

THE MANAGEMENT OF INDUCTION PROGRAMME FOR NEWLY APPOINTED
EDUCATORS IN THE EKURHULENI WEST DISTRICT

by

THABO HAPPY PELOYAHAE

MINI-DISSERTATION

submitted in partial fulfillment of the requirements for the degree

MAGISTER EDUCATIONIS

In

EDUCATIONAL MANAGEMENT

in the


UNIVERSITY
OF
JOHANNESBURG
FACULTY OF EDUCATION

at the

UNIVERSITY OF JOHANNESBURG

Supervisor: Dr LN Conley

Co-Supervisor: Prof KC Moloji

November 2005

DECLARATION

I, the undersigned, declare that this dissertation for the Master's Degree in the faculty of Education at the University of Johannesburg has not been previously submitted by me for a degree at this or any other university. Material contained herein has been acknowledged.

Signed: _____

TH PELOYAHAE



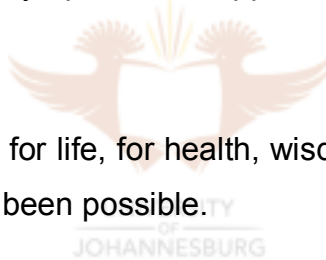
ACKNOWLEDGEMENT

I would like to express my sincere thanks to Dr L N Conley, my supervisor, for his guidance especially with the statistical interpretation and analysis, and for his help and encouragement during the course of the research. My thanks are also extended to Professor KC Moloji for her helpful discussions and for proof reading the document and making comments for adjustments. This project would not have been possible without them.

I gratefully appreciate the moral support of my wife, Fikile for her unconditional support and prayers. I would also like to express my sincere thanks to my children, Mbali and Basetsana, for their tolerance and understanding throughout the trying times of this research.

My sincere thanks and gratitude goes to my colleagues at Kwa-dukathole Comprehensive School who always provided support and encouragement throughout my studies.

Most of all, I am grateful to God for life, for health, wisdom and perseverance, without which this study would not have been possible.



SYNOPSIS

The core of this study is to review and analyse the management and effectiveness of induction processes for newly-appointed educators as they adjust to their entry into the teaching profession. The study employed a quantitative research method.

The aim of the research study was to investigate the perceptions of educators with regard to the management of induction for newly-appointed educators. The study was prompted by the need to address challenges arising from a lack of a rigorous induction programme within the Ekurhuleni West District schools. These challenges are in line with the political changes that have taken place in South Africa.

From the literature review it is evident that managers are having difficulties in adequately preparing and equipping newly appointed educators for the realities of the teaching profession which include, limited support for educators, unacceptable discipline among learners, overcrowded classes and poor salaries. This research indicates that it is necessary to support educators in a personal capacity in their absorption into the teaching profession.

Furthermore, the literature study revealed that educators who are not properly inducted will experience adjustment difficulties at schools which may lead to frustration and loss of confidence and, in some instances, to resignation. It is thus the recommendation of this study that educators be inducted to avoid these unpleasant experiences as well as to prepare a career development path that is customised to individual needs.

The researcher used structured questionnaires to gather data. The questionnaire was distributed to 20 schools in the Ekurhuleni West District to determine educators' perceptions concerning induction. The finding was that, at present, there is no formal system to induct educators in South Africa and the majority of school management teams lack the capacity to induct educators.

The recommendation was that school management teams must be trained on how to provide induction, and the workloads of school management teams need to be reduced. There is a need for further research on the induction programmes for Department of Education officials.



TABLE OF CONTENTS

	PAGE
Declaration	i
Acknowledgements	ii
Synopsis	iii
List of tables	ix
CHAPTER ONE: BACKGROUND AND OVERVIEW OF THE RESEARCH	1
1.1 INTRODUCTION	1
1.2 STATEMENT OF THE PROBLEM	3
1.3 AIMS OF THE RESEARCH	4
1.4 ASSUMPTIONS	4
1.4.1 Meta-theoretical assumptions	4
1.4.2 Theoretical assumptions	5
1.4.3 Methodological assumptions	5
1.5 METHOD OF RESEARCH	5
1.5.1 Data collection	6
1.5.2 Validity	6
1.5.3 Reliability	6
1.6 ETHICAL ASPECTS	7
1.7 DEMARCATION OF THE INVESTIGATION	7
1.8 THEORETICAL FRAMEWORK	8
1.9 CLARIFICATION OF CONCEPTS	9
1.9.1 Management	9
1.9.2 Induction	9
1.9.3 Educator	10
1.10 PLAN OF THE STUDY	10
1.11 CONCLUSION	11

CHAPTER TWO: THEORETICAL FRAMEWORK ON THE MANAGEMENT OF AN INDUCTION PROGRAMME FOR EDUCATORS	12
2.1 INTRODUCTION	12
2.2 FELDMAN'S MODEL OF MANAGING INDUCTION	13
2.2.1 Phase 1 'Anticipatory socialisation'	13
2.2.2 Phase 2 'Encounter'	14
2.2.3 Phase 3 'Change and acquisition'	14
2.3 MANAGEMENT OF AN INDUCTION PROGRAMME	16
2.3.1 Challenges faced by beginner educators	16
2.3.2 Purpose of induction	16
2.4 FACTORS INHIBITING INDUCTION MANAGEMENT	19
2.5 FUNCTIONS OF MANAGEMENT IN MANAGING INDUCTION	21
2.5.1 Planning	21
2.5.1.1 Induction policy	21
2.5.1.2 Reduced workload for educators	22
2.5.1.3 Budget for induction	22
2.5.2 Organising an induction programme	23
2.5.3 Leading	24
2.5.3.1 Implementing an induction programme	25
2.5.3.2 Mentor system	25
2.5.4 Controlling an induction programme	26
2.6 CONCLUSION	28
 CHAPTER THREE: DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION	 29
3.1 INTRODUCTION	29
3.2 RESEARCH DESIGN AND METHODOLOGY	29
3.2.1 Quantitative research	29
3.2.2 Data collection	31
3.2.3 Population and Sample	32
3.2.4 Data analysis	32
3.3 DISCUSSION OF SOME QUESTION FROM THE QUESTIONNAIRE RELATING TO INDUCTION	37

3.4	THE RESEARCH GROUP	41
	3.4.1 Biographical details	41
	3.4.2 The return of the questionnaires	44
3.5	SUMMARY	45
 CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA		46
4.1	INTRODUCTION	46
4.2	RELIABILITY	46
4.3	VALIDITY	47
4.4	HYPOTHESIS	52
	4.4.1 Comparison of two independent groups	53
	4.4.1.1 Differences between primary and secondary respondents as the independent variable	53
	4.4.2 Comparison of the three or more independent groups	55
	4.4.2.1 Difference between educators' age groups in respect of the three factors	56
4.5	DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES PRESENTED IN TABLE 4.8	60
	4.5.1 Orientation of educators	60
	4.5.2 Professional matters	61
	4.5.3 Training on policies	62
4.6	SUMMARY	62
CHAPTER FIVE: FINDINGS AND RECOMMENDATIONS		64
5.1	INTRODUCTION	64
5.2	SUMMARY	64
5.3	IMPORTANT FINDINGS	66
	5.3.1 Findings from literature	66
	5.3.2 Important empirical findings	67
5.4	RECOMMENDATIONS	68
	5.4.1 Training for school management teams	68
	5.4.2 Induction policy	69
	5.4.3 Reduce workload for school management teams	69

5.4.4	Training educators at schools	69
5.5	CONCLUSION	70
	BIBLIOGRAPHY	71
	ANNEXURE A	76



LIST OF TABLES

	PAGE
Table 3.1 ITEMS ASSOCIATED WITH ORIENTATION AS AN ASPECT OF INDUCTION	33
Table 3.2 ITEMS ASSOCIATED WITH PROFESSIONAL MATTERS AS AN ASPECT OF INDUCTION	34
Table 3.3 ITEMS ASSOCIATED WITH TRAINING ON POLICIES AS AN ASPECT OF INDUCTION	35
Table 3.4 DISTRIBUTION OF RESPONSES OF EDUCATORS PERTAINING TO INDUCTION IN SCHOOLS	37
Table 3.5 AGE	41
Table 3.6 YEARS OF TEACHING EXPERIENCE	42
Table 3.7 GENDER OF SCHOOL PRINCIPAL	43
Table 3.8 SCHOOL	44
Table 3.9 STATISTICS ON QUESTIONNAIRES RETURNED	45
Table 4.1 ITEMS ASSOCIATED WITH ORIENTATION OF EDUCATORS AS AN ASPECT OF INDUCTION	49
Table 4.2 ITEMS ASSOCIATES WITH PROFESSIONAL MATTERS AS AN ASPECT OF INDUCTION	50
Table 4.3 ITEMS ASSOCIATED WITH TRAINING ON POLICIES AS AN ASPECT OF INDUCTION	51
Table 4.4 HYPOTHESES WITH PRIMARY AND SECONDARY RESPONDENTS AS INDEPENDENT VARIABLE	53
Table 4.5 SIGNIFICANCE OF DIFFERENCES BETWEEN PRIMARY AND SECONDARY EDUCATORS REGARDING	54
Table 4.6 HYPOTHESIS WITH EDUCATORS' AGE GROUPS AS THE INDEPENDENT VARIABLE	56
Table 4.7 SIGNIFICANCE OF DIFFERENCES BETWEEN EDUCATORS AGE GROUPS IN RESPECT OF THREE FACTORS	57
Table 4.8 MEAN SCORES OF THE INDEPENDENT GROUPS IN RESPECT OF THE THREE FACTORS MAKING UP INDUCTION	59

