

UNIVERSITY OF DURBAN-WESTVILLE

FACULTY OF EDUCATION

THE NEEDS ASSESSMENT FOR A TEACHER  
INDUCTION PROGRAMME IN SEBOKENG SCHOOLS.

A DISSERTATION IN

THE FOUNDATIONS OF EDUCATION (EDUCATIONAL  
MANAGEMENT)

BY

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SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS

FOR A DEGREE OF  
MASTER OF EDUCATION (MANAGEMENT)

MAY 1996

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## DECLARATION

THE NEEDS ASSESSMENT FOR A TEACHER INDUCTION  
PROGRAMME IN SEBOKENG SCHOOLS.

M.Ed. 1996

I ..... Mmusca Ramatsela ..... **DO HEREBY DECLARE**

THAT THIS DISSERTATION, WHICH IS SUBMITTED TO THE  
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SIGNED BY ME ON THE 29th ..... DAY OF March ..... 1996

SIGNATURE

..... M Ramatsela .....



## DEDICATION

This work is dedicated to my beloved wife, Lizzy, and my two sons Mosiuwa and Thabo. It is especially dedicated to my father, Pitso, Johannes and my late mother, Puleng Lydia who sacrificed everything for my education.

Special dedication goes to my teacher, mentor, friend and role model, Shadrack Setlhare Kgotlagomang and my ex-teacher Ratseke Ntlhe.

**I.M. RAMATSEBE**

## ACKNOWLEDGEMENTS

My sincere appreciation and deepest gratitude go to my dissertation supervisor Dr. Sipho Hlophe, for his skillful way of rechanneling my thoughts humbly with human care and understanding . I am equally grateful to the three University of South Carolina staff members viz. Rich Ginsberg, Julie Neururer and Beverly Bower who introduced me to the research process. My special words of thanks to the Director of the James F. Byrnes International Center, Dr. Mike Welsh who after I had developed my instrument, refined it. My special words of thanks also go to Zeph Senkhane, for his role as a mentor to the development of this dissertation. To the top USC for making my six months stay in South Carolina, truly homely , warm and entertaining , especially Judy Wyatt, Ron Atkinson, Diane Corner and Sandy Tonnsen. And finally to Tops South Africa for their commitment and selflessness to develop the disadvantaged and needy communities.

## ABSTRACT

The aim of the study was to assess the needs for teacher induction programme in Sebokeng schools. Induction of the beginning teachers is regarded by many scholars as an effective mechanism of human resources management and development. The relevant literature review attempted to legitimize the assertion “that teachers don’t perform maximally because they are not inducted” by providing sufficient logical and empirical support along the way.

The instrumentation and how the respondents responded, further accentuates the fact that beginning teachers are exposed to the hit and miss syndrome. “An ineffective teacher can cause problems for many ; while an effective teacher can be a goodwill ambassador “. The research therefore suggests that beginning teachers be helped to get off to a good start. “ A good experience during the first year or two in the profession can build a foundation for a solid commitment to teaching. A bad experience can set the stage for a hasty exit from teaching “.

Good teachers are scarce in the best of times , but they may become even harder to find in the years ahead.

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## CHAPTER ONE

### INTRODUCTION AND BACKGROUND:

Once a student qualifies at a College or a University to become a teacher, an individual enters a new world and should be socialized in order to avoid reality shocks. The beginning teacher thinks s\he knows what s\he is getting into. The daily life of a teacher holds few secrets for him/her, s\he is no stranger to the school. S\he is been there before. The shock comes when the beginner changes from audience to actor. The role which had been played out thousands of times is now his/hers. The familiar scene of the classroom is reversed, and s\he encounters a startling new situation. The best way of preparing the new teacher is through induction. Teacher induction or orientation sometimes referred to as teacher integration can be viewed as a systematic organizational effort to assist personnel to adjust readily and effectively to new assignments so that they can contribute maximally to the work of the system while realizing personal and position satisfaction. (Castetter, 1981 p. 189).



Initiation of an effective induction process is the way the organization can contribute to the assimilation of the personnel, as well as to their personal development, security and need satisfaction. Probably at no other time during the employment circle does the newly appointed or newly assigned staff member need more consideration, guidance and understanding than between the day of the new assignment and the time when one becomes a self-motivated, self-directed, fully effective member of the enterprises (Castetter 1981). Simply put induction may also be viewed as a method by which administrators educate or train employees about the work to be performed and the relationships between this job and the parent, teachers and student community. Induction therefore deals with supplying information, giving direction, extending a warm welcome, and making employees aware of the new responsibilities to be embarked upon and what the district expects and can offer.

Beginning teachers may experience serious problems of going through this transition alone.

Therefore, they need caution, as well as emotional and instructional support to restore in them self-confidence because without it they may feel failures and make teaching a short-time career.

Voluntary resignations in school systems are known to occur during the probationary period. One of the causes to which this problem has been attributed is the absence of well planned induction practices (Castetter, 1981). The variety of adjustments newly assigned teachers need to make before they are fully/totally assimilated into the school system are great and very important to warrant administrative efforts to assist through a well planned induction programme investment in recruiting, selecting, inducting and supervising new personnel is money going down the drain when they leave the system voluntarily. One of the main objectives of the induction process is to minimize this drain of the system financial and human resources (Castetter, 1981).

The induction process is in reality the starting point in the employment cycle for performance analysis improvement.

In essence, this is the process by which the system technology is applied to measure, analyze, understand, predict and guide performance-related behaviour, to strengthen and increase performance that are goal orientated, and to minimize, suppress and eliminate those categories of behaviour that are disruptive and nonsupportive. School can recruit, select, assign, reassign and transfer personnel, but until these individuals become fully adjusted to the work to be performed, the environment at which it is performed, and the colleagues with whom it is performed, they cannot be expected to give their best effort to attaining the goals of the institution. Therefore, teacher induction involves more than plans for making personnel to feel at ease in an extension of the recruitment and selection processes (Castetter, 1981).

What is of utmost importance for beginner teachers is that they should not only know exactly what is expected, but also to whom they are responsible and to whom they should report. Most teaching staff instruct in more than one subject and are also responsible for many other activities. The multiplicity of lines of authority may be confusing to be uninitiated.

The problem of multiplicity of lines of authority is also an integral part of all other problem areas and not limited to the activity of teaching (van der Westhuizen, 1991)

Induction should be viewed as the initial phase of a new assignment in which performance effectiveness is diagnosed using such criteria as personal, position and interpersonal adjustment as well as goal achievement. Once performance deficiencies are diagnosed, that in itself forms the bases for development programmes. For roles involving promotions, transfers and reassignments, performance effectiveness is considered to be multidimensional, which stands to suggest that these types of induction assessed and then utilized to improve performance behaviour.

## THE SOUTH AFRICAN CONTEXT

My concern and interest in this study was brought about by my observation that beginning teachers in South Africa are not helped through this transition, but are left alone either to sink or swim.

The feeling of being isolated to succeed or to fail alone does not prepare newly appointed teachers for their job. It is at this crucial stage that beginning teachers, even before exploiting their potential to the fullest, realize that their future in teaching is either bright or bleak.

In South Africa, the term teacher induction is completely alien to most teachers because pre-service education is regarded as adequate by the Education and Training Department which until recently specifically and exclusively served the Black community. Beginning teachers therefore have to grapple with insurmountable problems unaided. For example, beginning teachers are given the same responsibilities as the more experienced teachers on the faculty. Full leadership responsibility is something other professionals do not have to worry about until they have learned their jobs more fully. (Arends, 1991)

For over three decades, researchers have studied the experiences of the beginning teachers. Common in their theme of research is that reality shock for teachers is more even severe than it is for novices in the other professions.

Comprehensive research on this problem of beginning teachers can be attributed to the feeling of being a stranger in the new land. The newly appointed is a stranger in a new land, the territory of which and whose rules and customs and culture are unknown, but who has to assume a significant role in that society. Once the problem is presented in this manner, it is easy to see that we are studying a general problem in human experience as well as a particular problem in adaptation to a specific institution and to specific social role (Arends, 1991).

In South Africa beginning teachers enter the profession with little or no practical experience. They actually commence work ill-equipped to deal with pressing classroom problems with mixed abilities, motivation and discipline which even veteran teachers are afraid to handle (Johnson, et al, 1993). Some observer has written , Arends reiterates that discipline problems seem to belong to the beginning teacher in the way the pimples belong to the teenager (Arends, 1991 p. 441).

Other reasons that teacher induction is so imperative include improving teaching, meeting the many needs of beginning teachers and handling teacher's that must be addressed before teachers can move along the teacher developmental *continuum* (Glickman, 1989). For example a teacher interviewed is about the treatment she received in her first year as a teacher revealed startling information about how school administrator treated her. Without collegial support and also without being shown how to handle instructional material in class, she was exposed to inspection during her early period of probation (Dovey et al, 1985).

Most probably the term teacher induction remained alien to Black educators because education was never meant to develop the people. Schools did not form part of the community service, education was not built upon community interest (Verwoerd, 1954). Education for Blacks was looked upon as a labour reproduction mechanism. Schools therefore became institutions to promote government ideology or Ideological State Apparatus in order to maintain the *status quo*. Black education was therefore was education for servitude and

the government did not find it necessary to train teachers to be efficient in their job (Kallaway, 1986).

Eislen 1954 the then secretary of Bantu education, maintained that Bantu Education could not come into existence on its own, without participation in its control and administration by the Bantu / Blacks themselves. Simply put Blacks who were ill-trained and ill-prepared for teaching, were to administer their own education. It was not important to the Whites who was in control, whether they made a mess of it or not, but what was important was that the products of that type of education should be able to read and write and be ready for employment at a lower level (Bantu Education policy, 1954).

It is undoubtedly true that Bantu education system did not encourage teachers to succeed in South Africa. With recent development, South Africa has changed the government and the new government of the majority will surely do away with nineteen Education Departments which existed and have one Education Department. New innovations will surely be needed because



South Africa is moving towards desegregation and integration of education. With one education department, teachers will have to undergo intensive induction programmes to be ready for their jobs.

What does the school system expect the induction process to accomplish? How should the inductee behave after undergoing the induction process? An inductee whether a teacher, a new administrator, or a new member of the service staff moving into the community, needs a variety of specific kinds of information, not only for making adjustments in the community, but for helping him/her to fulfill his/her role. It is highly risky for the inductee to receive information solely from colleagues as this may impact negatively upon the organization. Views of colleagues about the system or organization differ considerably. The individual staff member with a grievance may present a distorted picture of the system not in keeping with reality, one that may create negative impressions and harmful misconceptions. Therefore appropriate goal of the organization should be proper orientation of a new system member. It should be the priority of the organization to provide the

newcomer with first hand facts, with credible information about the system conditions, and with other knowledge that may be required to effect integration of the individual and the organization (Castetter, 1981).

