), puts it the atmosphere, or climate, the disposition, the morale, the motivation and the performance of the people who work in the same institution is necessitated by communication. The principal should therefore, as Makhokolo (1989: 20) puts it, be able to state his messages in a language that will be interpreted correctly by members of his staff, more especially the beginner teachers.

The same feeling is expressed by Marx and Churr (1990: 260) when they define communicating as the conveyance by any possible means, between two or more people, of any message that is related to the activities of enterprise and/or the relationship between the relevant people. Marx and Churr, have derived the following from their definition:

- when communicating takes place, a message is conveyed between two or more people;
- it can be any message and it can be conveyed by any possible means;
- the message is related to the activities of the enterprise and/or the relationship between the people involved.

They further state that when these derivations are further analysed communication in its broader sense contends that:

- people are always involved when communication takes place, since a message is conveyed between people;
- at least two people are involved, namely the person conveying the message and the person receiving the message.

Communication therefore, enhances the good relationship between the members of the staff in the same organisation. The following will then look into how the principal can help the new teacher in his school on how effectively he can communicate with all staff members and pupils so as to easily achieve successful relationships.

3.4.2.3 COMMUNICATION AS A SUB-TASK OF THE PRINCIPAL IN INDUCTING THE BEGINNER TEACHERS

The principal must reach out to parents, and to the community. As the head he is responsible for facilitating communication between the beginner teachers and parents, as well as all in the community. This he can achieve by communicating effectively with both the beginner teachers and the community. Communication outside the school is vital.

Veenman (1984: 4) and Wildman and associates (1980: 4-7) have indicated one of the problems experienced by the beginner teachers as centring around working with parents, that is, teacher-parent relationships.

Good and effective communication, according to Marx and Churr (1990: 82), implies the supply of essential information to initiate the performance of the work and keeping it in progress. To achieve all these, it is essential for the principal to develop those skills and techniques that will give him competency.

The principal must create communication channels to effect better understanding and liaison internally because, according to Hord (1989: 107) it

- promotes the required healthy relationship between the head and his subordinates, i.e better human relations;
- brings the head and his subordinates together into a unity and co-ordinates all the activities of the undertaking;
- affords the subordinates the opportunity to make known to the head their wishes, desires and grievances;

- promotes the flow of information between the different management levels which makes sound decision-making possible;
- makes for favourable attitudes and relationships among subordinates towards the undertaking.

It is, therefore, of vital importance that the principal creates an environment where good communication dominates, because it is only when communication is good among workers that it will be possible for the beginner teachers to develop confidence in the principal as well as the other members of the school in the community.

Communication which has a positive effect on the performance of work and the relationship between colleagues should be enhanced by the principal.

Effective communication co-ordinates all the staff members, new and experienced, and even the students in the school. According to Van der Westhuizen (1991: 179) co-ordination may be seen as the activity that places choices, material, people, ideas and techniques in a harmonious relationship with one another.

3.4.3.4 CONCLUSION

Communication is the transfer of information and understanding from person to person (Marx et al, 1990: 271). The principal should, as indicated from the pertinent literature consulted, induct the beginner teachers into the ways in which to communicate effectively with colleagues as well as students. As it is only through good communication that the relationship between the members of staff will be such that the school environment will be indispensable to the efficient functioning of the institution.

Two-way communication should be allowed in the school. The principal should manage the school effectively, taking into cognizance, The Ten Commandments of Good Communication, formulated by the American Association. These Commandments read as follows:

- seek to clarify your ideas before communicating;
- examine the true purpose of each communication;
- consider the total physical and human setting whenever you communicate;
- consult with others, where appropriate, in planning communication;
- be mindful, while you communicate, of the overtones as well as the basic content of your message;

- take the opportunity, when it arises, to convey something of help or value to the receiver;
- follow up your communication;
- communicate for tomorrow as well as today;
- be sure your actions support your communication;
- seek not to be understood but to understand, be a good listener (Marx and Churr, 1990: 271).

The following section will look into co-ordination as one of the additional management task for the principal with regard to the beginner teacher.

3.5 CO-ORDINATION

3.5.1 INTRODUCTION

Co-ordinating has been classified as a sub-task of organising, even though it is a function applicable to all management tasks (Gordon, 1980: 52). It is so because, it involves the integration of the parts of a whole, or the bringing of parts of a system into proper relation (Greyvenstein, 1987: 85).