CHAPTER ONE

BACKGROUND AND OVERVIEW OF THE RESEARCH

1.1 INTRODUCTION

Induction has become a key concern in the area of improving work processes, employee morale and satisfaction. As such, it challenges schools both to identify its merits and to comprehend the interplay between induction and job effectiveness. While containing this dynamic, the impact of an effective induction programme cannot be overlooked.

Starting a new job is considered to be one of the most stressful life experiences, and a proper induction process that is sensitive to the fears and uncertainties, as well as the needs of an educator, is therefore of the utmost importance. An induction programme helps newly appointed educators to integrate into school work processes with minimum difficulty, by acquainting them with the details and requirements of teaching and learning activities (Grobler, Warnich, Carrell, Elbert & Hartfield, 2002:206). It also serves as a support system for those educators who have worked in the school for a longer period. In this regard, Van Deventer and Kruger (2003:209) see induction as a continuous process that begins when an educator accepts appointment to a post and continues throughout his/her teaching. Thus, the management of an induction programme is critical to effective school performance.

Buchner and Hay (1999:320) argue that prevailing conditions in schools, including large classes, poor discipline among learners, poor performance, low morale among educators and curriculum changes in education, all increase levels of stress for educators as well as uncertainty about their job security. These conditions in Ekurhuleni West schools have emphasised the need for induction. Not only are educators faced with practice shock when they join the teaching profession, they also have to cope with increasingly complex situations, including a more heterogeneous pupil population in the previously advantaged schools.

The current lack of a formal induction process means that many newly-appointed educators are simply introduced to other staff members and learners and then given a classroom without any further guidance. Buchner and Hay (1999:320) state that educators often experience enormous challenges in meeting job expectations, and responsibilities and even have difficulties in forming friendships and relationships. When job expectations are not fulfilled, it leads to stress for educators. This stressful life-adjustment, often referred to as 'practice shock', is not unique to teaching, as the change from being a student to that of a working person is profound and creates difficulties in many areas. School managers in the Ekurhuleni West District are faced with a great challenge in managing induction for educators who join their institutions. It is the responsibility of the school management team to make sure that educators are properly integrated into the school's culture, so as to be able to achieve both personal effectiveness and job satisfaction. A manager should not assume that educators will easily adjust to the teaching profession. It is thus vital that all educators should receive proper induction training (Carrell, Grobler, Elbert, Marx, Hatfield and van der Schyp, 1998:209).

This research was prompted by the researcher's observations that newly appointed educators are not inducted into their duties, but are introduced to the staff and learners and are given classes to teach, without being given any support on how to manage them. Induction is essential in developing and achieving educational objectives in accordance with the needs of the school (Employment of Educators Act, 1998: c: 64).

Against this background the statement of the problem is presented, followed by a description of the aims of the research, the method of research, the assumptions which underpin it, the ethical aspects, the demarcation of the investigation, the theoretical framework, the clarification of concept, and the plan of the study and conclusion.

The next section defines the problem.

1.2 STATEMENT OF THE PROBLEM

There is a growing perception among educators in the Ekurhuleni West District that systems to induct newly appointed educators are inadequate. These educators are absorbed into schools without any clear Knowledge of what is expected of them. The challenges they face are compounded by a lack of management of induction programmes which focus on classroom management, teaching strategies, assessment of learners and administration.

Resultantly, most of the newly appointed educators do not last for more than five years due to lack of formal support, frustration and burnout (George & Miller, 1996:49; Mesthrie, 1999:20). The focus of this research is to investigate the management of induction programme for newly appointed educators in the Ekurhuleni West District, and in so doing determine the implications of induction for the quality of teaching and learning. Research by Wong (2004:6) indicates that newly appointed educators will produce their best work and achieve the objectives of the school if they have adjusted to the environment in which they are to work, the work they have to do and the colleagues they have to work with.

Furthermore, Gold & Roth as quoted by Mestrie (1999:19) state that there are a variety of factors which contribute to stress, demoralization, discipline and apathy; lack of professional support; insufficient financial support; pressure from unions, education department and school governing bodies; lack of community support; poor image of the profession; and ambiguity around their roles. Newly appointed educators are often not given clear guidelines and support on what is expected with regard to preparation, presentation and appraisal (Deventer and Kruger 2003:210).

In view of the above the specific research question is: can the management of an induction programme for newly appointed educators lead to better performance?

The problem of this research is encapsulated in the following questions.

- What is the nature of an induction programme?

- What are the implications of induction for the overall quality of teaching and learning?
- What are educators' perceptions with regard to induction?
- Which guidelines could help school managers to implement educator induction effectively?

The aims of the study are provided below.

1.3 AIMS OF THE RESEARCH

The main aim of this research project is to investigate the management of induction for educators in the Ekurhuleni West Schools.

To fulfill the above general aim, specific objectives of this particular research are to:

- Describe the nature of an induction programme.
- Determine the implications of induction for the quality of teaching and learning.
- Explore the educators' perceptions towards induction.
- Devise guidelines that could help school managers to implement educator induction effectively.

1.4 ASSUMPTIONS

In this research project the assumptions are divided into meta-theoretical, theoretical and methodological assumptions.

1.4.1 Meta- theoretical assumptions

Mouton and Marais (1999:192) describe meta-theoretical assumptions as those that are based on philosophy and thus cannot be tested. They relate to the human being and phenomena around his/her society. The meta-theoretical assumptions of this research are firstly, that educators' induction is composed of assisting the beginner educator to adjust to his/her new environment and this should be the responsibility of

the school management team. Secondly, quality teaching can be improved by learning, observation, reflection and target setting (Turner & Bash, 1999:51). Thirdly, like most human activities, teaching is defined by reference to its purpose which in this case is learning (Tomlinson, 1995:9). Finally, apprenticeship is a concept that assumes the educator will be placed with an experienced mentor and will gradually learn to shape his or her practice (Tickle, 2000:102).

In view of the foregoing assumptions, this research assumes that in order to improve the educators' personal effectiveness and job satisfaction, it is important that they are inducted to their roles as educators.

1.4.2 Theoretical assumptions

A theoretical assumption concerning management of induction is based on the belief that educator training programmes are often at a loss to adequately prepare and equip the student for the realities of the teaching profession (Buchner & Hay, 1999:320).



1.4.3 Methodological assumptions

The methodological assumptions of this research are based on the research design employed in this study, starting with a questionnaire consisting of 23 items. The questionnaires were administered to 300 respondents including educators and school managers, with the questions focusing on management of induction for an educator as an aspect of improving personal effectiveness and job satisfaction.

In view of the preceding assumptions and aims of the research, the method envisaged to research the problem would be discussed.

1.5 METHOD OF RESEARCH

The investigation on the management of induction for educators will be conducted by means of the quantitative research method. De Vos (2001:242) states that quantitative research is the use of a deductive form of reasoning, collecting data to

assess preconceived models, hypotheses and theories. The data was collected by means of a structured questionnaire, which consisted of closed questions. The investigation was undertaken in 20 out of 66 schools in the Ekurhuleni West district, which will be randomly selected because they are subject to the influences of ineffective induction processes. The unit of analysis was educators from the ten selected schools. The respondents in the selected schools could contribute valuable information about the challenges faced in managing induction.

1.5.1 Data collection

Questionnaires were handed to the respondents who completed them on their own. A non-probability sampling, which does not implement randomisation (de Vos, 2001:193), was used, especially using target sampling. Great effort was made to involve a sufficient number of respondents, by carefully explaining the purpose and value of the study to them.

1.5.2 Validity

According to Hudson as quoted by (De Vos, 2001:83), validity is met by ensuring that the research did what it was intended to do, measuring what it is supposed to measure and yielding scores whose differences reflect the true differences of the variables being measured, rather than producing random or constant errors. Therefore, the questions on this research were based solely on induction of educators.