It is very crucial for the organization to supply information relevant to the position of the individual. The process should enable every inductee from care takers to chief executive, to be fully informed about the community, about duties, relationships and responsibilities of the position, about characteristics of the system procedures, policies, personnel customs and history; and about the building unit to which the inductee will be assigned. It is imperative that the induction process should furnish the inductee with whatever information necessary to facilitate their adjustment (Arends, 1981).

Newly appointed personnel experience problems in understanding their assignments. Many of these problems are associated with lack of a clear and workable conception of the school's mission and its goals. The position the

newly appointed employee assume, is of paramount importance determining what his/her information needs will be. Position guides are very handy here in helping the inductee become acquainted with his/her assignment and its relationships. The supervisor of the newly appointed should explain purposes and organizational expectations of the position (Castetter, 1981).

Inductees often experience difficulties of socialization simply because they may espouse beliefs repugnant to the unique beliefs of the school. Opinion of teachers on academic freedom, or controversial issues, the role of the teacher as a citizen, selection of reading matter, student behaviour and appearance, and student discipline may differ extensively from the system's official values and objectives. By and large every system purports to assimilate new personnel by orientating them to its unique values, traditions, customs, beliefs and goals. Awareness to the values prevailing in the organization is crucial if the inductee is to adjust effectively during the period when s\he is being considered for permanent membership in the institution (Dean, 1985).

An individual can not work alone, especially in public schools. As a result of which effective interpersonal relations become absolutely important for an individual new to the system. Newcomers therefore should understand the behaviour of both individuals and members of the groups with which they will be working. They should learn to know which members are influential in informal groups, attitudes of colleagues towards the organization.

Once this is understood, they can anticipate that pressures will be exerted to conform to the group standards and way of thinking. The advantage of knowing this before they find themselves having been swept or swayed to either side is more than anything to allow them critical thinking and decisiveness in making informed decisions. For the newcomers to satisfy their needs, achieve high productivity and identify with the organization depends to a large extent on the systems efforts to promote communication bond between staff members and new personnel (Castetter, 1981).

It is important for the newcomer to have a bird's eyeview about the

sociological inventory of his/her new environment. Information on such matters as community geography, economy, housing, government, religious agencies, racial minorities and community planning resources is needed by beginners to help them adjust to new surroundings. Inductees new to the community also encounter problems outside the actual school assignment which calls for attention e.g. locating suitable living accommodation, transportation to the school and back, religious, cultural, banking and recreational facilities. Although these are outside school premises, ignorance of them can impact negatively on the smooth running of the school.

The new teacher will not be at school in time to assume duties as expected. It therefore becomes the concern of the administration to see to it that the inductee copes easily with these problems. These have to be effected because complete adjustment to the a new environment is not likely until such anxieties have been addressed. Although the institution cannot help solve all the problems, a decent induction programme can minimize the dilemmas that

newly appointed teachers are likely to encounter (Arends, 1991).

Paramount in its aims the induction process is to provide information not fully covered during the recruitment and selection processes. The individual recruiting principal may not have been capable of explaining to the recruit all the ramifications involved in a school as an organization. The administrator to whom a newcomer is assigned, will need to do whatever remains to be done in order for the latter to make full adjustment to system life. To sum up, the induction period, which begins with recruitment and ends when the inductee becomes a permanent member of the school staff, offers an array of opportunities for the system to realize its aims. This is done by creating for inductees conditions and processes conducive to voluntary cooperation in the organization's quest to secure better educational opportunities for its clients - child. In conclusion personnel induction problems suggest that initiation of an effective induction process is one of the way that the system can contribute to assimilation of new members, as well as to their personal development, security and need satisfaction. Recruitment and personnel selection can be done, but until newly appointed members become fully cognisant of and

adjusted to the work to be performed, the environment in which they will function, and colleagues with whom they will be associated, they cannot be expected to contribute efficiently and effectively to the realization of organizational goals.

Therefore induction process is needed to newly appointed personnel to assist them to resolve community, system, position, human and personal problems with which they can be confronted. Human maladjustment is expensive to the organization and detrimental to the satisfaction of the individual and perhaps even more harmful to the socializing and personalizing processes that can take place between the individual and the system - the school.

#### PURPOSE OF THE STUDY

The researcher is of the perception that the induction of novice teachers is the responsibility of the principal and his administrative staff. Creating a general environment conducive to the smooth integration of the beginning teacher into the school would not only enhance the general status of teachers but also improve the quality of instruction for all pupils.

The induction of the beginning teachers has been jeopardized by the legacy of apartheid in South Africa because the system never conceived of education of blacks in particular as a human investment exercise.

It is unfortunate that even principals schools in that philosophy, worked to promote the *status quo*, never lived to become transformative intellectuals.

Induction efforts were solely dependent on individual initiative and the willingness of experienced colleagues to interact with beginning teachers.

The specific purpose of this study is to assess the needs of an induction programme for beginning teachers in their probationary years in black schools and then recommend to the powers that be the importance of it.

In particular it is hoped to achieve the following:

- i. Establish whether expectations emerging from the period of preservice education are met by the reality of the first year of teaching. This information will provide some indication of beginning teachers problems and disillusionment if not helped.
- ii. Identify what guidance and assistance is given to beginning teachers by the management staff of schools, the subject advisers of the Department of Education and Culture.



- iii. Identify areas of concern and anxieties that surface during the probationary year.
- iv. Make recommendation to the Department of Education and Culture for the induction of beginning teachers.

### STATEMENT OF THE PROBLEM

The crux of the matter here is how best can new teachers be helped to be effective in teaching. It is also very important that they should grow professionally and at the same time learn to identify with the mission statement of the school and teach to realize the objectives of the institution they are serving. More often new teachers find themselves not knowing what is happening during their first year of teaching, this then results utter in frustration.

### SIGNIFICANCE OF THE STUDY

The study will shed some light on what induction is all about. It will also go further to explain effective human resource management. In addition the study will indicate what professional growth is. Perhaps even more important how induction impact classroom instruction more positively.

## LIMITATIONS

Although the investigation only focused on the teachers who are five years and less in the field which was the target group, the findings thereof inform us that an induction programme is strongly desired. Though not everybody filled in the questionnaire, those who filled it and were interviewed indicated the need for a teacher induction programme. It is therefore obvious that the conclusion has some limitations because not all teachers in Sebokeng responded but it is nevertheless not a sweeping statement for the majority of the people who responded to the questionnaire and were interviewed, strongly recommend the implementation of such a programme.

## DEFINING TERMS

### A. Beginning teacher:

A beginning teacher is a teacher in the making. S/he is the one who has successfully undergone a teacher education course at the teacher education college or at the faculty of education of a university. S/he is the one who has been appointed as a probationary teacher and is in his/her first year of teaching.

## B. INDUCTION

As a beginning teacher is not fully equipped to be launched into a professional career without further assistance, the professional foundation laid at the teacher education institution must be strengthened and built upon induction would include orientation to the philosophy and character of the community, discipline, teaching techniques, lesson preparation, working with groups and with individual pupils, evaluation procedures, management of time and teaching space availability of teaching and learning resources, availability of support to apply knowledge already possessed to daily tasks and problems which confront them.

## C. PROFESSIONAL DEVELOPMENT

This term implied the growth of individual teachers in their working lives, the strengthening of their confidence, the sharpening of their skills, a continuous updating, widening and deepening of their skills, the they teach, and a heightened awareness of why they doing whatever it is they do in the classroom.

It also implies a growth into that intangible area of performance which goes beyond the skill and which lifts a job into a vocation and which transforms expertise into authority. Some of the activities would include attending subject committee meetings, in-service courses, professional reading and improvement of one's qualification all aimed at improving performance.

## CONCLUSION

After introducing the topic and the concerns of the researcher on the said topic, it is the aim of the study to guide the reader through the literature review, the methodology and lastly the presentation and analysis of data.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter will further explain through the literature review what induction is all about and above all will attempt to explain the importance as well as the effects of induction programme.

As a review of literature, important studies were conducted which suggest that novice teachers find themselves in an awkward dilemma. The induction process is an organizational acknowledgement that human maladjustment is a prime contributor for system dysfunction. The personnel induction process is designed to address and resolve problems which are encountered to a greater or lesser extent by all inductees. Problems relating to school system - its aims, mission, policy programme, procedures, controls, resources, customs and values. Problems in becoming acquainted with a position: For service personnel the physical location of the position, the reporting relationship, tools, supplies and equipment and the nature and expectations of assignment

are matters of concern. Problems in performing the assignment. Problems in getting to know personnel in the system. Problems of a personal nature, such as locating suitable transportation facilities. Many of the difficulties and problems encountered by first year teachers, such as those mentioned have been attributed to faculty programmes of induction (Castetter 1981, Morphet, Johns and Reller 1978).

Teacher educators and educational researchers increasingly emphasize the power of systematic programmes of teacher education to help teaching to occur in certain well defined ways. The emphasis is largely the result of a growing number of studies the consequences of teacher education programme. The argument here is that although there is no clear cut evidence that teachers who have undergone certain induction programmes become good teachers, but the fact of the matter is that induction process is the starting point in the employment cycle for performance analysis and improvement. Luthans and Kreitner as quoted by Castetter in explaining the

shaping process, suggest that at the time of joining an organization, an individual possesses a behaviour pattern that can be classified into these four categories; Desirable - performance - related behaviour.

- potentially disruptive performance - related behaviour
- behaviour unrelated to performance
- performance behaviour deficiencies

Castetter further classify these categories into acceptable and unacceptable behaviour patterns. It is the duty of the induction process as a shaping process to encourage and enhance the development of those performance conducive to individual, unit and organization goals. The induction process gathers information on performance deficiencies; and through management by objectives strives to correct performance deficiencies and through close supervision helps the individual to achieve organizational goals (Castetter, 1981, Morphet, Johns and Reller, 1974).