3.5.2 THE DEFINITION OF CO-ORDINATING

Co-ordinating may be described as the purposeful endeavour of managers to bring into harmony the work carried out by different persons in such a way that there will be complete

coordination in the achievement of the objectives (Du Plessis, 1990: 321).

The same feeling is shared by Van der Westhuizen (1986: 69) who defines co-ordination as the management process of synchronizing the choices, materials and ideas, techniques and people into a harmonious relationship. To this, Makhokolo (1989: 19) adds that co-ordination is involvement in all basic management tasks, that is, planning, organising, leading and controlling. He further argues for certain principals to bear ^{this} in mind when carrying out these management functions.

Whenever various people work together on the same or different tasks with a common goal, an element of co-ordinating is required (Van der Westhuizen, 1986: 168). The harmonious relationship of people, materials, ideas and techniques brought about by co-ordinating prevents unnecessary overlapping, time wasting and conflict (De Wet, 1980:72)

It, therefore, can be argued that co-ordination is very important for schools to run smoothly. Basing oneself on the views of the authors consulted on the pertinent literature, one would, therefore, argue that co-ordination is a method of ordering things to provide a unity of purpose and action.

It goes without saying that the principal has an executive function with regard to ensuring that procedures are efficient. Badenhorst (1987: 19) asserts that a balance should always be maintained between division and co-ordination. He further argues that when one considers matters such as subject instruction, administration and extra-mural activities, it is clear that a great variety of tasks are involved.

Co-ordination may be facilitated by the following:

- discussion of the goals and policy of the school with all members of the staff;
- formulating guide-lines for all the school procedures and rules.
- creating applicable communication channels between all members of the staff; and
- continuous follow-up procedures when tasks have been delegated to ensure effective achievement.

Co-ordination can therefore be summarized as the comprehensive activity of all the management tasks, and it is especially relevant during the organising task.

3.5.3 CO-ORDINATING AS A SUB-TASK OF THE PRINCIPAL IN INDUCTING THE BEGINNER TEACHERS

In dealing with the beginner teachers the objectives of the school are usually set out in its policy document, so that the novice could read this document. It therefore, will serve as an important coordination aid. According to Badenhorst (1987: 19) this coordination aid is especially necessary for new teachers at the school to study thoroughly and consult from time to time to ensure that they are pursuing the objectives of the school in all the activities in which they are involved. Matooane (1983: 25) emphasises that other documents, such as the subject policy document, schemes of work, and written instructions can also be regarded as agents of co-ordination.

The principals should help the beginner teachers to master classroom coordination. Classroom managerial co-ordination may be defined as the managerial action of the teacher to synchronize and harmonize the interaction of the variables within the classroom which contribute to the achievement of effective education (Greyvenstein, 1987: 86).

Johnson and Brooks (as quoted in Greyvenstein, 1987: 86) state that co-ordinating is the orderly arrangement of a group effort in the classroom, to provide unity of action in

the pursuit of a common purpose. It is the task of the principal to help the beginning teachers to co-ordinate their work successfully in the classroom, even outside the class in the school environment.

There is therefore, a good deal of common-sense to the notion that it is the task of the principal and the management team to co-ordinate the aspects of school life as given by Badenhorst, in the preceding lines, in a way that each assumes its rightful place and makes its particular contribution towards the achievement of the overall objectives.

According to Du Plessis (1990: 321) every manager must continually and intentionally seek methods of improving co-ordination. Further, he lists the important methods of improving coordination as entailing:

- participation in the management process;
- effective communication;
- sound motivation;
- regular meetings and discussions;
- good leadership;

- correct discipline.

From the argument revealed by some of the authors consulted, it is therefore evident that in order for the principal to promote effective cooperation, he must constantly hold various types of meetings which may be regarded as co-ordination aids. Too many meetings, according to Badenhorst, can lead to frustration but, seen from the point of view of the new teacher, they can save time because they obviate having to explain the same thing separately to various members of the staff.

According to Kohn (as quoted by Van der Westhuizen, 1991: 387) the value of satisfying needs in motivational strategy is stressed, because this culminates in the achievement of high personnel morale. It would therefore seem that motivating teachers, intrinsically and extrinsically, contributes to an effective learning-teaching environment.

The following will therefore look into motivation as an additional task of the principal, in helping the beginner teachers to make effective use of the scarce resources available in their schools and in turn motivate their students in class.