1.5.3 Reliability

Hudson as quoted by de Vos, (2001:85), defines reliability as the accuracy or precision of an instruction; as the degree of consistency or agreement between two independently derived sets of scores; and as the extent to which independent administrations of the same instrument yield the same (or similar) results under comparable conditions

To ensure that data is accurate the questionnaires focused on the management of induction in schools within the Ekurhuleni West schools. The questionnaires were completed by educators, and the researcher was present during data collection to ensure that questionnaires were completed by the correct sample.

The next section presents the ethical aspects.

1.6 ETHICAL ASPECTS

The researcher ensured that the ethical code of the Faculty was followed. The basic ethics code of behaviour was stringently adhered to in the research; that is, respect for the autonomy of the participants and treating each participant as a unique human person within the context of his or her community system. Freedom of choice was safeguarded and respect for the dignity of people involved was observed. Furthermore, the researcher ensured that none of the participants were exposed to intentions and motives not directly attached to the research project, its methodology and objectives. Sensitivity in research implies balancing scientific interest (the research) with general values and norms affecting human dignity. In view of this, confidentiality was respected under all circumstances during data collection. The documentation of the responses was safeguarded and viewed as strictly private in terms of the limits set by the research project. Direct or indirect coercion of people in the name of research was avoided, because coercion of respondents may include the exploitation of vulnerable people, taking undue advantage of the participant, volunteer or any other person, or the misuse of authority and influence of the research.

The demarcation of the investigation is now dealt with, below.

1.7 DEMARCATION OF THE INVESTIGATION

The specific area to which this study is restricted is educators in Katlehong schools within the Ekurhuleni West district. The number of schools in Katlehong is 66 and the sample was 20. The number of educators sampled in these schools was 300.

The theoretical framework will be discussed in the next section.

1.8 THEORETICAL FRAMEWORK

Miles and Huberman (1994:18) describe a theoretical framework as a phenomenon that explains, either graphically or in narrative form, the main aspects to be studied in research. Theory frames how researchers look at and think about a topic. It gives researchers concepts, provides basic assumptions, directs them to the important questions and suggests ways to make sense of data (de Vos, 2001:60). Theories of work induction frame how the researcher looked and thought about this project. Important concepts, provided the basic assumptions, directed important questions and suggested ways for the researcher to make sense of data obtained from the structured questionnaire (de Vos, 2001:60). This study was located within the theories of complexity by Tomlison (1995:14) who states that the demands of teaching are complex, as they involve much that is relatively unpredictable or open, yet requiring immediate coping.

Tickler's theory (2000:1) is that newly appointed educators need to be properly inducted, and holds the view that a continuum, or bridge, is necessary in the professional development of educators, linking initial training, entry into fulltime teaching and subsequent longer-term learning.

Wong's theory (2004:1) is that in order to keep educators in the teaching profession, it is important to induct them. Wong (2002:1) also argues that educators hired today are the educators for the next generation. Their success will determine the success of an entire generation of students, and can be ensured by providing them with a comprehensive and coherent professional development programme.

Buchner and Hay's theory (1999:320) states that educators need to have well planned induction programmes. They suggest that training programmes are often at a loss to adequately prepare and equip the student for the reality of the teaching profession.

In order to ensure a common understanding of concepts used in this study, it is important that they are briefly explained.

1.9 CLARIFICATION OF CONCEPTS

1.9.1 Management

According to Van der Westhuizen (1997:55), management is a specific type of work in education, which comprises those regulative tasks or actions executed by a person, or body in a position of authority in specific field or area of regulation, so as to allow formative education to take place. The Concise Oxford English Dictionary (O.E.D) (Pearsall, 2002) defines management as “the process of managing a business, the governing body, board of directors, administration of managing a business, or public undertakings”. Davidoff and Lazarus (1997:157) describe management as the function that ensures that things are operating smoothly, that structures are in place to support forward movement, that processes are contained and that the organisation is operating efficiently. For the purposes of this research, management will mean the looking after of educators’ well-being at school.

1.9.2 Induction

Induction is defined as the school’s efforts to assist educators to adjust effectively to their new work environment with minimum disruption and as quickly as possible, so that the organisation’s functioning can proceed as effectively as possible (Steyn & van Niekerk, 2002:232). The Concise O.E.D (Pearsall, 2002) defines induction as, the action or process of inducting someone to a post. Furthermore, Grobler et al. (2002:208), state that induction can be accurately defined as the process of introducing educators to the goals of the school, its policies and procedures, its values and co-workers, as well as the activities to be performed and the teaching aids to be used. Mothata (2000:84) describes induction as a process of training a newly appointed educator to his or her teaching job. The purpose is to initiate the educator into teaching. Relatedly, Castetter (1992:186) sees induction as an organisational effort to assist educators to adjust readily and effectively to teaching, so that they can make a meaningful contribution to the school.

For the purpose of this research, the aim of induction is partly to introduce educators to the school's procedures, policies and culture. It is also to introduce the educator to the standards of teaching, classroom discipline, interpersonal relations and the use of all resources that will make his/her job effective.

1.9.3 Educator

According to the National Education Policy Act 27 (1996:3), an educator means any person who teaches, educates or trains other persons at an education institution or assists in rendering education services, education auxiliary or support services in an education department, but does not include any officer or employee as defined in Section 1 of the Public Service Act, 1994, Proclamation no.103. For the purpose of this study an educator is a person who joins the teaching profession for the first time from college or university, and an experienced educator who has taught at a school and is moving to another.

Having explained the concepts, the plan of study will be looked at below.

1.10 PLAN OF THE STUDY



This research essay will be divided into five chapters.

Chapter One defines the research problem, the aim of the research and methodology to be used, and gives a rationale for the study. It outlines certain assumptions involved and clarifies the key concepts of the research title.

Chapter Two reviews the literature and builds a conceptual framework for management of induction among educators. The focus is on the management of induction in order to improve educators' personal effectiveness and job satisfaction.

Chapter Three deals with the design of the research instrument and a discussion of questions formulated in respect of managing educator induction. It will focus on

gathering empirical information about the management of induction for beginner educators.

Chapter Four deals with the statistical analysis of data. The reliability and validity of the questionnaires will be dealt with and the various statistical techniques used to analyse the data will also be discussed.

Chapter Five links the interpretations of the findings of Chapters Two, Three and Four, and reflects on the reliability and validity of the research findings. It also deals with the recommendations of the research and provides a conclusion.

1.11 CONCLUSION

In this chapter the method of research, demarcation of investigation, theoretical framework and clarification of concepts were discussed. It has also been demonstrated that management of induction is an important aspect that can help educators to adjust more easily to the school with less stress than is often associated with starting a new job. It is therefore a challenge faced by most school managers to make sure that adequate systems are in place and that the transition from college or university to that of teaching is a joyful experience. In addition, this chapter provided an orientation of the research and states the problems and the aims of the study. Finally, a plan of study was outlined.

In the next chapter, a relevant literature study is undertaken to develop a theoretical framework of management of an induction programme as an aspect of improving personal effectiveness and job satisfaction.

CHAPTER TWO

THEORETICAL FRAMEWORK ON THE MANAGEMENT OF AN INDUCTION PROGRAMME FOR EDUCATORS

2.1 INTRODUCTION

In Chapter One an overview of the research topic was provided. In this chapter a review of relevant research literature with regard to management of induction for educators is undertaken to provide the context for the research and to justify the need for such a research study. The researcher is of the opinion that the management of an induction programme will help newly appointed educators to achieve personal effectiveness and job satisfaction.

According to Grobler et al. (2002:210), an effective induction programme will reduce the adjustment problems for newly appointed educators by creating a sense of security, confidence and belonging. The following benefits can accordingly result from an effective induction programme, namely: higher job satisfaction, higher performance as a result of faster learning times, reduction of absenteeism and a better understanding of school policies, vision and procedures. The school management team is faced with the challenge to manage an induction programme to assist beginner educators to adjust to the school. Like other organisations, schools face enormous challenges that come from global shifts in societal values and new ideas about how work is done. These shifts include globalisation, multi-skilling, flexibility and highly adaptive educators. Consequently, Heyns (2000:160) argues that for schools to become competitive they need to recruit, select and develop beginner educators. Steps thus have to be taken to maintain the stability of these educators by putting in place mechanisms for effective induction. Thus, it is the responsibility of the school management team to provide an induction programme that will benefit both the school and the educator.

South African schools operate predominantly in a turbulent environment where educational reform, such as the Revised National Curriculum Statement, contributes to the extent of the instability (Mokoena, 2002:28). Therefore, it should be noted that

when the beginner educator is inducted, the whole school succeeds. Consequently, the study on induction management will be placed within relevant literature and will establish components of the argument.