Closely associated with this are the high expectations of the community

regarding beginning teachers. Many beginning teachers find themselves in school systems that are ill-prepared to welcome them appropriately. The neophytes join aging and habit bound faculties whose members already know the ropes. They become the have-nots among the haves. Teaching effectiveness cannot be guaranteed in a school's context that abuse teachers and prospective teachers. It is therefore grossly unfair to expect so much from the beginning teachers who are still trying to find their footing (Moran, 1990, Ryan 1986)

If teacher induction is to achieve its intended goals, Monahan and Hengst (1982), suggest that the novice teacher should be handled with particular care when it comes to initial workload. More often newly appointed teachers are assigned to heavy workloads and they have to endure those extra-curricular details that others with seniority and experience can ignore. The truth of the matter here is that these neophytes have hardly been able to budget and to manage time, so heavy workload only frustrates and adds to the new teacher failing to discharge his/her responsibilities.



A classical example found in South African Black schools where the issuing of new grants for teachers is the sole prerogative of the powers that be who ignore the teacher pupil ratio, with the result that schools are overcrowded and teachers, new and old are heavily loaded with periods just to have schools running. The effects of these are that teachers are not motivated to strive to excellence but merely teach for the sake of teaching. Monahan and Hengst, (1982) recommend that a novice teacher be assigned a slightly less than normal workload and should not be co-opted into assuming the bad details. (Monahan and Hengst, 1982).

There is strong evidence that is from these experiences the induction process that prospective or beginning teachers and career teachers increase their knowledge of craft, come to depend upon some professional practices rather than others, derive their satisfaction and encounter their disappointments, and either grow towards effectiveness or resign themselves to conducting business as usual, that is where some teachers burn out while others grow in knowledge, skill and enthusiasm.

The information above, suggests the level of commitment and professional growth. (Graffin, 1987, Chester, 1992)

Monhan and Hengst (1982) further maintain that the induction process is not only meant for beginning teachers, but it is important and vital to experienced teachers new to the system, especially after being transferred to a new school. Even though someone may have substantial experience in another school system, that person requires attention too. The transferred teacher learning to do and must be guided away from the tendency to refer to past operating procedures. Although the treatment is different from that of beginning teacher, but the need is there. Armstrong sees induction of transferred teachers as very necessary because of site specific standards for good or effective teaching. A teacher might be regarded as doing a fine job at the school and the very same person might be seen as doing very poorly at another school. Differences in instructional expectations all stem from one school to another (Armstrong, 1984).

The staff as a whole also needs to be reminded repeatedly to be helpful to the newcomer, particularly in the case of support personnel such as the media centre staff, custodial staff, librarians, counselors, supervisors and consultants, and the clerical staff. (Monahan and Hengst, 1982).

On the same score Morphet Johns and Reller, (1974) maintain that the selection process may produce a mismatch between man and the position, or alternatively the requirements of the position may change depending on the circumstances. If this is the case the induction with a relevant programme is the only exercise to rectify and prepare the incumbent of any position properly so that the individual can realize his/her own goals and contribute effectively to those of the organization. The world today is not static, everything keeps on changing therefore social change leads to modification in organizational objectives, which in turn creates a demand for behavioural changes in personnel. The only process to address almost effectively is the induction process (Morphat, John and Reller, 1974).

In the same breath and in line with Maslow theory of needs, every personnel member wants to feel secure in his job or new appointment, consequently haphazard induction procedures can precipitate anxiety, discouragement, disillusionment or defensive behaviour.

Frustrations develop when newly appointed personnel discover inconsistencies between realities of organizational life and their expectations and values at the time of employment. To minimize such difficulties and to foster security, belonging and esteem, the induction process well organized can address fully such, Arends (1991) perceives induction as teacher empowerment and further assets that socialization into teaching is a major shaping event in the professional life of teachers. The experience has a powerful influence on how teachers develop what their concepts of effectiveness become, and their attitudes towards continuing professional development for the remainder of their attitudes towards continuing professional development for the remainder of their careers.

Effective performance of individuals is a long terms consequences of induction. Hence efforts should continue throughout the initial periods to determine the extent to which person and position are compatible, and to determine whether the system should assign the individual to the role on a permanent basis (Castetter, 1981). Sergiovanni further maintain the high teacher motivation to work and strong commitment to work are essential requirements for effective schooling. Once this characteristics are absent, teachers are likely to consider their commitment as being a fair days work for a day's pay. Instead of exceeding minimums and giving their best, teachers emphasize meeting basic work requirements in exchange for material and other extrinsic benefits, it is the duty of the induction process to get only the best from teachers (Sergiovanni, 1991).

One of the main tasks of the induction process is to facilitate complete identification of the newly appointed with the organization. If properly conducted the induction process should make it possible for the newcomer to feel that she/he is an integral part of the school and the community it serves.

This in itself promotes feeling of belonging, for security and for recognition. The advantage of proper induction is that it creates a high morale and enthusiasm with the employee. This result in better production, less transgression of rules, dismissals, resignations, less grievances and better job satisfaction. Research shows that induction is a determining factor in the progress and absence of labour as well as the happiness of the man in his job. If neglected as some enterprise do, especially schools in South Africa, research indicates that the financial wisdom of a good company is its induction programme to ensure higher output and quality production. Once the induction, sometime called indoctrination is properly done, it leads to reduced job learning time, better attendance, less waste and improved quality products. This happens because of lower employee anxiety and stress, which have resulted from the well organized company induction programme. (Segiovanni 1991, Pretorius Swanepoel and Visser 1986 ).

Pretorius, Swanepoel and Visser suggests that the induction process could be done by engaging different steps and activities.

There can be differentiation between a formal induction programme detailed by knowledgeable persons in the enterprise, and they determine the steps through which each individual worker has to go through in the process of induction, and the informal programme where there is no definite programme or steps, but a guide just shows the new comer around and tells him how things work. ( Pretorius, Swanepoel and Visser, 1986 ).

The personnel department is actually the starting point with induction. The worker has been told on his appointment when and where he must report for duty and has been provided with basic information about the enterprise. On his first day of duty, the personnel department will receive him and start the induction programme. This should actually deal with the enterprise as a whole ( Castetter 1991 ).

Research suggest that it should be done by means of lectures, films, or brochures. Aspects dealt with should be the origin and objectives of the enterprise,

its products, the rules and regulations, personnel matters such as pension, housing, leave, promotions, sports facilities, personnel functions while the different department of the enterprise and its organizational structure should also be made known to the newcomer ( Pretorius, Swanepoel and Visser 1986 ). Duke (1990) further reiterates the importance of a well planned induction programme by saying “that” abrupt entry into teaching conveys the wrong impression that teaching can be mastered in a relatively short period by persons acting independently with good sense and sufficient stamina”. (Duke 1990, p272). It does not take long for many new teachers to realize that they must know much more than they were taught at college and during the district orientations prior to the opening of schools. Although pre-service education is important, it only forms the basis because it does not inform the new teacher about areas such as classroom management, and discipline, how to recognize students learning styles, how to work effectively within the school organization, with the result that most new teachers felt that their preparation was inadequate or very inadequate (Duke, 1990). It is also very crucial that neophytes should know what successful teaching is all about.



Duke further maintains that prospective teachers need to realize that successful teaching is more than simply mastering a set of basic skills and content. The career of teaching will expose young teacher to an array of formidable challenges some predictable, some completely unexpected. The successful teacher is not the one who avoids the most challenges, for these challenges often represent important, if somewhat thorny issues. The successful teacher rather is the one who is prepared professionally and personally to confront these challenges and keep confronting them. Also very important about successful teaching is showing students that they are valued as human being(Duke 1990).

Another way of reflecting about the meaning of successful teaching is in terms of the persistent problems teachers have faced over the years. Problems such as time management, job related stress, the need for achievement, modest rewards and the search for personal and professional meaning.

With South Africa Political transformation emerging issues that are likely to challenge teachers especially when schools integrate, will be student diversity the need for continuing professional development, increased organizational complexity and changes in the sociopolitical context of teaching.

It is important that neophytes be told that an important element of successful teaching is the extent to which the personal, classroom, organizational socio-political, and professional contexts of teaching should fit together. The ability sense when context are compatible and when they are in conflict can be valuable component of teachers' professional knowledge. All these information can be passed to the new teacher during the induction period (Duke 1990).

Although some scholars believe that induction starts on the first day of employment, Lawson & Castetter are in agreement that it is conceived of during the recruitment stage. Castetter takes it further and thus suggests that it starts before initial contact between the institution and the application.

Once a vacancy is anticipated, the organization announces its intention to fill it, a position guide is prepared wherein person and position specifications are given in order to give direction to those responsible for recruitment and selection. The guide explicitly explains the applicant, qualifications duties and responsibilities of the position so that agencies and recruiters can locate candidates who can meet position requirements. Clarification of position requirements is suggested as a first step in the induction cycle.

Castetter further reiterates that the interests of the system and its goals as well as the interests of the applicant can definitely be disadvantaged if there is ambiguity about the role to be played, or if the nature and qualifications of the role are misrepresented. Apart from providing position guidance. Some other institutions further prepare brochure for applicants in order to acquaint them with characteristics of the community and the system.(Lawson 1992, Castetter 1981 Castallo 1987).

In the same breath Morgan (1990) reiterated that it is almost always the beginning teachers who in a flush of excitement fail to read their contract carefully and later discover that their jobs don't quite fit the interview description. It is more often beginning teachers who are rotated into certain duties that other know enough to avoid and who are given the least attractive, most awkwardly appointed classrooms.

It is also very important to let the neophytes know that professional development is very important in the career they have chosen. This is encouraged to get rid of boredom and stagnation. According to (Duke 1990) professional development refers to efforts by competent professionals to grow beyond routines and basic competence. In the same vein, (Monahan & Hengst 1982) maintains that today's teacher must be a continuing student to gain new insight into their work, refine their skills, and assume new responsibilities as a result of promotions. Lawson (1992) sees induction as a process which is dialectical in nature because he maintains every position

acquired by a teacher in his career ladder upwards should be preceded by an induction process suitable and relevant to the position. Lawson further sees induction as a social process involving complex interactions between and among prospective and experienced teachers and their social situations (Duke 1990, Monahan & Hengst 1982, Lawson 1992).

Still on teacher professional development Duke suggests that time should be put aside to pursue exercises. He further maintains that teachers become less keen to be engaged in such exercises if time is not put aside for that.

Furthermore, it should be borne in mind that such workshop need financial support because substitute teachers have to be paid and registration fee should be paid for one to take part in such workshop. Consequently Duke suggests that at the beginning of the year, the school budget should accommodate funds which will be engaged in that way (Duke 1990) This issue of funding, is further accentuated by Kestner who maintains that limited funding is a serious obstacle with which districts operate,

with the result that cutbacks are continually recommended and priorities reassessed ( Kestner 1994).