3.5.4 CONCLUSION

Co-ordination is a managerial activity which ensures the cooperation between people and tasks in an attempt to achieve a common goal (Van der Westhuizen, 1986: 170). It can therefore be regarded as an essential sub-task of organising, and it is also interwoven with and interrelated to other basic tasks of management, which are planning, leading and controlling.

Without proper co-ordinating by the principal, there can never be proper planning in the school, and without co-ordination there cannot be proper leading. Continuation plays an important role in controlling the man-power in the school as an organisation.

3.6 MOTIVATING

3.6.1 INTRODUCTION

Effective learning starts in the classroom; the child is encouraged to learn according to his own will without being pushed behind by anybody. Man is motivated by his needs and woes. As soon as needs originate in a person, he tries to satisfy them. This striving forms a fertile breeding-ground for effective learning (Avenant, 1986: 197).

3.6.2 DEFINITIONS OF MOTIVATION

Motivation is regarded as an essential condition upon which learning is dependent. However, motivation is a broad term which has been employed to designate a wide range of concepts which seek to explain the way of behaviour (Avenant, 1986: 196). Motivation is further described as a general term for factors that are intent upon a particular behaviour. These factors include needs, drives, motives, incentives, urges and goals (Durojaiye, 1981: 55).

The same feeling is shared by Marx et al (1990: 87) when he states that motivation can be described as all attempts made by a leader in an institution to get his subordinates to give of their best voluntarily. In line with this definition Marx (as quoted by Van der Westhuizen, 1986: 186) stresses that motivating entails all the attempts made by the principal to encourage his staff members to perform their duties willingly and to the best of their abilities.

It therefore may be concluded that motivation refers to all those phenomena which are involved in the stimulation of action towards particular objectives where previously there was little movement towards those goals. Motivation therefore, depends on the demands of the situation in which the teacher as well as the child finds him/herself.

The following section looks into how principals help the beginner teacher in gaining motivation so that in turn he/she can be able to motivate the students in class.

3.6.3 MOTIVATION AS A SUB-TASK OF THE PRINCIPAL IN INDUCTING THE BEGINNER TEACHER

The leading task of the principal includes, inter alia, the responsibility of motivating his personnel (Robbins, 1980: 10).

Mosoge (1989: 60) cites that the sub-task of motivating consists of stimulating teachers to carry out the objectives and plans set in planning and to activate the structures set up in organising. This means that the principal should get his fingers on the pulse of the school by getting away from behind his desk to meet, discuss and confer with teachers, parents and students.

As managers, principals should be aware that what people want from their jobs today is different from what they wanted a few decades ago. People work better when they are motivated. Irwin, 1985: 12, Moses and Henkel, 1986: 36, Van der Westhuizen, 1986: 191 (as quoted by Makhokolo, 1989: 20) stress the fact that the principles of participation, information, recognition and delegation of authority to staff members should be known and implemented by the principal in

attempts to get his staff members and the beginner teachers motivated.

The principal should therefore take it as his first priority to see to it that his new teachers feel comfortable and accepted by the school community in which they work. It is only when a person is motivated towards goals of the organisation concerned that he feels committed. If people are not motivated, the only motivations at their disposal are those of carrot and stick, reward and punishment (Evarard and Morris, 1990: 24).

According to MacGregor's (1960) Theory X and Theory Y an attempt has been made to explain certain motivational factors that are important to the operation of an organisation. From this, Matooane (1983: 10) singles out that according to Theory X the average human being dislikes work and will avoid it if possible. He/she, therefore, must be controlled, directed and implicitly or explicitly threatened, so he/she will work to achieve the organisation's goals. Matooane, goes on to argue that, Theory Y, on the other hand, postulates the opposite in that work is satisfying; therefore, a person will direct and control him/herself, if he/she is motivated.

According to Matoane (1983: 9) motivation can occur as a reward towards achieving commitment, self actualisation and ego satisfaction. The principal should therefore take this chance to motivate the beginner teachers when they are still new in the school from the Colleges of Education, because they are still active and want to achieve and satisfy their ego, so that what they are going to do in their new placements they will be to their best ability. Work is therefore, according to Evarard and Morris (1990: 25) as natural as play if it is satisfying and conditions are favourable.