The central concern of this research is to explore the management of induction programmes for educators in schools. The study applies the systems approach. Schoderbek, Schoderbek and Kefalas (1990:444) state that systems approach is a philosophy that conceives of an enterprise as a set of objects with a given set of relationships between the objects and their attributes, connected or related to each other and to their environment in such a way as to form a whole. Senge (1994:128) suggests that systems theory finds its greatest benefits in helping to distinguish high from low leverage changes in highly complex situations. In effect, the art of systems thinking lies in seeing through complexity to underlying structures generating change.

2.2 FELDMAN'S MODEL OF MANAGING INDUCTION

The induction process is important in acquainting the newly appointed educator with job procedures, with establishing relations, creating a sense of belonging and an awareness of school policies and vision, and indicating the required behaviour patterns for effective teaching (Grobler et al., 2002:208). According to Feldman's model, the school management team can help the newly appointed educator to achieve personal effectiveness and job satisfaction. Feldman's three-phase model (Grobler et al., 2002:208) discusses an induction process.

2.2.1 Phase 1 'Anticipatory socialisation'

During the first phase, the school management team needs to help the educator with information before he or she joins the school. Heyns (2000:163) is of the opinion that those educators should be requested to report to school two days before the re-opening of the schools. The educator can then be given a full and accurate picture of the school. Secondly, the educator needs to gain a full and accurate picture of what his/her new duties will entail. Lastly, the educator will be given an opportunity to share in the values of the school. It is at this phase that the educator can ask

questions on the skills and abilities needed for successful teaching. Thus, the role of the school management team will be to help the educator to share the values and personal needs that can be met by the school.

2.2.2 Phase 2 'Encounter'

Grobler et al. (2002:208) describe 'encounter' as the phase at which the educator is exposed to the real school situation. The school management should take utmost care that unnecessary negative impressions are not created, since these impressions tend to be lasting (Heyns, 2000:163). The role of school management is to assist the educator to manage outside life conflict, that is, how to manage conflicts between personal and work life. Secondly, the educator must be helped with management of inter-group role conflict, which involves the ability to control conflict between the role demands of his or her group and the demands of other groups in the school. It is an unavoidable situation that educators find themselves belonging to a group. Therefore, it is important that behaviours be explained to the educator. It is at this stage that the educator needs to be prepared on how to deal with inter-personal relationships and to learn group norms.

The researcher is of the opinion that the educators will best understand inter-personal relationships and group norms if the school management explains the culture of the school. Hence, the educator will have to learn new tasks at school, such as how to plan lessons, marking strategies and how the timetable works.

2.2.3 Phase 3 'Change and acquisition'

'Change and acquisition' is the phase at which relatively long-lasting changes take place (Grobler et al., 2002:208). This is the stage at which the beginner educator learns the way things are done in the school. The important aspects are:

- Resolution of the demand. The educator must either implicitly or explicitly agree with the other educators on what tasks to perform and on task priorities and time allocation.

- Task mastery. The educator must master the skills required for his or her new job and successfully perform the roles. The tasks to be mastered are teaching methods, assessment strategies, lesson planning and classroom management.
- Adjustment to group norms and values. The educator must make some adjustments to the work groups values and norms. According to Wong (2004:8), the best induction programmes provide connection because they are structured within learning communities, where new and experienced educators interact and treat each other with respect, and are valued for their respective contributions. Thus, the school management team must realise that educators will remain in teaching when they belong to professional learning communities that have, at their heart, high-quality inter-personal relationships.
- Relationships founded on trust and respect. Thus, collegial interchange, not isolation, must become the norm for educators.
- To remain with the organisation. Clearly if the educator leaves the school, it will have failed in successfully transforming the educator into being a participating member of the school. Educators need to be retained by the schools. The researcher's views are supported by Wong (2004:9) who states that educators are kept in teaching by structured, sustained and intensive induction programmes.
- Professional development programmes that allow educators to be observed and to observe other educators, and to be part of networks or study groups where all educators share, grow and learn to respect each other's work.
- To innovate and co-operate spontaneously. The school management needs to encourage educators to achieve school objectives that go beyond precise role specifications.

On the basis of the aforementioned, the newly appointed educator needs to be allowed to use his/her knowledge, expertise and personal qualities without restriction in order to fulfill potential. Change is a process and the educator needs to be given enough time to change and to learn new skills. The four functions of a school management team in managing induction for newly appointed educators will be discussed.

Therefore, the role of the school management teams (SMT) will be to manage induction with systems approach in mind. The conceptual framework based on Feldman's three phased model (Grobler et al., 2002:208) gives direction to how to investigate the management of an induction programme for beginner educators. The three phases are, the 'anticipatory socialisation', the 'encounter' and the 'change and acquisition' which together bring about relatively long-lasting changes in the experiences of educators. The approach will also use the four management functions, which are, planning, organising, leading and controlling.

In the next section the management of an induction programme is discussed.

2.3 THE MANAGEMENT OF AN INDUCTION PROGRAMME

2.3.1 Challenges faced by educators

Grobler et al. (2002:208), define induction as the process of introducing educators to the goals of the school, its policies and procedures, its values and co-workers, as well as the activities and the tasks to be performed and the equipment to be used. Induction is not only a process of introducing the educator to the staff or co-workers, but it is also to introduce the educator to the goals of the school. One of the primary goals is the development of a culture of teaching and learning. In one instance noted by Tickler, when an educator was observed in practice by his head of department, his comment after the class visit was that he would have liked more support before the class visit (Tickler, 2000:143). Induction is a phase where the educator is introduced and guided into the practice of teaching. The aim is to facilitate the change from student to educator, thus ensuring that the educator not only survives the rigours of the first year, but moves on to more advanced, effective and professional activities (Cole & McNay, as quoted by Buchner & Hay (1999:321). The researcher is of the view that educators need care and support to be able to adjust to the school system.

A survey was conducted among 227 newly appointed educator teaching in schools falling under the auspices of the Department of Education and Culture in the Free State, and found that, of these, 39% indicated that they disliked teaching and would

not enter the profession again were they to be given a second chance (Buchner & Hay, 1999:320). The lack of induction made it difficult for these educators to adjust to the demands of their work. Tickle (1994:3) argues that induction in schools has now become even more important because of ever changing demands placed on educators. Recent developments in schooling have raised new questions about the institutional experience of educators. The institutional contexts in which they were employed have changed rapidly, with more complex professional demands being made on them. These demands include self-appraisal, relationships with a wide community constituency, inter-staff relationships for curriculum leadership and change, changes in content, organisation and processes of teaching and assessment arrangements.

Gold and Roth, as quoted by Mesthrie (1999:19), postulate that educators, faced with these types of situations, feel angry and discouraged. When conditions do not improve and educators are not given support, they begin to feel a sense of hopelessness. They feel they have not been effective in their work and that they are unable to give their students what they once hoped they could, and even believed they would. They begin to lose their self-esteem and depression sets in, often experiencing guilt and repressed anger. This then leads to disillusionment and ultimately burnout. Tickle (1994:179) affirms that the majority of schools did not have an identifiable support programme. Most of the newly appointed educators get what Tickle (1994: 172) refers to as 'corridor induction', which is informal induction that is not structured or planned. The danger of corridor induction is that it can lead to the beginner educator being confused by the information he/she gets from peers, which may be in conflict with management expectations.

According to Buchner and Hay (1999:320), at present there is no formal system for inducting educators in South Africa. The prevailing condition of South African education has, more than ever before, created such a need. Not only will educators be faced with practice shock, but they will also have to cope with increasingly complex situations in terms of heterogeneous pupil populations and large and often under-resourced classes. At present, the only form of induction is the one given to principals. The problem is that these induction programmes to principals do not equip them with ways to induct educators.

Castetter as quoted by Motsilanyane (2001:16), supports the idea that principals experience difficulties in understanding their assignments and many of these are related to lack of a capacity on inducting educators.

The next aspect is to discuss the purpose of induction.

2.3.2 Purpose of induction

The purpose of induction is to integrate the educator into the school with as few problems as possible. Wong (2004:1) emphasises that the ultimate purpose of any school is the success and achievement of its students. Therefore, any efforts that are made should ultimately improve student achievement. What the educator knows in the classroom is the important factor resulting in student achievement. Furthermore, Kardos, as quoted by Wong (2004:7), believes that, in order to produce effective educators, there must be a professional development programme that improves professional skills for educators at every point in their careers. Learning to teach is a developmental process that takes several years. What is important in the life of the beginner educator is the presence of an articulated, coherent, lifelong professional development programme.