The initial interview is also seen as a step in the induction process. The recruiter is able to provide the applicant with relevant information regarding the position applied for. The initial interview is not only important because it provides the recruiter and the applicant the opportunity to meet for the first time, but it also enables the candidates to meet with administrative officials and school personnel and to visit the community for the 1st time. More important than anything, the applicant gets to know more about the position applied for and has the prerogative to accept or reject the position. Once this is done, that is furnishing the applicant with pertinent information needed by the candidate, a major step shall have been taken to satisfy primary goals of the first phase of the individual induction sequence - that is providing enough information to the applicant about position, the conditions of employment and the school and community where the work will be performed (Castetter 1981)

after the interview has been successful for the applicant, it is the duty of the school to draft a letter of welcome to the new teacher. The board of education and even the local teacher association also send their letters of welcome to the new teacher. Apart from this the principal should choose a mentor or a sponsor to facilitate the adjustment of the new teacher. Then a brochure should be prepared for the new teacher, explaining aims of the induction programme and responsibilities of the mentor. The principal and the mentor should hold a conference where the principal should outline to the mentor how to go about and which aspects are to be emphasized. Copies of school handbook and conditions of employment should be furnished to the beginning teacher as well as a selected inventory of living quarters. All these activities of the individual induction sequence which must be planned and initiated before the time the individual assumes his/her responsibilities (Castetter 1981).

Research further suggests that orientation into the profession should not only be the responsibility of the school, but the community should be involved in this exercise. Scholars of induction maintain that even political organization should be invited to school to share information with new staff members.

This is done to move away from the perception that the community and the school are alien institutions (Bookbinder 1992)

Also very important is the role that is played by circuit inspectors who should advocate for an induction programme to be put in place and also should monitor its effectiveness. The school inspector should also see to it that the induction is fully implemented in schools. Probably more important for him is to be the appraiser of the induction programme whereby he makes sure that the induction conforms to the circuit plans policies (Castetter 1981).

Another matter which is very important to new staff members involves their evaluations. Teachers understandably are keen to know how their performance will be judged.

Orientation therefore should answer concerns regarding criteria standards, and instruments used to make evaluations. (Castallo, ed.). In the same breath, (Manley Suidjinki & Varah 1989 ) maintain that novice teacher should receive assistance in developing their plans through weekly meetings with



experts and if necessary with university staff . At these weekly meeting, the team assisting the beginning teachers should focus on: (i) identifying achievement, (ii) set goals for resolving concerns identified by the new teachers, and assist in identifying the methods and procedures for achieving those goals.

Glickman (1985) identified new teachers as “unfocused workers” who are highly motivated but unable to think of appropriate ways to improve teaching. Glickman further said that they can change because they are coachable and idealistic. New teachers seldom do not know what cannot be accomplished, so they shoot for the stars in supervising them, Sergiovanni (1991) suggest informal supervision, which will allow their mistakes to be easily identified and corrected while they grow professionally (Glickman, 1985, Sergiovanni, 1991). Armstrong, (1984) maintains that the conditions under which a person carries out the first years of teaching have a strong influence on the level of effectiveness with which that teacher is able to achieve and sustain over the years; on the attitude which governs teachers behaviour over even forty-year career, and indeed on the decision whether or not to continue on the teaching

profession. Simply put a good experience during the first year or two in the profession can build a foundation for a solid commitment to teaching. A bad experience can set the stage for a hastily exit from the profession ( Armstrong 1984). Duke (1990) maintains that teachers are not teaching in a vacuum. Circumstances outside the classroom impact what goes on in the classroom. Therefore he sees the quality of education of any country as closely linked to the strength of its economy, of the viability of its political system, and the very future of society. If, for example, teachers are not inducted and therefore fail to provide youngsters with the knowledge they need to succeed, the nation will suffer. If the public, for its part fails to support the induction programme and the efforts of the teachers, the nation will suffer. The growing interconnectedness of teaching and the society will no doubt be a major issue for the next generation of teacher and other citizens (Duke, 1990). In the same vein Vann (1990) refers to the nation and he further invites principals who have not yet started, to start the process of induction as a matter of urgency (Vann, 1990).

“Just as investment in labour force training in the general economy must be lifted if workforce productivity and national competitiveness are to rise, the state as the monopoly employer of teachers and other educators must invest in their professional development if any improvement in education and training is to be achieved” (White paper on Education, 1995).

One reason that can be attributed to the failure of new teachers is that they are not given a fair chance to succeed. If a beginning teacher is given one of the most troublesome classes which even veteran teachers avoid at all costs, surely, the principal is not creating conditions for the likely success of the beginning teacher. Kestner (1994) also confirmed this when he said that the new teacher often teach the less academically talented students, those who most likely needed the most skilled teachers but are usually taught by the least experienced and perhaps least skilled educators. In certain schools it is a policy that new teachers cannot teach certain standard before they prove themselves capable. With little or no knowledge of classroom management,

the beginning teacher is exposed to the hit and miss situation where failure is already guaranteed. Principals should guard against such anomalies to ensure

a promising future for beginning teachers (Atkinson, Wyatt & Senkhane, 1993, Kestner, 1994, Griffin, 1985).

## MENTORING

While induction of new teachers is mostly the effort of the principal as head of the organization, mentoring is a joint effort of the school to reduce or minimize the stress of the beginning teachers while at the same time growth is facilitated (Manley, Suidjinki & Varah, 1989). Mentoring programmes that pair new teacher and seasoned practitioner are recommended and are understandably receiving attention because of their potential for creating the kind of human environment required for professional development (Moran, 1990). Recent research in developmental psychology indicates that a mentor facilitate the psychological development of a young adult.

Research has further proved that even in business management beginning managers need mentors to succeed in business. The mentor relationship is

one of the most complex and developmentally important a man can have in early adulthood (Fagan & Walter, 1982). It is unfortunate that the beginning teachers in public schools receive little in as far as mentoring is concerned.

Most of these teachers are expected to be “finished products” when they leave their graduate colleges to enter the teaching profession. A new teacher in the school system is expected to rely totally on his own resources. This is actually a sink or swim situation. Life is referred to as tough in those schools and this type of attitude is extended to teaching. Everyone is just too busy even to give an encouraging word to the neophyte (Fagan & Walter, 1982).

Most of the problems of beginning teachers are made more difficult still because they are unprepared for the degree of expertise expected of them when they sign their first contracts. Although many schools are beginning to develop support systems, the oldest myth about teacher preparation still prevails - that newly qualified teachers are fully prepared for rigour and complexity of classroom instruction. Pre-service education no matter how intensive and pragmatic it can be, cannot prepare the new teacher fully for his/her teaching assignment. Newly certified teachers however bright and

capable are just ready to begin the meaningful learning that occurs during the first few years of true professional engagement. Research has proved that new appointed teachers benefit greatly from spending time with seasoned practitioners, listening to stories, gaining perspectives, and watching how

experience informs practices. The hope is that the new teacher will come out with a feeling that s/he is liked and is welcomed into the fold (Moran, 1990).

The beginner views the mentor in much the same way that the student views a teacher as a model, an inspiration, a guide and sometimes as the direct source of skill or an understanding. The mentor also functions like a parent; first as a mooring and then as a signal light. Though knowledge and expertise cannot be transferred entirely into the beginning teachers, their relationship with the mentor is important but essentially unequal (Moran, 1990). In the same vein Manley Suidjinki & Varah, (1990) sees mentoring as making the transition from college student to teacher which is a difficult experience, easier and that teachers should have special support and help during those initial years on the

job. Moran (1990) suggests here a spirit of human kindness which should prevail between the mentor and mentee.

The school should in this regard only think of their beginner teachers as children. Normally children are protected from hazards and then gradually acclimatize to difficult life and experiences. There are certainly enough

problems in everyday teaching with everyday students, that are exceedingly difficult for new teachers to handle. It is important for new teachers to learn to cope with those problems first before they can be exposed to the flood.

Scholars of induction and mentoring suggest that mentoring succeeds most if the mentor-mentee pairs are of the same gender, but cases of cross gender

mentoring do also succeed. Research further reiterates that each new teacher should have his/her mentor even if there is no mentoring in the school programme. If possible, the seasoned practitioner and the beginning teacher should have the same planning period and teach the same subjects, but it is

important that they be in close proximity. The mentor should be a beginning teacher's guide, friend and host (Littleton & Littleton, 1988).

Johnson & Orso (1988) suggest that the induction programme should have its cornerstone, a support structure in the form of a mentoring programme.

Manley, Suidjinki and Varah (1989) in the same vein support Johnson & Orso that making the transition from college student to teacher can be difficult experience and teacher should have special help and support during those initial years on the job. Their recommendations included formal induction programmes for teachers during their first years on the job, mandatory training for persons serving as mentors for beginning teachers and if possible state funding for programme costs. Teacher induction programme therefore should focus on continuous assistance and support for the beginning teacher throughout the entire year (Manley, Suidjinki and Varah 1989).

While a mentoring climate is important at school, teachers receive attention and help from the library and other seasoned teachers, and effective principal who aims to invest in teacher effectiveness assign every beginning teacher a



specific mentor to influence the new teacher directly. In a situation where no specific mentor is assigned to a specific beginning teacher Fagan & Walter (1993) branded diffuse mentoring. Diffuse mentoring has serious flaws because it takes the neophyte a little longer to adjust to the work situation, besides it leaves neophyte more confused than organized for his/her assignment (Fagan & Walter, 1982). According to Manley, Suidjinki and Varah (1989) a properly structured mentoring programme should purport to achieve the following goals:

- ( i )            To establish a collaborative professional team responsible for providing assistance and support for the first year teacher.
- ( ii )           To help new the teacher develop the skills and judgement successful teachers possess.
- ( iii )           To explore numerous teaching strategies.
- ( iv )           To provide in-service experiences for the mentor in the participating school.

Bookbinder (1992) goes a mile further by saying that an effective mentoring programme should be community enterprise, drawing upon and fostering a

collegiality within the school and developing a climate in which all participants find support from their colleagues and administrators. In a comprehensive, thoroughly and thoughtfully planned mentoring programme the roles included should mentors, new teachers, principals and other supervisory personnel, parents, students, school district, community, colleges and universities and the state (Bookbinder, 1992 p162). The primary purpose of the induction programme is the maximization of the school system's human resources, and its foremost goal is to increase the school success rate by improving the instructional experiences of the school's clients-its student (Bookbinder, 1992). In the same vein Monahan & Hengst (1982) suggest that the programme through which teachers are prepared for entry into practice of education is meaningless unless it is seen in terms of its effect on the student - "the client" (Monahan & Hengst 1982, p.138).