In motivating the beginner teachers, the principal should first be concerned with their needs. As Evarard and Morris (1990: 24) put it, most motivational theorists concentrated on human needs and considering how best these needs are met in work.

People work at their best when their needs are met and they are achieving the greatest satisfaction from their work.

Principals should therefore, motivate their beginners, and make them feel at home in their work situations. This should be so because man is by nature rational, social, possessive and at the same time, factual (Evarard and Morris, 1990: 120).

However, Van Wyk (1987: 87) asserts that when dealing with people with whom we work, most of those in senior posts have a tendency to behave as though the needs of others, particularly their subordinates, are at the lower level.

Principals should, as Matsei (1990) argues, respect the needs of their subordinates, more especially the beginner teachers. Their needs should be taken care of, and where they go astray, they should be guided by their more experienced colleagues or the principals so that they are able to prioritise effectively.

The same issue is argued by Marx and Churr (1990: 75) when they air their views that someone in a senior post cannot teach his subordinates courtesy by intellectual argument or preaching, but by example and rewarding them for courteous actions. It therefore follows that principals should act similarly to their beginner teachers.

The school principal's task will be greatly enhanced if the school principal adheres to the following dimensions of leadership (Fiorello as quoted by Mosoge, 1989: 60):

- Support: encouraging positive self-concept in others;

- Goal emphasis: stimulating enthusiasm for goal achievement;

- Interaction facilitation: encouraging members to develop close relationship; and
- Work facilitation: providing resources which help achieve goal attainment.

3.6.4 CONCLUSION

It can therefore be maintained that it is the principal's role to see to it that the attitudes of his subordinates are positive, because it is only when the attitudes are positive among, the staff, that the school can be run effectively. It therefore follows that the principals should motivate their beginner teachers, so that they feel committed to whatever job is assigned to them. Their needs should be considered, because if not, the heads will just be wasting their precious time. If well-motivated, the beginner teachers will in turn be able to motivate the students in their classrooms.

So, the following will look into how the principals help the beginner teachers to guard against taking hasty decisions which might lead to their frustration.

3.7 DECISION-MAKING

3.7.1 INTRODUCTION

Decision-making is one of the additional tasks of management, and it forms the basis for planning. So it is very important for the principal to make decisions daily. The crux of the managerial activity is decision-making, where it forms the basis of planning, organising, leading and controlling, in that decisions determine the course of action to be taken (Robbins,1980: 64).

3.7.2 DEFINING DECISION-MAKING

Decision-making entails choosing the most appropriate action in order to solve a specific problem or deal with a particular situation, after deliberate consideration of various alternative possibilities (Marx et al,1990: 247). Commenting on the same Du Plessis (1990: 137) considers decision-making as the process in which different possibilities are carefully considered and the best alternatives chosen to solve a problem.

In relation to the above Van der Westhuizen (1986: 144-5) comes up with the definition of decision-making as the purposeful choice of the most appropriate steps to be taken to solve a specific problem or handle a specific situation.

From the definitions in the foregoing lines, it can be concluded according to Marx and Churr (1990: 247-8) that the following derivations can be made:

- during the decision-making process, a choice has to be made;
- the best way to solve a problem or deal with a particular situation has to be found;
- a decision is taken in order to successfully eliminate a state of affairs which is undesirable or incomprehensible or uncertain, or an obstacle in the execution of the work and/or the achievement of objectives;
- a decision should only be taken after alternative possibilities to solve a problem or to remove an unfavorable situation, have been considered.

In essence, the definition cited in the foregoing lines bring us to the conclusion that decision-making is the most important aspect of planning as a management task. The principals have to help the beginner teachers to organise their curricula approach in such a way that both the academic discipline and a problem approach are given due attention in their instruction and teaching.

principals have to help the beginner teachers to organise their curricula approach in such a way that both the academic discipline and a problem approach are given due attention in their instruction and teaching.

Managerial decisions in the school are always subjective in nature, and the individual's preferences, philosophy of life, pre-scientific knowledge and his values and beliefs will affect the final decision taken (Van der Westhuizen, 1986: 148).

Decision-making is therefore an activity which determines the course of action to be followed.

3.7.3 DECISION-MAKING AS USED BY THE PRINCIPALS IN INDUCTING THE BEGINNING TEACHERS

The principals should help new teachers to take decisions. However, Berman (in the quoted work of Matooane (1983: 35) feels that beginner teachers' ability to analyze is extremely important to decision-making, for decision-making is described as the data-gathering part of planning. To Berman, knowing which information is central and which is tangential to a problem is critical if adequate decisions are to be made.