Buchner and Hay (1999:321) are of the opinion that induction is essentially an initiation to the job and the organisation. In the case of educators, it is clearly also an initiation to the profession. Therefore, a school committed to the effective management of human resources needs to provide quality induction for newly appointed educators.

In general an induction serves three major purposes which are discussed below.

The socialisation of the new staff is arguably the most important issue in induction. The new educator must be able to identify his/her own place in the organisation. In the process, the inductee will need to understand and accept the reality of the organisation. Learning to perform in the new post implies that the educator needs to achieve competence. In this regard, three stages are identified:

Firstly, overcoming the initial shock of the new job by adapting and getting used to it and the work environment; secondly, recognising the need to learn new skills or to re-apply learned skills; and thirdly consolidating one's position in the school by applying new behaviours and skills or integrating newly formed attitudes with those held from the past in order to become effective.

Exposure to the institutional culture and accepting the norms and values of the school is important for the newly appointed educator. This aspect also involves loyalty to the school (Buchner & Hay, 1999:321). It is clear that the main objective of induction is the incorporation of the educator into the school, so that he or she can become an effective educator as soon as possible (Carrell et al., 1998:204). Therefore, based on the views of Wong (2004), Buchner and Hay (1999), and Carrell et al., (1998), induction is important as a process to minimise practice shock among educators. Practice shock is the reality faced by beginner educators of large classes, lack of discipline among learners and lack of support from the school management teams. Therefore, the role of the school management teams should be to reduce stress associated with practice shock by managing induction programme for educators.

However, there are factors inhibiting the successful management of an induction programme. These factors are discussed below.

2.4 FACTORS INHIBITING SUCCESSFUL INDUCTION MANAGEMENT

In South Africa there has been downsizing of the number of educators, which has left a heavy workload on those remaining and has made it difficult to provide induction to newly appointed educators (Buchner & Hay, 1999:325). According to the Employment of Educators Act 76 of 1998 (C-63), the time allocated for teaching in respect of different post levels will differ according to the size of the school. In smaller schools principals and their deputies are required to do more teaching than in larger schools with bigger staff establishments.

The schedules of teaching time for educators is as follows:

Primary school

Post Level 1 (educator)	between 85% and 92%
Post Level 2 (Head of Department)	between 85% and 90%
Deputy Principal	60%
Principal	between 10% and 92% depending on which post level appointed.

N.B. Principals at Post Level 1 are expected to teach 100% of the schedule time.

Secondary School

Post Level 1	between 85% and 90%
Post Level 2	85%
Deputy Principal	60%
Principal	between 5% and 60% depending on which post level appointed to.

Based on the above information it is difficult for the school management team to manage induction for educators because more of their time is used for teaching. The lack of mentors is another factor affecting induction. A mentor can be described as a non-judgemental 'friend' with whom the educator has a particular, personal relationship within a general framework of professional development (Hamilton, 1996:2). However, educators who are to be mentors are overworked and have little or no time to assist educators (Buchner & Hay, 1999:325). In a country where there are large numbers of under-qualified educators, the search for a suitable mentor may be difficult (Buchner & Hay, 1999:325). In many cases the lack of effective induction in schools is because the managers responsible for the task of inducting either lack the time or ability to fulfill this obligation (Grobler, 2002:210). As a result of lack of time on the side of the school management teams, induction for educators has been lacking in the Ekurhuleni West schools.

In the next section, functions of management are discussed.

2.5 FUNCTIONS OF MANAGEMENT IN MANAGING INDUCTION

2.5.1 Planning

Van der Westhuizen (1997:137), describes planning as the management task which is concerned with deliberately reflecting on the objectives of the school, the resources, as well as the activities involved, and drawing up the most suitable plan for effectively achieving these objectives. Van Deventer and Kruger (2003:80) state that planning is in essence the forward thinking that is required in order to determine in advance what it is that you need or want and how to get or attain this. Lussier (1997:11) describes planning as the process of setting objectives and determining in advance exactly how the objectives will be met. Furthermore, Squelch and Lemmer (1994:22) state that planning is the process by which school leaders establish aims and specify how they are to be attained. According to van der Westhuizen (1997:139), the importance of planning is that it provides the means of establishing whether the school is still moving in the direction of set objectives. Secondly, it causes the educational leadership to think continually about set objectives. Thirdly, planning helps towards the pursuit and achievement of objectives. Lastly, with good planning, possible problems may be foreseen and suitable preventative measures taken. Thus, it should be noted that planning is typically the starting point in the management process. To be successful, schools need a great deal of planning (Lussier, 1997:11). Therefore, it is important to plan the induction programme as, for induction to be successful, certain measures need to be put in place.

2.5.1.1 Induction policy

The school management team can use policy to manage induction programmes. According to Grobler et al. (2002:217), a properly formulated induction policy, drawn up jointly by management and educators, should be officially adopted by top management before the programme is designed. Davidoff and Lazarus (1997:5) mention that policy needs to address real needs experienced by educators and schools. Ideally, educators need to participate in and contribute towards policy formulation. In England, the policy makers have asked employers to improve the

quality of teaching through their responsibility to support and encourage professional development in the first year and the subsequent years (Tickler 2000:130). Consequently, the policy is there to inform educators of the activities of all involved in the induction programme. One of the items that needs to be included in the policy is a strategy to reduce the workload of beginner educators.

2.5.1.2 Reduced workload for educators

Turner and Bash (1999:44) state that in order for induction to be effectively managed there is a need for both the educator and his or her mentor to have time, both individually and mutually, away from other school duties to plan, prepare, observe, evaluate, inform and discuss. Furthermore, Connors and Jenning as quoted by Turner and Bash, (1999:44) recommend that educators be given less teaching time in order to be able to have time for essential preparation. Thompson as quoted by Buchner and Hay (1999:322) contends that successful implementation, also depends on a reduced workload for the educator in order to allow sufficient time for preparation, observation and meetings. Equally, Tickle (2000:141) emphasises that timetables representing no more than 90 percent of normal teaching and preparation time are allocated to beginner educators. Regular meetings with the mentor are necessary for the creation of opportunities for observing experienced educators. Nevertheless, it must be recognised that reducing the workload for both the educator and the mentor could affect staff provision, which could ultimately have financial implications for schools (Buchner & Hay, 1999:322). Therefore, school management requires a plan to manage the workload of educators and their mentors.

The next aspect to be discussed is the budget for induction.

2.5.1.3 Budget for induction

The management of an induction programme needs funds to be allocated successfully. A first step in welcoming educators could be to celebrate with them their new employment with the school (Steyn & van Niekerk, 2002:235). It is important to make them feel welcomed and valued by their colleagues. In welcoming them, some schools invite dignitaries, take photographs, arrange luncheons, dinners

or receptions for school staff. Thus, there is a need for a budget to cover all the expenses of welcoming educators. The school must have a budget to make sure that the induction of the beginner educator is supported through short courses provided by service providers. The budget in this sense thus reflects the mission of the school in monetary terms (Bisschoff, 1997:77). Dreyer (1998:110) is of the opinion that a proportionate percentage of students' tuition fees will probably also have to be paid to schools, either to mentors for the extra work expected of them, or for a substitute so that mentors can have time free to do the work required of them (as it is already a case in both England and the USA).

Grobler et al. (2002:217) are of the opinion that a number of other aspects must also be considered, namely, the time needed to plan and implement the programme, the programme goals, the topics to be included, methods of organising and presenting them, duration of induction sessions, materials, facilities and personnel to be used, general organisational topics, qualifications and training needs of human resources personnel, line managers and supervisors, and programme flexibility to accommodate employee differences in education. The next aspect is the organisation and design of an induction programme.

2.5.2 Organising an induction programme

The school management team has the responsibility for organising an induction programme for educators. Van Deventer and Kruger (2003:109) describe organising as the process of creating a structure for the school that will enable its members to work together effectively towards achieving its outcomes. Lussier (1997:11) describes organising as the process of delegating and coordinating tasks and resources to achieve objectives. Lussier (1997:11) is also of the opinion that good organisation is a requisite of success. It has been noted that educators frequently complain that their pre-service preparation did not prepare them for actual teaching and the lack of sufficient knowledge and skills (Steyn & van Niekerk, 2002:233). For many, pre-service training was too theoretical and irrelevant to the actual practice of teaching. Therefore the school management needs to design and develop organisational systems to implement induction. However, when designing an induction programme, the school management needs to note that the programme

must meet the needs of both the school and beginner educator (Gerber, Nel & van Dyk, 1998:128).