Scholars of induction suggest that while mentoring is so vital especially in areas like classroom management and discipline, recognizing student learning styles, and working effectively within the schools organization, new teachers should be given an opportunity to be part of the school decision making body.

Teachers who feel they are part of the decision making process feel better about themselves. The catch word here is participatory decision making. This attitude makes them more inclined to commit to education on long term basis and to feel more adequate as human beings (Armstrong, 1984). Arends

(1990) and Moran (1990) are in agreement that mentoring is good but individual and potential creativity should not be stifled. New teachers who know certain skills should be encouraged and given the opportunity to demonstrate their skills.

Seasoned scholars of induction suggest that new teachers be clustered together and should meet separately to define and solve problems, struggle with failures and celebrate success. These relationships would be founded as are peer-coaching relationships among more experienced teachers, on trust and effective communication. “They would promote discussions among teachers, promise a nonjudgemental atmosphere for dialogue, and maintain a focus on the development of professional expertise. They would provide

opportunities for reflection on those hesitant successes and frightening disasters from which knowledge derives-knowledge that does, in time, translate into teaching skill. Together, beginners would solve problems, search for a philosophy, and exert increasing control over their teaching” (Moran 1990, p. 212).

Also very important in teacher induction programmes is that universities and colleges of education should not abandon their products after pre-service education. In this regard Graffin (1985) says that many new teachers function in a professional desert, lonely to take responsibility away from supervisors, abandoned by institutions where they received their pre-service education and neglected by overburdened supervisory personnel. To bridge the gap that exists between universities/colleges of education and schools, Monahan & Hengst (1982) suggested that principals should avail themselves to serve on advisory committees of universities/college of education to assist in programme revision and development. The opportunities for becoming informed and for making position contributions to programmes of teacher preparation through this vehicle are clear. Manley, Suidjinki and Varah

(1989) also confirms that the active participation of university consultants in the model fosters a closer working relationship between the university and schools (Graffin, 1985, Monahan & Hengst, 1982).

A teacher induction programme which received a distinguished achievement Award in 1985 at the university of Wisconsin-White water suggested that a university consultant who is a specialist in the subject/grade level of the inductee should also be a member of schools induction team. The university consultant should provide resources from university as well as updating the induction programme members about current research information on the teacher induction, in addition the consultant should be a communication catalyst. The programme recommends that the novice teachers begin their personal development plan under the guidance of the induction team. This plan actually assists the new teachers to identify their specific concerns about teaching, goal setting, and organize those goals in six major categories, management of student, planning instructional organization and development, presentation of subject matter; communication and testing. The novices should receive assistance in developing their plans through weekly meetings

with the team and through monthly seminars with team members and university staff. At the weekly meetings the team assist the beginning teachers to:

- (i) identity achievement,
- (ii) set goals for resolving concerns identified by the new teachers and;
- (iii) assist in identifying the methods and procedures for achieving those goals (Manley, Suidjinski & 1989)

Manley, Suidjinski & Varah (1989) recommend that the first seminar should be held over two days just before the reopening of school to plan what should be done. Issues such as explanation of the induction programme to the induction teams, and respective roles should be well defined. First day concerns of inductees are considered, and what should be done before the students for the first time. The concept of mentoring is explained and the duties accompanying it. The second seminar will focus more on classroom management and control. How to discipline without punishment but by using

rewards and other extrinsic motivation issues. Because teachers have to be involved in conferences with the parents, the third seminar will focus on parent teacher conferences prior to the real conference at the end of the first grading period. A videotape or a case study could be viewed or discussed respectively and critiqued. Concerns of parents in such conferences should be identified, steps and procedures for handling and conducting such conference are viewed. Most important of all is suggestions or procedures handling hostile parents. Handling this issue of hostile parents can be a tormenting exercise if new teachers are not prepared for it.

The fourth seminar, according to Manley and his associates, should handle evaluation and grading. The new teachers should be familiarized with Blooms Cognitive Domain as well as the grading of questions. The beginners should be shown ways of directly relating teaching objectives to evaluation procedures. Also, several methods of collecting student evaluations of the teachers should be demonstrated. The fifth seminar should be directed at helping and informing beginning teachers how to motivate student who are negative to be positive. Let the new teachers know that encouragement and

positive information feedback are in reality the backbone of the development of a positive attitude. The sixth seminar should look at mainstreaming, that is identification of exceptionality, specific needs, effective teaching techniques and materials that can be used in curriculum development(Manley, Suidjinski & Varah 1989)

In South Africa unfortunately, mainstreaming has always been a privilege of the dominant white minority. With the government of national unity, the issue will no longer be a privilege of the small minority but will be applied on a broad spectrum. The seventh seminar according to Manley and associates should focus on the gifted and talented and creative learning. While these may look insignificant, it can cause serious frustrations to the beginning teacher because he may not know how to identify gifted learner and how to accommodate them in a classroom which is diverse in nature. The new teacher should be informed about how to identify such students and techniques for teaching them should be demonstrated. The last seminar should look at the anatomy of a lesson. Mostly new teachers cannot



differentiate between goal-long term and objective-short term(Manley, Suidjinski & Varah 1989)

While Moran (1990) strongly recommend beginning teachers clusters where they get an opportunity to reflect and celebrate their successes in the absence of “parent figures” - the mentors, he takes this a mile further by saying that beginners, mentors and administrators should take a look at beginning teaching competence. Moran further suggests that the aim of mentoring is to “nature intellect broadly and compassionately”. If that is the case, beginners should be given the opportunity to make complex judgement, then that will be nurturing certain attitudes and personality attributes. Moran (1990) further says administrators should not pay lip service to employing the right people in the classroom when they (administrators) fail to nurture the very “rightness” that makes them desirable in the first place (1990, p.212).

If a new teacher embarks on a scholarly determination to broaden his repertoire of instructional technique, this new teacher observed and then experimented with the techniques of several teachers whose varied methods

were considered effective by students and colleagues. Attitudes and attributes of this nature grow and blossom if the mentor is a one minute manager who gives praise immediately where it is necessary. In this regard Chester (1992) in a pilot tested paper on teacher induction came out clearly that new teachers are anxious to receive feedback on their performance and to learn where they stand in relation to their administrators' expectations. The absence of feedback early at the beginning of professional career results in feelings of uncertainty, anxiety, and neglect. Each beginner feels uncertain about the administrator's perception of his/her performance, and each is eager to be critiqued. Critical at this level is the new teachers sense of self-efficacy(Chester 1992).

Littleton & Littleton in their fully researched induction programme pilot tested in Texas and called "Beginning Teacher Effectiveness Training" has these to say " this year teachers new to the high school or new to the profession were treated to an unprecedented delight - help! Not just lip service, but real, in-the-classroom help. Because of this plan we have not had that "lame duck" period at the beginning of the of the year where new teachers wander around

in a daze worried because they're afraid they aren't doing what they are supposed to be doing. (Littleton & Littleton (1988,p.38). One participant, an inductee asked about it later said "the teacher-heeling-teacher practice was of value, even though there were helpful teachers around me when I began teaching, I think they allowed me to "do my own thing" and make my own mistakes because they did not want to appear to be a "bossy know-it-all". An organized programme like this gets those who want to help together with those who want help in a professional situation.

Manahan & Hengst (1982), Johnson & Orso (1988) as well as Littleton & Littleton (1988) conclude their research on teacher induction by saying that the induction programme of every school can improve tremendously if inductees are always consulted at the end of it to find their opinion about the success or strong points of the programme as well as areas of improvement. Induction programmes which are well constructed promote sound human relations at school and reduces conflicts to the barest minimum. Situations where this prevails are less stressful and conducive to learning. While this is

highly appreciable, the establishment of teacher induction programmes, some of the union members are not positive about supervision and evaluation. This type of situation does prevail in South African Black schools and in reality reduce the administrator's power position tremendously. As a result of that, principal only attend to things which are directly linked to their retention of power. Since the need for teacher induction has not become a salient issue, they have not felt the need to address it (Kestner, 1994). In the same breath Castallo (1989) sounds a warning that principals should also be aware that unions have filed grievances on the use of days before the reopen on the basis of the fact that those days are outside the contract and that new teachers cannot be required to attend(Castallo 1989).

## CHAPTER THREE

### METHODOLOGY AND PROCEDURES

#### Introduction

This chapter will detail the methodology that was used to collect data, the pilot study and finally how the data was collected and analyzed.

The central assumption of this study is that induction is not done or if it is done, it is far inadequate to guarantee teacher effectiveness. This results in tyro educators subjected to a terrible syndrome. The main objective of this research is to document as fully as possible the nature of beginning teachers entry into the profession by gathering data on what happens to newly qualified as they leave their preservice teacher education institutions and take up their first teaching appointments. That makes the induction process a *sine qua non* for continued positive role development and adequate socialization programme to enable beginning teachers to adjust to their new work environments (Singh, 1988).

### Pilot Study

The instrumentation was pilot tested at Reaitumela Primary School and Mohlodi Secondary. Initially the sample for the pilot study was the HOD, the Deputy Principal, Principals and Teachers who had one or two years in the teaching profession. What surfaced from pilot study was that the information from principals was not always authentic as they thought that the study was intended to expose their weak administration of the schools. Also some of the HOD's could not give genuine information because they too form part of the administration. Inclusion of them would have been an exercise in futility.

A serious concern became the issue if the HOD's and the principal could be included in the sample especially when it came to validity and reliability of the information that was to be collected. In the same breath the number of years experience i.e. 2 years was very little and those were the informants from whom authentic information could be secured. The question of principals and HOD being part of the sample group was discarded and the number of years of experience for beginning teachers was increased 2 years - 5 years because from that samples group still authentic information could be

procured. Also very important is the fact that 2 years experience would have been very costly to locate as some other schools which are well established do take 3 to 5 years before they can employ a new teacher.

To minimize the field work the experience was extended to five years because a teacher within those years of experience still has fresh memories about how his first appointment and socialization were. For the sake of validity and reliability 10,4% of the respondents were interviewed in order to make sure that the information is correct and valid.

#### Type of study

The study that was conducted here was ethnographic and qualitative in nature. The study was ethnographic because imperical data was to be collected from the new teachers in the field in their naturalistic setting. The school on many variables including the interviews. The study was also qualitative because data had to be found from the neophytes by the researcher himself. The study is further qualitative because data collected would be in the form of words and not numbers. Furthermore the data has to be analyzed

inductively in order to inform the findings which is a further prove that the study is qualitative in nature.