In addition to learning the skills of analysis, school subjects should teach thinking skills related to synthesizing information. Matooane (1983: 35) argues that pre-service education should provide the teacher with these skills, so that when they start their careers in schools they should be able to deduce facts from many disciplines which are often part of decision-making process.

Decision-making is one of those aids which can be used to implement the generic administrative function as well as functional activities (Marx, 1990: 248). Maccoll (1990) has therefore stated that decision-making is the crux of the administrative process. According to him, decision-making consists of action between two or more alternatives. To him the decision-making process is a rational attempt to achieve this division. It can therefore, be argued that, institutions tend to operate successfully when there is a clear management policy on how decisions are made and implemented. This policy needs to be clearly understood by the new staff members in the school as an organisation (Marland, 1986: 6).

For the principal to achieve his goals of helping the new teacher, he must first identify the problems. After identifying the problems, the head must endeavour to solve them by means of various alternatives, the requirement being creativeness and experiences (Goodlad, 1986: 34).

Unavoidably, the head should, according to Maccoll (1990) help the novice to overcome the problem of making choice. The beginner teachers, like their more experienced colleagues, are expected to evaluate the situation so that they guard against taking over-hasty decisions.

A decision, according to Churr and Marx (1990: 123), is aimed successfully eliminating a state of affairs which is undesirable or uncertain, or an obstacle in the execution of the work and/or the achievement of objectives. They further assert that a decision should only be taken after alternatives and possibilities to solve a problem or remove an unfavorable situation have been considered.

As someone directly responsible for the management of the school, the principal is directly responsible for the decisions that are taken by his/her colleagues in the school environment. It is therefore, one of his/her roles to make decisions that inspire staff awareness, participation and commitment (Marland, 1986: 7).

The beginner teachers should also be consulted in decision-making; they should not be left in a lonely 'sink or swim' situation; they should not be left to wonder and suffer from arrested development (Peterson, 1982: 87).

In order to help the beginner teachers to implement generic administrative as well as functional activities, various aids must be used, one of which is decision-making (Marx and Churr, 1990: 232).

The principal should therefore take cognizance in helping the new teachers to make and take correct decisions on whatever affects them, be it in the classroom or in working with colleagues. At times principals make poor decisions, in which most cases affect the whole school, all of its students and the novice as well.

Bad decisions according to Marland (1986: 6) usually arise from the lack of awareness of or response to an issue or problem or from an uninformed or undemocratic decision-making process. Marland further asserts that decision-making in schools needs to be well-informed, carefully considered and participatory. During their pre-service, beginner teachers are not fully prepared for taking their own decisions because at the Colleges their lecturers normally help and give them advices in taking decisions on recurring matters.

This is why most of them describe their first years to their teaching assignment as 'hell' (Griffin, 1983: 8). The principals should therefore step in at this crucial time to help the beginner teachers to make correct decisions that will lead to confidence and success in their chosen career.

If beginner teachers are helped to take correct or proper decisions, goodwill and participative response will follow. Being informed about decision and the reasons for taking them, the beginner teachers will be able to respond to all issues within the total context of the school, its philosophy, values and policies and be able to participate fully (Goodlad, 1983: 32).

Musaazi (1982: 87) maintains that participation of teachers in decision-making is an important factor which raises the morale of teachers and increases their enthusiasm for the school organisation. However, the school administrator must always know the conditions under which his teachers should be involved in decision-making. The school administrator must know what is the most effective role for him in decision-making.

Delegation is one of the additional management tasks which the principal ought to exercise in his school. If he delegates accordingly he is sure to attain a reasonable division of work, so as to achieve the aims and objectives of the school. The following section pays attention to delegation as one of the management tasks which the principal will have to practice even with regard to beginner teachers, as this will give them self-confidence when performing the tasks delegated to them.

3.7.4 CONCLUSION

In decision-making, the principal should identify and define the problem before he can decide on take an alternative. In so doing, he should help the beginner teachers to investigate the problems whenever they occur. This he should do before he decides on the solutions to be taken. This may cause a problem for the beginner teachers who have to devote a large amount of time and thought to the decision-making action due to lack of experience, according to Doyle (1979), and Calderhead (1984) (as quoted by Greyventein, 1987: 52).