Therefore, when organising it is important that programmes should be designed to include all the information that the educator will need in order to perform his or her job efficiently (Grobler et al. 2002:217). The information should be divided into 'need to know' and 'nice to know' information. The 'need to know' information is essential information the newly appointed educator requires as soon as possible to fit in and be effective. The 'nice to know' information can be given over a period of time as the beginner educator settles in. Grobler et al., (2002:217) concur that the information the beginner educator will require can be divided into two categories, job-related information, which describes what the job entails and how it is done. The next category is general information, which can include aspects such as an indication of the type of lesson planning required, record keeping of lessons, a journal that the educator must keep up to date, marking strategies and policy, an exposition of the school approach to discipline, rules and regulations pertaining to pupils and even a dress code for educators. It could also include general aspects which are regarded as commendable professional attributes of staff members, an indication of how staff members are expected to demonstrate professional initiative and an understanding of the organisational structure of the school, as well as the modus operandi in crisis situations (Buchner & Hay, 1999:324). In addition, when designing induction programmes, it is also important to prepare educators with behaviours appropriate to teaching (Seyfarth, 2002:106). Consequently, it is the role of school management to make educators aware of unwritten values, norms and operating procedures that guide interaction among staff members.

Thus, the designing of an induction programme will give the school direction on how to manage induction. Leading as a management task will be discussed below.

2.5.3 Leading

Van der Westhuizen (1997:41) describes leading as the activity or tasks, which influence people in such a way that they will willingly work and strive towards achieving the goals of the group. Lussier (1997:11) describes leading as the process

of delegating and coordinating tasks and resources to achieve objectives. In addition to planning and organising, a manager must work with the educator as they perform their tasks on a daily basis (Lussier, 1997:11).

2.5.3.1 Implementing an induction programme

Implementation covers all the professional development activities required to achieve the specific objectives that have been set (Steyn & van Niekerk, 2002:261). The activities involve determining exactly how each activity will be carried out in the school, selecting purposeful activities and determining the time span for the programme. During the first term at school, the practical aspects of teaching, with emphasis on the analysis of teaching practice, should be addressed (Buchner & Hay 1999:324). Themes which could interest the educator during this phase include, planning for the week and the term, classroom management, discipline, motivation, organisation and keeping of registers, evaluation, discussions with parents of pupils with special needs, curriculum improvement as well as ways of coping with the school system. Therefore, the use of a mentor is very significant at this phase so as to manage the induction programme.

2.5.3.2 Mentor system

Teaching can be a lonely job, in which educators spend much of their day alone with learners, isolated from contact with other adults. For the newly appointed educator, battling with discipline and unsure of the adequacy of his/her teaching, it can be a frightening and frustrating time (Steyn & van Niekerk, 2002:234). Hence, the use of a mentor will help the educator to reduce frustrations. Tomlinson (1995:7) defines a mentor as an educator involved in assisting the beginner educator to learn to teach in a school-based setting. Seyfarth (2002:111) states that mentors perform a variety of functions to help beginner educators feel at home and learn their jobs.

According to Lowney as quoted by Dreyer (1998:110), educators need help with discipline and classroom management, curriculum and lesson planning and routines, but most of all they need moral support, guidance and feedback. Mentors can provide all of the above and much more. Finn (1993:152) believes that the function

of the mentor is to help the educator to adjust to his or her work with less stress. Furthermore, Wong (2004:1) states that, for a mentor to be effective, he/she must be used in combination with the other components of the induction process. An assigned mentor is especially important in helping to ease anxiety quickly and to serve as a confidant when needed. According to Monk and Dillon as quoted by Buchner and Hay (1999:322) it is hoped that the mentor will become a trusted and respected friend of the educator, as people are more likely to listen to and act upon advice rendered by those they view as friends.

Mentors are an important component - perhaps the most important - of an induction programme, but they must be part of an induction process aligned to the school's vision, mission, and culture (Wong, 2004:1). Neal as quoted by Dreyer (1998:110) argues that mentoring requires a commitment actively to exert a consistent influence on the professional development of a beginner educator. Lastly, Dreyer (1998:111) indicates that the benefits of mentors include:

- acquisition and refinement of knowledge, skills and abilities
- easier induction into the teaching career.
- receipt of support, consolation, sympathy and constructive feedback.
- availability of non-threatening guidance.
- work satisfaction.

On the basis of the aforementioned, a mentor is important in helping the educator to adjust to the school. It should be noted that mentoring affords the educator someone to talk to, which helps to reduce the stress associated with starting a new job.

The next aspect under discussion is control of the induction programme.

2.5.4 Controlling an induction programme

Van Deventer and Kruger (2003:127) define control as the management process through which education managers ensure, by means of assessing and regulating the teaching and learning work in progress, that deviation from or failures of planned activities are kept to a minimum. This ensures the school's outcomes may be accomplished with as little disturbance as possible.

Controlling consists of the actions and decisions managers undertake to ensure that results are consistent with the desired results (Ivancevich & Matteson, 2002:53). According to Lussier (1997:11), controlling is the process of establishing and implementing mechanisms to achieve the goals of the school. Controlling is the measurement of progress towards the achievement of the objective and taking corrective action when necessary. Furthermore, it is essential to determine whether the professional development programme has achieved what it set out to achieve (Steyn & van Niekerk, 2002:261). Thus it is important to evaluate an induction programme as a means of control.

Evaluation of an induction programme is important because it helps to show whether the objectives have been achieved. Mothata et al. (2001:62) state that evaluation is a process of judging the worth of an educational programme, including judgments about the quality of its content and, more specifically, measurements of the effectiveness of learning experiences. In addition, Hamblin (as quoted by Armstrong, 2001:570) defines evaluation as an attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in light of that information. Evaluation is a process which reviews what has occurred over a particular time (Davidoff & Lazarus, 1997:72).

Grobler et al. (2002:219) contend that the evaluation of the induction programme is one of the most important steps in the process. The benefits arising from this procedure are to ensure that the organisation is spending its money and time wisely and achieving positive results, and that the methods used to assist educators to integrate and become effective educators in the school are the most appropriate. Burner and Hay (1999; 324) emphasise that evaluation of the educator comprises a combination of different techniques, namely: a teaching portfolio which bears testimony to the educator's knowledge, understanding and skill regarding various aspects. These aspects include lesson planning, development and use of media successes and failures in lesson preparation, a written examination where the educator is tested on theoretical as well as practical aspects, an oral examination where situation analysis and areas not satisfactorily answered in the written evaluation can be dealt with, and a visit to the classroom to evaluate the teaching abilities. The execution of administrative tasks as well as involvement in extramural

activities should be considered. Therefore, it is imperative that an induction for the educator be managed so as to be successful.

In evaluating the induction programme, the school management should regularly find out how the beginner educator is coping (Gerber, Nel & van Dyk, 1998:129). The main source of feedback about an induction programme is the educator him/herself. Feedback can be obtained by asking educators to fill in questionnaires and by holding interviews on the impact of induction programme.

Thus, the successful evaluation of an induction programme will assist educators to enjoy teaching, and schools to rectify on their shortcomings.

2.6 CONCLUSION

In this chapter, the management of induction programmes was discussed. The aim of this study, that is to investigate the management of the induction programme for educators, was presented. The clarification of the main concepts was done, followed by the discussion of important aspects of managing induction. In Chapter Three, description of the empirical investigation will be provided. The questionnaire will be discussed and the direction of the research will briefly be indicated.

CHAPTER THREE

DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

Chapter Two provided the theoretical perspectives of the importance of induction and the role of school management teams in managing induction for newly appointed educators. The literature study in Chapter Two formed the framework of the structured questionnaire that was used to probe the perception of educators and principals in respect of induction for educators. The specific aim of this research was highlighted in Chapter One. This chapter focuses on research design and methodology used to collect data, the sample and sampling procedure for the selection of the sample

A brief discussion to elucidate the merit of research design and methodology follows.



3.2 RESEARCH DESIGN AND METHODOLOGY

3.2.1 Quantitative research

Cresswell (1994:2) describes the quantitative research technique as inquiry into social or human problems based on testing a theory composed of variables measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalisation of the theory holds true. In view of the above definition, questions have been formulated in respect of induction for newly appointed educators to determine educators' perceptions on management of induction programmes.

Vockel and Asher (1995: 452) define quantitative research as research in which researchers assign scores as a result of data-collection process, and use these scores as a basis for making comparisons and drawing conclusions. According to

Booyse (1993:15) quantitative research works in a descriptive-explanatory way and strives to make universal statements. According to Schulze (1993:52), research design refers to the plan which the researcher sets up in order to solve his or her research problem. It describes the way in which test subjects are selected and also the research field and data gathering techniques.