The interest of the study is to know and to make sense out of the way in which beginning teachers managed to survive their probationary period, advance beginners period, without undergoing in full swing the documented induction programme. The study adopted a naturalistic inquiry into the real world situation as it unfolded naturally, non manipulative and substructive and non-controlling. The method adopted here was design flexible i.e. could not be locked into a rigid design that would eliminate responsiveness, but the study would pursue new paths and avenues of discovery as they emerge.

## INSTRUMENTATION

A questionnaire was designed with twenty questions and two columns. The first column was interested to know what exists at school. The second column focused on what the individual teacher desired to see happening in their schools. The questionnaire was designed and pilot tested to make it valid and authentic. In addition to the questionnaire structured interviewed



were used to amass information and to validate the data obtained through the questionnaire.

The interview was used to put the induction process into a clearer perspective and to illuminate what teacher induction programme encompasses.

Furthermore the interview elucidated the duration as well as the contents of an induction programme of teachers as a process and not an event.

#### SAMPLING

The samples here was beginning teachers and for that matter teachers of both sexes at any school i.e. primary and secondary schools who have taught for five years or less than five years. The aim was to see how they operationalized their pre-service education unaided. That was the target group which would give authentic fresh information as to how they used to grapple with problems.

Since the target group was so scarce because one or two are found at one school except in the case where a school has just started, twenty four schools

had to be visited during the field work project to get in touch with the target group in order to survey their opinions. Of the two hundred (200) questionnaire distributed, one hundred and forty-four (144) which is 72 % came back to be analyzed. Of the 144 respondent, fifteen (15) i.e. 10,4 % were interviewed to back up the questionnaire and to validate its data. From the interviews that were conducted, it became evident that the induction programme is a highly desired exercise. Although much of the information from the questionnaire was answered positively, it further surfaced that many neophytes understood induction to be just an event or an activity while induction has been and still is in real essence a process.

### DATA ANALYSIS

The instrument had twenty questions which were to tap information in different fields, e.g. the existence of the induction programme and its contents. The instrument had two columns i.e. to find out what exists and what is desired in the second column.

Of the 144 respondents who returned the instrument, each of the twenty questions had to be counted 144 times in order to determine responses to question one in terms of scales e.g. non (1) little (2) some (3) and great (4). The procedure was also repeated for column (2) to determine specifically what people desired. In each cases the responses which emanated from none, little, some great were recorded in figures and then expressed in percentages as it will be seen in chapter 4, making it easier to present the analyzed data as well as the findings.

A summary sheet which is the original instrument will be provided in the appendix section where all the score have been recorded though not expressed in percentages. In as far as the research questions are concerned, the questions in the instrument were structured in a way that variables cover the entire research questions.

### Research Questions

### Teacher Induction Research Questions.

- (i) Of the schools visited in Sebokeng, how many have teacher induction programme?
- (ii) Of the schools that have teacher induction programmes what is the structure and content of those programmes?
- (iii) Of those schools that do not have teacher induction programme what obstacles prevent the establishment of such programme?

## CHAPTER FOUR

Presentation and analysis of the data. This chapter presents a brief description of the data analysis and will further report on the findings based on the analyzed data.

Table 1 DISTRIBUTION IN TERMS OF THE EXISTENCE OF THE  
INDUCTION PROGRAMME

	None	Little	Some	Great
Rating	1	2	4	4
What exists	56	33	25	30
Percentage	39	23	17.3	12
What is desired	0	0	9	135
Percentage	0	0	6	94

The table above is a response to the survey in connection with the existence of the induction programme to the teachers new to the profession, 56 respondents which is 39 % outrightly reported that the induction is not done in their schools to help teachers new to the profession; 33 respondents which is 23 % reported that the induction is done in their schools but on a very small scale; 25 respondents which

is 17 % reported that they were not sure as to whether they were inducted when they joined the profession or not. Only 30 respondents which is 12 % were positive that indeed the induction programme is in full swing where they are teaching. Still on the survey in table 1, 135 of 144 respondents which is 94 % earnestly desired that the induction programme be fully implemented and practiced for teachers new to the profession.

Table 2 : DISTRIBUTION IN TERMS OF INSTRUCTIONAL PLANNING

	None	Little	Some	Great
Rating	1	2	3	4
What exists	40	34	31	39
Percentage	28	24	22	27
What is desired	2	7	21	114
Percentage	1.4	4.9	14.6	76

The table above was a survey to find out whether proper instructional planning is demonstrated to the teachers new to the profession. In the table above 40 respondents which is 28 % reported that they never received any assistance in as far as instructional planning is concerned; 34 respondents which is 24 % reported that they received assistance but on a very small scale about instructional

planning; 31 respondents which is 22 % reported that they received assistance but not extensive enough. Only 39 respondents which is 27 % reported that they received assistance in instructional planning. Also in terms of what teachers desire to happen, 79 % greatly desire that neophytes be fully guided in as far as instructional planning is concerned.

Table 3: DISTRIBUTION IN TERMS OF ADMINISTRATION OF DISCIPLINE

	None	Little	Some	Great
Rating	1	2	3	4
What exists	36	19	37	51
Percentage	25	13.2	25.7	34.4
What is desired	0	6	17	121
Percentage	0	4.16	11.8	84.02

According to the table above, 36 respondents which is 25 % reported that they were left alone to decide what to do as to administer discipline as newly appointed teachers; 19 of 144 respondents which is 13.2 % reported that they were assisted to a limited extent; 37 of 144 respondents which is 25.7 % reported that they also received assistance to a certain degree. Only 51 of 144 which is 35.4 % reported

positively that they were guided and assisted to administer discipline. Looking at what is desired 121 of 144 which is 84.02 % fully support that beginning teachers should be guided as to how to administer discipline.

Table 4: DISTRIBUTION IN TERMS OF THE INTRODUCTION OF NEW TEACHERS

	None	Some	Little	Great
Rating	1	2	3	4
What exists	17	12	18	97
Percentage	11.8	8.3	12.5	66
What is desired	0	0	6	138
Percentage	0	0	4.16	95.8

The table above shows that principals do introduce newly appointed teachers to the staff members. Only 17 respondents which 11.8 % reported that at their schools it does not happen; 12 of 144 which is 8.3 % reported that introduction is done but very little; 18 of 144 which is 12.56 % reported that introduction is done but to a limited extent; 97 of 144 which is 66 % reported positively that newly appointed teachers are fully introduced to the staff members. Still in the same breath 95.8 % fully support that newly appointed teachers should be introduced to staff.



Table 5: DISTRIBUTION IN TERMS OF SCHOOL POLICY PROVISION

	None	Little	Some	Great
Rating	1	2	3	4
What exists	57	18	29	40
Percentage	40	12.5	20.1	27.7
What is desired	0	0	7	137
Percentage	0	0	4.9	95.1

According to the school policy provision table, 57 which is 40 % reported that they were never supplied with the school policy document in order to know precisely how procedures are managed at their individual institutions, 18 respondents which is 12.5 % reported that they were slightly introduced to the school policies; 29 respondents which is 20.1 % reported that to some extent they were introduced to school policies. Only 40 respondents which is 27,7% is positive that they were fully acquainted with the policies of their individual institutions.

Still on what is desired in the distribution table, 137 of 144 which is 95,1% fully support the notion that newly appointed teachers at any institution should be supplied with the school policy document so as to know how procedures are managed at a particular institution.

Table 6: DISTRIBUTION IN TERMS OF THE INVOLVEMENT OF HOD  
IN CONDUCTING INDUCTION

	None	Little	Some	Great
Rating	1	2	3	4
What exists	68	28	34	13
Percentage	47.2	20.1	23.6	9.02
What is desired	-	1	18	125
Percentage	-	0.69	12.5	86.8

Statistics in the above table show that the induction programme where it exists, does not involve everybody. Of the respondents 68 of 144 which is 47,2 % reported that the head of department does not conduct the induction programme of new teachers, 29 of 144 which is 20 % reported the HOD's do it but very little, 34 of 144 which is 23,6 % reported that, it is done to some extent. The number that is positive about the involvement of the heads of department in the induction of new teachers is 13 of 144 which is 9,02 % . On the other side of the table on what is desired, 86.8 % i.e. 125 of 144 fully wish to see heads of department fully involved in the induction programme of beginning teachers.

Table 7 : DISTRIBUTION IN TERMS OF THE INVOLVEMENT OF  
SENIOR TEACHER IN INDUCTION

	None	Little	Some	Great
Rating	1	2	3	4
What exists	52	30	36	26
Percentage	36.1	20.8	25	18.1
What is desired	-	-	24	120
Percentage	-	-	16.7	83.3

The table above is closely related to table 6, which is focusing on mentoring. Of the respondents 52 of 144 which is 36,1 % reported that senior teachers do not help new teacher at all, 30 of 144 which is 20,8 % reported that Senior Teachers do very little in this regard , 36 of 144 which is 25 % reported that to a certain degree something is being done about the plight of beginning teachers, only 26 of 144 which is 18,1 % reported that senior teachers are involved in the induction process of the beginning teachers.

Table 8: DISTRIBUTION IN TERMS OF CLEAR EXPECTATIONS

	None	Little	Some	Great
Rating	1	2	3	4
What exists	27	41	33	43
Percentage	19	28.5	23	30
What is desired	-	-	15	129
Percentage	-	-	10	90

The table above shows that principals articulate their expectations to new teachers. Statistics show that 27 of 144 which is 19 % of the respondents reported that principals do not articulate what they expected from the beginning teachers, 41 respondents which is 28,5 % reported that principals do articulate their expectations but very little, 33 of 144 which is 23 % reported that principals in their respective schools do articulate their expectations to the neophytes to some extent. However, 43 of 144 which is 30 % reported that principals in their schools do articulate their expectations in no uncertain terms. When it comes to the second question on what is desired, 129 of 144 which is 90 % reported that they desire outrightly that principals should tell the beginning teacher from the “word go” what is expected from them.

Table 9: DISTRIBUTION IN TERMS OF THE MENTORING MENTOR-  
MENTEE

	None	Little	Some	Great
Rating	1	2	3	4
What exists	38	37	39	30
Percentage	26.4	25.7	25.1	20.8
What is desired	0	0	14	130
Percentage	0	0	9.7	90.3

The table above is closely connected with tables 6 and 7 because all of them address mentoring and the mentoring climate. Of the respondents 38 which is 26.4 % reported that senior teachers did not help or guide new teachers, 37 respondents which is 25.5 % reported that very little was done in that regard while 39 which is 27.1 % reported that guiding was done to some degree. Only 30 which is 20.8 % is positive that guidance, advice and assistance were given to the new teachers by appointed mentors. When it comes to what is desired, to a very great extent 130 which is 90.3 % fully support that mentor-mentee relationship should be fostered to create a full mentoring climate, guiding and advising teachers new to the profession.