3.8 DELEGATING

3.8.1 INTRODUCTION

Delegating is taken as a sub-task of organising. Once a structure has been created by forming a hierarchical framework that indicates the position of each member, or groups of members of the organisation, the various tasks associated with each position must be allocated. This allocation is termed delegating in management context (Greyvenstein, 1987: 79).

3.8.2 DEFINITIONS OF DELEGATING

Delegating is the allocation of duties, authority and responsibility to a junior to lighten the burden of managers (principals) and make a more meaningful division of work and more efficient work performance possible (Marx et al, 1990: 229).

In schools therefore, delegation takes place between someone in authority, that is, the principal and his subordinates (both experienced and beginner teachers).

The same, is highlighted by Van der Westhuizen (as quoted by Makhokolo, 1989: 18) when he asserts that, delegating is that which the principal performs when he entrusts some members of his staff with duties, accompanied by responsibility and

authority. This, according to Van der Westhuizen, is done to attain a reasonable division of work so that the aims of the school can be achieved.

The delegated person is also made accountable for the satisfactory performance of his duties. The need for delegating arises from the fact that one can only control the work of so many delegates and not more (Van der Westhuizen, 1986: 163). Robbins (1980: 167-8) suggests that the number should not exceed eight (8) subordinates though conceding that the number depends on the nature of the work and the efficiency of the subordinates.

The following are the components of delegation that require close scrutiny:

- an element of authority is present in delegating in that, certain rights, inherent to the position of the person in the organisation legitimize the person's action (Robbins, 1980: 240), therefore, the educational leader has the right, associated with his position, to exercise and delegate his power of authority;
- responsibility is involved in delegating in that, when 'rights' are assumed in a position, the corresponding obligation is also assumed (Robbins, 1980: 240);

- accountability is a further component of delegating in that, where authority supplies the rights that legitimize the action, and responsibility involves the assumed corresponding obligation, accountability is the duty of the person who assumed the delegated responsibility to report on the satisfactory completion of the task to the person who originally delegated the task (Van der Westhuizen, 1986: 164);
- although responsibility and authority may be delegated by the person in the higher authority position, this person remains primarily responsible and accountable for that which was delegated (Van der Westhuizen, 1986: 164).

Successful delegating therefore requires confidence in the ability of others, in that, it includes the assigning of duties to be performed and acceptance by subordinates of both the responsibility for the satisfactory performance of these duties (Greyvenstein, 1986: 79).

3.8./3. DELEGATING AS THE SUB-TASK OF THE PRINCIPAL IN INDUCTING THE BEGINNER TEACHERS

The principal, in the position of highest authority in a school, should delegate various tasks and the corresponding authority, responsibility and accountability from the top downwards in the structural framework of the school or

according to linear principle (Greyvenstein, 1986: 80). He may also delegate directly to a staff member or student, where the linear-concentric principle applies (Ibid:80). The beginner teachers should also be delegated some work to do and in this case it helps them to feel confident if, they are able to perform well what has been delegated to them.

Delegation is essential for the beginner teacher to operate successfully in an increasingly complex school situation. According to Makhokolo (1989: 18), the principal cannot perform the task in the school by him/herself and should therefore delegate some tasks to his subordinates. Makhokolo, further argues that it is also essential for the principal to give the subordinates all the support and resources necessary for good performance of the task.

When delegating, it is argued, the principal should not forget the beginner teachers as this will give them self-confidence when they perform the tasks delegated to them successfully.

This intractability helps the beginner to respond to institutional and societal expectations with confidence. An organisation exists to perform certain responsibilities or to achieve certain goals.

The principal, it is said, is the person who achieves organisation goals through and with other people.

So, when the principal gives work or sections of work to his colleagues while busy with something else, he is delegating. He is therefore achieving goals with others (Van Wyk, 1987: 99).

According to Matlawe (1990), delegation goes hand in glove with effectiveness because the effective execution of duties by subordinates leads to efficiency in an organisation. The principals should delegate duties to the new teachers but beginner teachers should nevertheless work with their more experienced colleagues, so as to copy and gain more experience from them (Griffin, 1982: 11).