In quantitative research the aim is to understand educational phenomena by isolating them, observing them and formulating laws in numbers to describe them. Statistical methods are especially useful in this regard. Honberg (1999:56) states that the aim of the researcher, when applying quantitative research, is to try and discover laws and principles of general validity. Honberg (1999:56) further purports that quantitative research is a type of research that uses a deductive approach. The researcher will remain an objective 'outsider during the research. The research design is inflexible. Research questions and hypotheses are not reformulated once the empirical investigation has started. Quantitative research method generally includes questionnaires, and the results are analysed and presented by means of statistics. In this case, the researcher sent questionnaires to schools on induction and statistical analysis was then carried out.



It is essential for the quantitative researcher to be as objective as possible when collecting data and analysing the results. The researcher began by constructing his hypotheses and proceeded towards proving these. In this research use was made of statistical hypotheses. A statistical hypothesis usually postulates the opposite of what the researcher predicts or expects. In this form it is known as a null hypothesis and is usually represented by the symbol H_0 . If the researcher thus expects that there will be a statistically significant difference between the mean scores of male and female educators with respect to induction (research hypothesis) then the hypothesis will be stated in the form of a null hypothesis. It is the null hypothesis that was tested using statistical techniques. In its null form the hypothesis will then read:

H_0 – There is statistically no significant difference between the mean scores of male and female educators with regard to induction.

The alternative hypothesis will read as:

Ha – There is a statistically significant difference between the mean scores of male and female educators with regard to induction.

Should it be found that there is a statistically significant difference between the mean scores of male and female educators with regard to induction, then the null hypothesis (Ho) is rejected and the alternative hypothesis or research hypothesis (Ha) is accepted.

Having outlined what the quantitative research is, it is important to discuss the method of data collection that has been used in this project.

3.2.2 Data collection

The researcher used questionnaires to collect data. According to Vockel and Asher (1995:124), the questionnaire is defined as an instrument used to collect data in order to assist the researcher to generalise the findings from a sample of responses to a population. Questionnaires were used to obtain factual data, attitudes and opinions in a structural framework from respondents. For the researcher to construct a good questionnaire, the following criteria of formulating good questions should not be ignored:-

- Questions should be meaningful
- Questions should be clear
- Questions should be written in simple language.

The design of the empirical investigation was a structured questionnaire consisting of 23 items (see Annexure A). Level One educators and the school management team comprising heads of department, deputy principals and principals were required to indicate the extent to which they agree or disagree with statements dealing with the manner in which induction is managed in their schools. The items were based on key factors, which were prioritised as having an influence on the phenomenon of induction.

Questionnaires were distributed to 300 educators in the Ekurhuleni West district. Section A of the questionnaire contains ten items, which includes biographical information; Section B consists of eleven items, which required educators to indicate whether policies exist in their schools. Section C consists of twenty-three items, which required educators to state to what extent they agree or disagree with the question.

A brief discussion of a sample now follows.

3.2.3 Population and Sample

Slavin (1992: 252) defines a sample as a group of subjects chosen from a larger group or population to which the findings are assumed to apply. Gay (1981:85) further states that sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected comprise a portion of the larger group referred to as a population. Thus, it is clear that the sample here is a portion of the population of 66 schools in Katlehong.

Respondents were chosen from various post levels of the teaching profession. It was felt that the perception of the educators at various post levels relative to induction should vary and hence it was important to sample as wide a range as possible (see Annexure A section A question 3). Questionnaires were distributed to 300 educators in the Ekurhuleni West district schools. Of the 300 questionnaires distributed, 267 were returned and 237 were found to be usable, representing a return rate of 79%.

3.2.4 Data analysis

The data was analysed by using a computer programme, the procedure used was the SPSS13 (Narasis, 2000) to identify a number of factors that facilitated the processing of statistics. The extraction method used was the Principal Axis factoring, and followed by the rotation method, Varimax with Kaiser Normalisation.

Table 3.1: ITEMS ASSOCIATED WITH ORIENTATION AS AN ASPECT OF INDUCTION

The respondents had to indicate whether orientation is provided to a large extent or to no extent with the statement in the questionnaire, where:

1 = to no extent

6 = to a very large extent

2-5 = equal intervals between one and six

Item no	To what extent are educators at your school	Mean score	Std deviation	Rank order
C18	Orientated on relevant subject policies?	3.45	1.54	1
C6	Advised on how to discipline effectively?	3.30	1.59	2
C14	Orientated on the requirements for admission to your school?	3.26	1.67	3
C23	Advised on the responsibilities of the school management team?	3.12	1.71	4
C20	Advised on what constitutes misconduct?	3.11	1.48	5
C19	Guided on procedures for parents meetings?	3.10	1.65	6
C21	Trained on the contents of the South African Schools Act?	2.95	1.53	7
C16	Trained on the Revised National Curriculum statement (RNCS)?	2.94	1.73	8
C7	Trained on school safety procedures?	2.76	1.52	9
C17	Advised on the procedures for exemption from paying school fees?	2.65	1.62	10
C22	Trained on how to deal with learners with learning barriers?	2.41	1.46	11

The process used to arrive at this table is the extraction method (Principal Axis factoring) and the rotation method (Varimax with Kaiser Normalisation). The eleven items on orientation are in rank order, from the item with the highest mean score to the item with the lowest mean score.

The results in Table 3.1 indicate that most educators' response to the questions on orientation is that orientation is provided to a less extent or not at all. Furthermore, Table 3.1 indicates that educators are not trained on how to deal with learners with learning problems. The problem is that the study programmes to train educators mainly concentrate on methods of teaching and assessments. The emphasis is mainly on how to prepare educators on how to teach. Less time is spent on how to prepare educators to deal with learning barriers.

Table 3.2: ITEMS ASSOCIATED WITH PROFESSIONAL MATTERS AS AN ASPECT OF INDUCTION



The respondents had to indicate whether induction on professional matters is provided to a large extent or to no extent with the statement in the questionnaire, where:

1= to no extent

6 =to a very large extent

2-5= equal intervals between one and six

Item no	To what extent are educators at your school	Mean score	Std deviation	Rank order
C12	Guided on the expected standard of work at school?	3.86	1.51	1
C2	Guided on how to assess learners?	3.56	1.40	2
C4	Guided on strategies to create an environment conducive to teaching?	3.54	1.53	3
C1	Guided on how to prepare lessons?	3.35	1.58	4

C3	Orientated on the use of different teaching strategies?	3.19	1.44	5
C5	Coached on the use of different teaching aids?	2.98	1.43	6
C7	Trained on school safety procedures?	2.76	1.54	7

The process used to arrive at this table is the extraction method (Principal Axis factoring) and the rotation method (Varimax with Kaiser Normalisation). The seven items on professional matters are in rank order, from the item with the highest mean score to the item with the lowest mean score.

The results in Table 3.2 indicate that the response of most educators to the questions on professional matters is that induction on professional matters is provided to a lesser extent or not at all. Furthermore, Table 3.2 indicates that educators are not trained on school safety. The main cause of this problem is that, in the past, schools were regarded as safe places, which were respected places of teaching and learning. Therefore, the training of educators did not prepare them for unsafe working conditions.



Table 3.3: ITEMS ASSOCIATED WITH TRAINING ON POLICIES AS AN ASPECT OF INDUCTION

The respondents had to indicate whether training on policies is provided to a large extent or to no extent, with the statement in the questionnaire, where:

1= to no extent

6= to a very large extent

2-5= equal intervals between one and six

Item no	To what extent are educators at your school	Mean score	Std deviation	Rank order
C11	Provided with copies of the school policies?	3.27	1.82	1
C10	Orientated on the code of conduct for educators?	3.01	1.57	2
C9	Trained on the school policy?	2.83	1.50	3
C13	Guided on how to deal with confidential school matters?	2.79	1.53	4
C15	Trained on the school policy on HIV/AIDS?	2.66	1.57	5

The process used to arrive at this table is the extraction method (Principal Axis factoring) and the rotation method (Varimax with Kaiser Normalisation). The five items on training on policies are in rank order, from the item with the highest mean score to the item with the lowest mean score.

The results in Table 3.3 indicate that the response of most educators to the questions on training on policies is that induction on policy matters is provided to a lesser extent or not at all. Furthermore, Table 3.3 indicates that educators are not provided with copies of the school policies. The researcher's assertion is that the problem with most schools is that principals have files for policies in their offices. They regard policies as source of power and as property of the school managements to be used against educators.

It is not possible within the constraints placed on the length of this mini-dissertation to deal with all the items that were contained in the research questionnaire, but it is hoped that the questions discussed will provide sufficient insight into the responses from respondents. The distribution of responses pertaining to the extent of induction for educators will be analysed and discussed in the following section (see Table 3.4).