Table 10: DISTRIBUTION IN TERMS OF ASSISTANCE TO EVALUATE PUPILS WORK

	None	Little	Some	Great
Rating	1	2	3	4
What exists	65	23	31	17
Percentage	45.13	16	21.5	11.8
What is desired	0	0	32	112
Percentage	0	0	22.2	77.7

In accordance with the table above, 65 respondents which is 45.13 % reported that no assistance was given to them as how to evaluate pupils, 23 respondents which is 16 % reported that very little was done for them; 31 respondents which is 21.5 % reported that they were helped to some degree, while 17 respondents which is 11.8 % reported that they received assistance. When considering what is desired, the majority - 112 which 77.7 % greatly support that teachers new to the profession should be shown and assisted in how to evaluate pupils work.

Statistics in the above table show that 32 respondents which is 22.2 % also desire assistance to evaluate pupil's work from seasoned teaching practitioners.

Table 11: DISTRIBUTION IN TERMS OF INTRODUCTION OF NEW  
TEACHERS TO PTSA/PTA

	None	Little	Some	Great
Rating	1	2	3	4
What exists	55	14	19	56
Percentage	38.19	9.7	13.19	38.8
What is desired	0	0	6	138
Percentage	0	0	4.16	95.8

According to the figures in the table above, 55 of 144 which is 38.19 % reported that they were never introduced to the members of PTSA/PTA; 14 respondents which is 9.7 % reported that a little attempt was made to towards that; 19 of 144 which is 13.19 % reported that to some extent an attempt was made; 56 of 144 which is 38.8 % reported that a formal introduction was made for them so as to know members of the school governing council. On the question of what is desired, 138 of 144 which is 95.8 % reported that they wish to see newly appointed teachers fully introduced to the PTSA/PTA for healthy interpersonal relationships.

Table 12: DISTRIBUTION IN TERMS OF NEW TEACHERS RECEIVING ENCOURAGEMENT

	None	Little	Some	Great
Rating	1	2	3	4
What exists	46	33	23	42
Percentage	31.9	22.9	15.9	29.2
What is desired	0	0	7	137
Percentage	0	0	4.9	95.1

Of the teachers who responded to the questionnaire, 46 which is 31.9 % reported that in their trial and error exercise there was no encouragement, but they were left alone; 33 which is 22.9 % reported that they received very little encouragement, 23 which is 15.90 % reported that they received some encouragement when they got certain things right. Only 42 which is 29.2 % reported positively that they greatly received encouragement in whatever endeavour they were doing as new appointed teachers. On the other side of the question where what is required/ desired is asked 137 which is 95 % desired to see teachers receiving encouragement and not left alone to the hit and miss syndrome.



Table 13: DISTRIBUTION IN TERMS OF THE PRINCIPAL MEETING  
NEW TEACHERS PRIOR TO REOPENING

	None	Little	Some	Great
Rating	1	2	3	4
What exists	74	17	23	30
Percentage	51.4	11.8	15.9	20.8
What is desired	0	0	35	109
Percentage	0	0	24.4	75.6

The figures in table 13 indicate that 74 respondents which is 51.4 % reported that they never met principals of schools where they were going to work before schools reopened; 17 respondents which is 11.8 % reported that they met them per chance; while 23 respondents which 15.9 % reported also that they met them to some extent. Only 30 respondents which is 20.8 % reported that they were made to meet their principal before schools could open. On the question of what is required or desired; 109 respondents 75.6 % reported that it is vital that the beginning teachers should meet the principals before schools begin so as to reduce anxiety.

Table 14: DISTRIBUTION IN TERMS OF MISSION AND GOALS

	None	Little	Some	Great
Rating	1	2	3	4
What exists	89	20	20	15
Percentage	61.8	13.8	13.8	10.4
What is desired	0	0	19	125
Percentage	0	0	13.2	86.8

Of the 144 respondents 89 which is 61,8 % reported that they were never informed about the school mission statement and goals, 20 which is 13,8 % reported that very little was communicated, leaving them still in doubt, 20 which is 13,8 % reported that they were at least put in light although not extensively. Only 15 which is 10,4 % reported positively that indeed they were fully exposed and informed about the school mission statement, school policies and school philosophies as well as goals. On the other hand 125 which is 86,8 % reported outrightly that they desired that they as newcomers at school form part of school community and therefore desire to be informed about school policies, mission statements and philosophies in order to identify with the particular institution.

Table 15: DISTRIBUTION IN TERMS OF CLASSROOM PERFORMANCE  
OBSERVATION

	None	Little	Some	Great
Rating	1	2	3	4
What exists	73	24	30	17
Percentage	50.7	16.6	20.8	11.8
What is desired	0	0.1	37	106
Percentage	0	0.7	25.7	73.6

The table above focused on classroom management, 73 which is 51% reported that they were never guided as to how to manage a classroom effectively or even praised for the little effort that they were making , 24 which is 17 % reported that very little was done to help them manage classroom, 30 which is 20,8 % reported that they received some guidance to extent, 17 which is 11,8 % is the only group that said they received guidance and their classroom performance was observed. On the other hand 106 which is 74 % has indicated that they urgently and desperately desire to have full guidance in classroom management.

Table 16: DISTRIBUTION AND DEMONSTRATION GOOD TEACHING PRACTICE

	None	Little	Some	Great
Rating	1	2	3	4
What exists	118	14	6	6
Percentage	82	9.7	4.2	4.2
What is desired	0	0	18	126
Percentage	0	0	12.5	87.5

The table above is closely related to table 15. This table focused this table on demonstration of what good teaching is all about. Of the respondents 118 which is 82 % reported that there was never any mechanism used to demonstrate to them what good teaching is, 14 which is 9,7 % also reported that very little was done in this regard, 6 which is 4,2 % reported positively that they received enough demonstration about good teaching. On the other side 126 which is 87,5 % reported outrightly that every school geared towards effectiveness desperately need young and beginning teachers to receive regular demonstration about what good teaching is about.

Table 17 : DISTRIBUTION IN TERMS OF EXTRA CURRICULAR  
ACTIVITIES

	None	Little	Some	Great
Rating	1	2	3	4
What exists	26	29	33	56
Percentage	18.1	20.1	22.9	38.8
What is desired	0	1	24	119
Percentage	0	0.7	16.6	82.2

According to the statistics of the table above which focused on extra on curricular activities, 26 of 144 which is 18, 1 % reported that they not expected to supervise extra mural activities, 29 which is 20,1 % reported that they were expected to supervise minimally, 33 which is 22,9 reported that they were expected to supervise to a certain extent, 56 which is 38,8 % reported that they were expected to take full responsibility of extra curricular activities. On the other side 119 which is 82,6 % greatly desire that beginning teachers should also be involved in extra curricular activities. Only 24 which is 16,6 % reported that according to them they would have liked to see newly appointed teachers involved to a certain extent.

Table 18: DISTRIBUTION IN TERMS OF KNOWLEDGE ABOUT THE PROGRAMME

	None	Little	Some	Great
Rating	1	2	3	4
What exists	56	26	45	17
Percentage	38.8	18	31.25	11.8
What is desired	3	1	40	100
Percentage	2	0.69	27.7	67.4

The table above is a distribution in terms of knowledge of the induction programme. Of the 144 respondents, 56 which is 38,8 % reported that the programme of teacher induction is not known and as such the principal is waiting for an instruction from above, 26 which 18 % also maintained that very little is known about the programme, 45 which is 31,25 % reported that to a certain degree the programme is known, 17 which is 11,8 % affirmed that it is well known although not fully functional but it is known. Almost 70 % which responded reported that they desire that the induction programme should be put in place once it is known.

Table 19 : DISTRIBUTION IN TERMS OF THE RIPE POLITICAL  
CLIMATE

	None	Little	Some	Great
Rating	1	2	3	4
What exists	50	45	31	16
Percentage	34.7	31.25	21.5	11.1
What is desired	1	4	31	108
Percentage	0.7	2.7	21.5	75

The table above indicates that 50 which is 34,7 % disagree that the political climate is not ripe for such a programme of induction to be in place, 45 which is 31.25 % reported that they disagree though little about the fact that the political climate not being ripe yet, 31 which is 21,5 % disagree completely to some extent while 16 which is 11,1 % disagree completely that the climate is not ripe yet for such a programme of induction to be in place however considering what is desired 108 which is 75 % whole-heartedly said that they desire that the programme be in place; 31 which 21,5 % also agree that the political climate is now ripe for such a programme to be implemented.

Table 20: DISTRIBUTION IN TERMS OF FINANCING THE  
PROGRAMME

	None	Little	Some	Great
Rating	1	2	3	4
What exists	48	28	30	38
Percentage	33.3	19.4	20.8	26.3
What is desired	0	2	29	113
Percentage	0	1.4	26.1	59.7

In the above table, 48 respondents which is 33.3 % reported that funding should not be seen as the reason for not implementing the programme; 28 respondents which is 19.4 % reported that to a limited extent could be seen as a problem; 30 respondents which is 20.8 % reported that is a problem to a sizeable degree; 38 respondents which is 26.3 % emphatically reported that to a great extent funding is a problem. On the other hand 113 respondents which is 78.5 % greatly desire the establishment and the funding of the teacher induction programme.



## FINDINGS

Having presented the data analysis, this section will focus on the findings based on the analysed data. In accordance with the questions on the questionnaire, it becomes obvious that the teacher induction is done in a *quasi* like fashion in schools where it is practised. Most unfortunately, where it does exist per chance it not structured or even documented. This was unearthed by follow up interviews after the questionnaire was filled. Most striking about the existence of the induction programme for teachers new to the

profession is that statistics indicate unequivocally and almost vociferously that it is desired. Beginning teachers have indicated that they need to be guided in instructional planning as well as how to administer discipline so as to grow towards teacher effectiveness.

While the programme of induction is important for the welfare of pupils, the school is not a one man band affair. The principal has his part to play e.g. policy provision and explanation as well as articulation of the expectations of the newly appointed teachers. The rest of the job of induction programme of teachers new to the profession should be performed by the senior teachers as well as the HOD's; statistics in table 6 and 7 show blatantly that senior teachers and HOD's are minimally involved. Without the full support of these people in a school situation the induction programme is doomed to failure. The HOD's, the senior teachers as well as other members of the teaching personnel, should all create a mentoring climate in the school and working situation so that the neophytes can experience less trauma in order to adjust.