On the other hand, Van de Water (as quoted by Matlawe, 1990) airs his concern by referring to a principal, an inspector of school, a director of education or any senior executive as wasting his/her time if he/she does something which could be done well or better by a junior. Van der Water feels that such people are actually "quadruple thieves". The time of the induction of the beginner teacher is when the principals have to exhibit a highly developed sense that anything worth doing is worth doing to the best of their ability. In the light of all this Matooane (1983: 76) feels that delegation is sharing. To him sharing is a rational term in which the things that are shared must be clearly and critically pointed out. Sharing responsibility allows for awareness of a wide range of skills.

On the other hand Gray (1982: 80) argues that the head's real and valuable skills are not administrative (however useful they may be) but the skills that derive from self-knowledge and self-awareness. If he/she can share him/herself with his/her colleagues and help them to find themselves, then the real discovery process in his school is off to a 'head start'.

Certainly, unless the self is offered first, there can be no successful building on any of the other skills and qualities each head undoubtedly has. The principal should make the sharing responsibility to all his/her staff, including the beginner teachers, along the lines of trust, self and discovery.

There are certain tasks which the principal cannot delegate to his subordinates because of their complexity (Lock and Lichtenstein, 1984: 12). Through delegation the principal can free himself from trivia. He will have time for the work he alone can perform (Jenks et al, 1985: 34). Jenks et al, further argue that the work of the principal is to think, direct, organise and plan ahead.

Delegating does wonders for the morale of the teachers in schools, if they are well delegated, they are even more willing to work late when the pressure is (Adair, 1988: 50).

The principal who delegates his staff trains them for greater responsibility. Through delegation, the principal is teaching and his subordinates, whether experienced or new in the teaching field.

It must, however, be pointed out that delegation cannot work unless there is mutual trust founded on personal and professional integrity (Jenks, 1985: 122). When the principal delegates, he is taking risks, and making himself vulnerable, which is why trust is central to delegation. A person who is trusted feels good about himself and a person who feels good about himself is a good performer (Blanchard et al, 1986: 76). Confidence begets confidence, says an old Roman proverb. Matlawe (1990) feels that delegation as gift of trust will generate self-confidence in the delegatee, more especially the beginner teacher.

He further argues that delegation is an important leadership act towards creating a climate of trust in any organisation. To him, once trust is tarnished it is hard to restore it to its original glow. In delegating, the principal should not delegate the task without the right to make mistakes.

Principals, it is believed, always reserve the right to make mistakes themselves. Under such conditions, subordinates fear criticism and resist accepting tasks (Jenks et al, 1985: 104).

Delegation therefore, motivates, and it is likely that as Matlawe (1990) puts it, people will support that which they helped to create. Through delegation, it is easier for the principal to discover the strengths, talents and weaknesses of his new teachers. Matooane (1983: 79) asserts that delegation involves a contract, a contrast of giving and accepting, and that giving and accepting cannot take place in a situation of duress. He also emphasises that delegation is a crucial issue of power and management. The more authoritarian and bosslike the principal is, the greater his difficulties with delegation.

3.8./ .4 CONCLUSION

Delegation is the sub-task which the principal should use in his school so as to facilitate effective running of the school. Beginner teachers should, like all the other teachers in the school environment, feel that they are part and parcel of the organisations in which they operate.

This can only be achieved by the principal who shares duties with his subordinates. Beginner teachers should be incorporated in the operation of the effective school management through sound delegation by the principal, thereby allowing them to become active partners in the running of the school.

3.8.1.5 CLOSING PERSPECTIVE

Although Colleges of Education and institutions of teacher training may be excellent in continuing the struggle for a better world for the beginner teachers by sending them for teaching practice and practising Micro-teaching before the beginners go out in schools to take their new posts, such institutions are not generally equipped to create the setting conducive to the beginners, needs.

According to the pertinent literature reviewed, beginner teachers need the support of experienced teachers, even the heads in their schools. This chapter has tried to explore how far the principals generally help the beginner teachers with their vast number of problems. It is argued in this chapter that school management should by all means help the beginners to solve their problems.

It is, however, suggested that the heads and all experienced teachers should bridge the inequalities between the new teachers and their more experienced colleagues, by ensuring access to free discussion and some notion of the basic expectations of the environment.

The head should therefore, strive to convince the staff in his/her school, that a bias-free environment builds into the structure of an organisation, fun and participation in decisions that affect all the staff.

Finally, the principal cannot only tell the staff in the school to share, cooperate, respect and tolerate each other. These should be in-built in the school structure, and should be taken as a matter of course.