Not only is the mentoring climate enough for the smooth socialization of teachers new to the profession but each newly appointed teacher should have a mentor who should influence him/her directly. What became obvious is that mentoring wherever it exists does not have a situation of mentor-mentee relationship, but newly appointed probationers, received guidance from several veterans with no one person being especially influential i.e. a situation that is called “diffuse mentoring”.

Concerning provision of copies of school policies statistics show that 57 which is 40 % did not get copies of school policy, leaving them in confusion as to what should be done in certain instances. The school policy if well drawn should articulate clearly discipline policies and procedures, communication channels as well as classroom policies and procedures. Information that should be provided is enshrined in school policies and procedures e.g. -time schedule, starting and ending time for students and teachers, bell schedule, lunch schedule, discussion of extra duty, supervision of assignments, and a full explanation of the district’s evaluation process, the

evaluation instrument, and principals role in evaluation. The fact that 40 % report that such important documents are not distributed indicate that the school effectiveness is a very remote concept, and that the school policy is not provided is a serious omission. Although the induction programme is not fully practised, the principal does not introduce beginning teachers to the staff because 97 which is 66 % reported that they were introduced to the staff. Still on the question of introduction 56 which is 38.8 % reported that they were introduced to the members of the PTSA/PTA school governing councils. This is a very strong point of principal and school because it promotes good working relationships. Statistics further affirm that principals do not meet new teachers before the reopening of schools. The reason behind this is because new grants are normally given to the schools two or three weeks after the reopening of the schools when the academic year begins. Principals therefore find themselves in a situation where they have to fill the posts very hastily to get the job done.

It is unfortunate that the schools mission statement which articulate objectives of the institutions were not distributed to the teachers.

It is not easy for teachers new to the profession to identify with such objectives if they are not well spelt out and documented. In fact in such a situation beginning teachers lack the focus to strive towards. Once beginning teachers become unfocused workers, they cannot be productive.

One other striking findings is that beginning teachers lack role modeling in as far as good or effective teaching is concerned. Table 15 indicated 73 which is 51 % reported that they were never observed while teaching so that their strong points could be encouraged and their areas of improvement identified so that they could be given some attention. Still on the question of demonstrating what good teaching is, table 16 indicated that beginning teachers 118 which is 82 % reported that no resources e.g. videotapes, case studies or even teachers journals are made accessible to them so that they could learn from that as to what good teaching is.

Also very important was that 56 which is 38.8 % on table reported that they were expected to take full responsibility in extra curricular activities. The truth of the matter is that beginning teachers are not suppose to be involved

unless their socialization should be traumatized to make demands of the profession unbearable.

The last aspect in as far as the findings are concerned is that the teacher induction programme is not known because table 18, 56 (38,8%) reported so and at the same time in table 19, 50 (34,7%) also report that the political climate has always been ripe for the implementation, of the programme of teacher induction. In table 20, the number i.e. 38 (26,3%) saw funding as a great impediment towards the establishment of a good teacher induction programme.

On the whole in question 2 all the respondents agree that the induction programme with all its contents and practices should be implemented for teachers. There is a certain pattern in as far as what is desired is concerned, the figures indicating that ranges from 100 (69,4%) to 138 (95,8%)

In conclusion there is reason to believe that induction is highly desired because statistical information suggest and support that assertion. If other profession practice and implement it, the teaching profession should therefore not be an exception.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

The chapter will focus on the conclusions informed by the findings in chapter four. The other part of the chapter will be on recommendations based on the entire study and the conclusions.

The conclusion drawn from the responses is that induction is not practised in many schools. The interviews which followed the questionnaire also attest and verify this. Interviews showed that induction is taken as an event where the new comer is introduced to the staff personnel and then taken around the school premises to be shown classes, laboratories and rest rooms. The nitty-gritty i.e. classroom management is not even alluded to, with the result that the beginning teachers still suffer horrendous anxiety.

It is recommended that the teacher induction programme should enjoy first priority at school as there is no organization that can prosper without



inducting its new comer workers. The induction of new teachers therefore becomes a must if schools should perform their expected function. Change being the vehicle and success being the destination, every school is geared towards change i.e. improving towards effective and ultimately a successful school. Given these circumstances, there is no school which can achieve without developing its human resources.

Another conclusion drawn here is that the induction is not structured and documented, hence it is taken as an event. If induction programme of beginning teachers was structured and documented it would be perceived as a process and not as an event. The recommendation is therefore that the induction programme be structured and documented and should be implemented as a process. It is also recommended that after undergoing induction for a year, beginning teachers should be given time to reflect on the existing induction programme, and then suggest what could be added or omitted. This will make the documented programme of induction not to be obsolete.

It was also concluded that many principals do not create a mentoring climate at their schools, because the belief is that induction of new teachers is the responsibility of the principal. According to the findings the administrative staff i.e. HOD's and senior teachers are not yet aware of their expected roles if their mindset still operate from this premise.

It is recommended that principals should be trained to manage human resources and they should be enriched with the knowledge and skills of managing effectively. Not only that but assistant / deputy principals as well as HOD's who join the administration of the school should be exposed to management skills and training. Once this can be achieved, a team spirit will prevail at school, a conducive mentoring climate, and suitably trained mentors for teachers on probation. It is also recommended that the documented programme of induction should spell out clearly roles of the principal, assistant principal and the mentor. This will make the job much easier and will help clear the confusion from the beginning teachers mind.

Based on the findings in chapter four, it is concluded that principals do not supply to the newly appointed teachers copies of the school policy, school

mission statement, so that the objectives of the school are well articulated, and the newly appointed can read how certain procedures operate.

It is strongly recommended that principals should issue out the school policy, as well as the school mission statement to the beginning teacher at the first meeting. It is further recommended that the principal should inform the newly appointed also at their first meeting about what is expected of him/her. Also very important at that meeting will be a thorough explanation of the philosophy of the school. The advantage of this is that newly appointed teachers quickly identify with their institutions.

Seeing that teachers on probation need role modeling, it is recommended that regular meetings be held with them and magazines as well as journals on effective and good teaching be secured for them. Also very important is that video tapes be shown to them on classroom management.

When it comes to meeting the beginner teacher before the schools reopen, it becomes very difficult because it is not always that the allocation is done

before the end of the year. The urbanization of the people especially after the first free elections makes things slightly difficult to predict what will happen the next year. The policy of the department also made things difficult because grants are always issued a week or two after the schools reopened.

On the question of funding which seems to be a great obstacle, the district office should be persuaded to finance the induction programme in the sense that enough teaching personnel should be employed so as to enable other teachers who become mentors to have a reduced number of periods.

In conclusion, the aim of the study was to map out the significance of the teacher induction programme. The concerns and the importance as well as the background to the problem were clearly stated in chapter one. In chapter two acknowledgement was done of the significance and how the programme empowers the beginning teacher through citing the relevant literature review.

The reader is therefore taken through the methods and procedures until the analysis of data and finally the conclusion and recommendations. It is hoped

that after going through research process the induction and all what is about it  
be put in perspective.

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## APPENDIX A

P.O. BOX 162  
SEBOKENG  
1982

re : REQUEST FOR THE COMPLETION OF A QUESTIONNAIRE

I am currently doing research in educational management and in particular teacher induction in the Sebokeng area.

The study is a part requirement for an M. Ed programme that I am undertaking with the Department of Educational Management at the University of Durban Westville. Therefore I humbly request you to complete this questionnaire.

Yours cooperation and assistance in this research will be greatly appreciated.

Yours faithfully

M.I. RAMATSEBE (Mr)

## APPENDIX B

P.O. BOX 162  
SEBOKENG  
1982

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## TEACHER INDUCTION SURVEY

Direction: PLEASE MARK THE APPROPRIATE RESPONSE FOR EACH  
OF THE STATEMENTS BELOW

STATEMENT	Question 1 To what extend does this actually take place in your school?				Question 2 To what extend do you desire that this take place in your school?			
	Responses				Responses			
	None	Little	Some	Great	None	Little	Some	Great
1. A programme of induction is conducted for all new teachers to the school	1 56	2 33	3 25	4 30	1 0	2 0	3 9	4 135
2. The principal helps new teachers with instructional planning	40	34	31	39	2	7	21	114
3. The principal helps new teachers to administer discipline	36	19	37	51	0	6	17	121
4. The principal introduces new teachers to all the other teacher	17	12	18	97	0	0	6	138
5. The principal provides copies of school policies to new teacher	57	18	29	40	0	0	7	137

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	Responses				Responses			
	None	Little	Some	Great	None	Little	Some	Great
6. The head of department conducts the new teacher induction programme	68	29	34	13	0	1	18	125
7. Most experienced teachers participates in the induction of new teachers	52	30	36	26	0	0	24	120
8. The principal makes clear the expectations for new teachers	27	41	33	43	0	0	15	129
9. The senior teacher helps advise and guide new teachers	38	37	39	30	0	0	14	130
10. The new teachers are assisted in evaluating pupil's work	65	23	31	17	0	0	32	112
11. The new teachers are introduced to members of the school management council/PTSA/PTA	55	14	19	56	0	0	6	138
12. The new teachers receive encouragement and praise for their work	46	33	23	42	0	0	7	137
13. The principal meets with new teachers before the school reopens	74	17	23	30	0	0	35	109

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	Responses				Responses			
	None	Little	Some	Great	None	Little	Some	Great
14. New teachers are given a copy of school's mission statement	89	20	20	15	0	0	19	125
15. Each new teacher's classroom performance is observed by an experienced teacher who can provide guidance on good teaching practice	73	24	30	17	0	1	37	106
16. Resources, like case studies and videotapes, are used to demonstrate good teaching practice to new teachers	118	14	6	6	0	0	18	126
17. New teachers are expected to be involved in supervising student extra curricular activities	26	29	33	56	0	1	24	119
18. The programme is not known, so the principal is waiting for a directive from above.	56	26	45	17	3	1	40	100
19. The climate (political) is not yet ripe for such a programme	50	45	31	16	1	4	31	108

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	Responses				Responses			
	None	Little	Some	Great	None	Little	Some	Great
20. Funding could be an impediment towards the establishment of such a programme	48	28	30	38	0	2	29	113
<b>TOTAL</b>	<b>1031</b>	<b>465</b>	<b>573</b>	<b>679</b>	<b>4</b>	<b>23</b>	<b>409</b>	<b>2442</b>