Table 3.4: DISTRIBUTION OF RESPONSES OF EDUCATORS PERTAINING TO INDUCTION IN SCHOOLS

Item No	Frequency of respondents scoring from 1-6						Total	% selecting 1,2 and 3	% selecting 4,5 and 6
	1	2	3	4	5	6			
C22	92	49	37	33	18	7	236	75.5	24.5
C21	48	49	73	20	26	20	236	72	28
C15	70	65	34	23	32	13	237	71.2	28.8
C7	65	51	49	37	19	16	237	69.6	30.4
C17	81	55	27	29	33	12	237	68.8	31.2
C13	73	28	60	34	34	8	237	67.9	32.1
C9	61	45	54	36	31	10	237	67.5	32.5
C16	73	41	35	21	52	15	237	62.9	37.1
C5	45	52	51	47	35	7	237	62.4	37.6
C10	58	39	43	46	38	12	236	59.3	40.7

The frequency distribution in Table 3.4 indicates that most educators have selected 1, 2 and 3, which means that their opinion to induction is that it is provided to a less extent or to no extent. Furthermore, table 3.4 indicates that few educators have selected 4, 5 and 6, which means that few are of the opinion that induction is provided to a large extent.

A discussion of some of the questions from the questionnaire relating to induction will now be undertaken.

3.3 DISCUSSION OF SOME QUESTIONS FROM THE QUESTIONNAIRES RELATING TO INDUCTION

Questions were formulated in such a way that respondents, namely members of the school management team and educators, could indicate their opinion to statements that relate to induction. For example:

To what extent are educators at your school advised on what constitutes misconduct?

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

In table 3.4 indicated above, the respondents could indicate their response as follows:

1 = to no extent

6 = to a very large extent

2-5 = equal intervals between one and six

Selected questions will now be discussed and motivated using relevant data extracted from the table.

Question C22: To what extent are educators at your school trained on how to deal with learners with learning barriers?

Table 3.2, 3.4 and 3.5 reveal the following statistical data:

- Mean score : 2,41
- Rank order : 11
- % Respondents selecting 1,2 and 3 : 75,5%


The above mean score indicates that educators are of the opinion that training on how to deal with learners with learning barriers only happens to a small extent, or not at all. Research has shown that the majority of educators struggle to deal with learners with learning barriers (see 1.2). Educators who are not inducted regard learners as ill-disciplined and disruptive. The relatively low mean score confirms the researcher's assumption that there are inadequacies in inducting educators in the Ekurhuleni West schools.

Question C21: To what extent are educators at your school trained on the contents of the South African Schools Act?

- Mean score : 2,95
- Rank order : 7
- % Respondents selecting 1,2 and 3 : 72%

The mean score of 2.95 indicates that 72% of respondents are of the opinion that training on the contents of the South African Schools Act only happens to a small extent or to no extent. Since the Department of Education expects the school management teams to teach between 5% and 92% of the scheduled teaching time, they lack time to induct educators properly on the contents of the South African Schools Act (see 2.4).

Question C17: To what extent are educators at your school trained on school safety procedures?

- 
- Mean score : 2,95
 - Rank order : 7
 - % Respondents selecting 1,2 and 3 : 72%

The above mean score of 2.76 indicates that 69.6% of respondents are of the opinion that the training of educators on the school safety procedures happens only to a small extent or not at all. According to Grobler et al. (2002:466), it is estimated that 70-95% of all injuries resulting from school accidents can be attributed to educators engaging in unsafe acts. The numbers of reports on educators being robbed, killed and assaulted in schools are in part the result of lack of training on safety procedures.

Question C16: To what extent are educators at your school trained on the Revised National Curriculum Statement (RNCS)?

- Mean score : 2,94
- Rank order : 8
- % Respondents selecting 1,2 and 3 : 62,9%

The mean score of 2.94 indicates that 62.9% of educators are of the opinion that training educators on the Revised National Curriculum Statement (RNCS) happen only at a small extent or to no extent. According to Davidoff and Lazarus (1997:137) changing syllabi, approaches to teaching, school management, governance, and forms of discipline, all these changes mean that educators are constantly faced with having to adjust to new circumstances. This can be very stressful if they are not given support to cope with all these demands.

Question C10: To what extent are educators orientated on the code of conduct for educators?

- Mean score : 3,01
- Rank order : 2
- % Respondents selecting 1,2 and 3 : 59,3%

The mean score of 3, 01 indicates that 59.3% of educators are of the opinion that orientation on the code of conduct for educators happens only to a small extent or not at all. Squelch (2000:18) maintains that the code of conduct must be aimed at establishing a disciplined school environment that is conducive to effective teaching and learning. Thus, the lack of orientation on the code of conduct results in frustrations for the educators (see 1.2).

The following biographical details are represented in the form of descriptive graphs, as these provide a good example of how representative the sample was of the population Ekurhuleni West district educators.

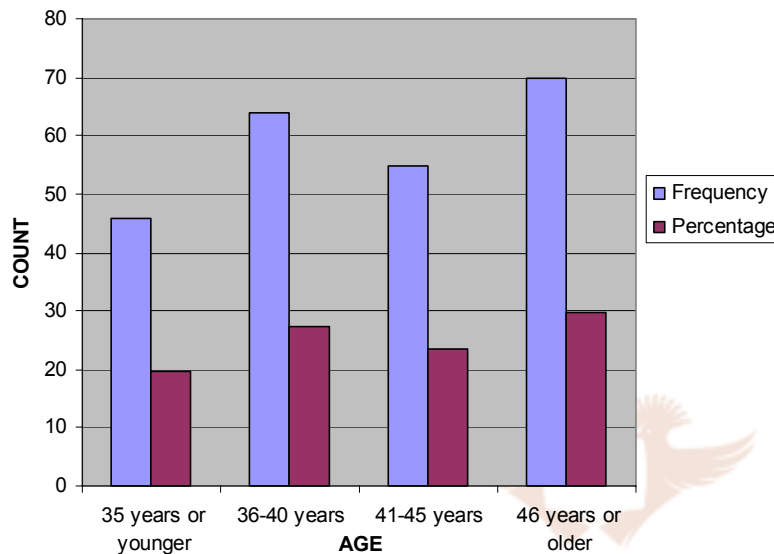
The next section will focus on a discussion of the respondents used, biographical details requested and the return of questionnaires.

3.4 THE RESEARCH GROUP

3.4.1 Biographical details

The biographical details (see Annexure A) are indicated in the form of graphs which indicate the representivity of samples, as well as descriptive information of the educators.

Table 3.5 AGE



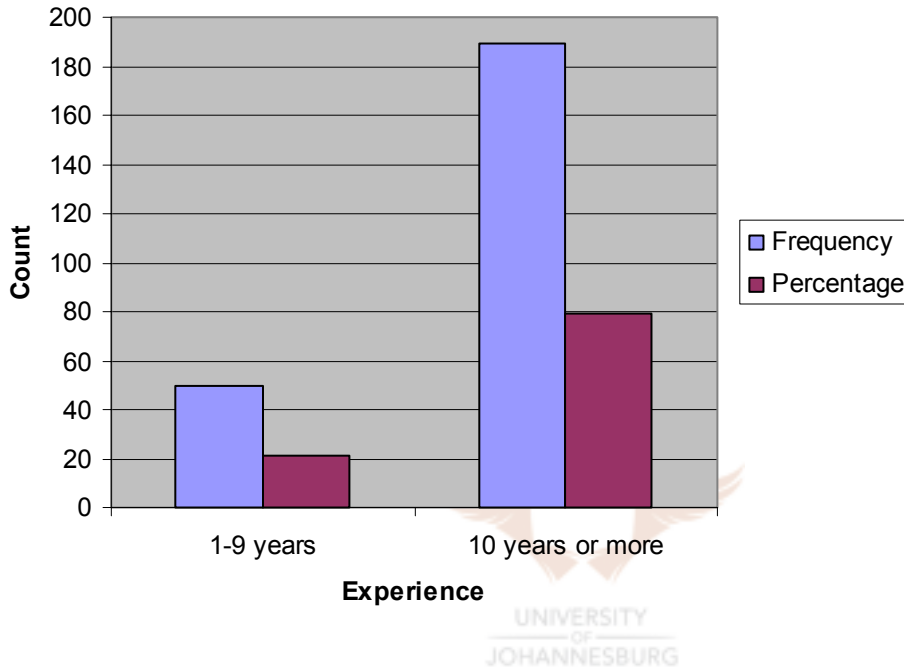
In this graph the respondents' ages were divided into four groups:

	Frequency	Percentage
35 years or younger	46	19.6
36-40 years	64	27.2
41-45 years	55	23.4
46years or more	70	29.8
Total	235	100

This sample representation indicates that there are fewer young people in the age group 36 years or younger (19.6%) entering the education profession, and that the

majority of educators surveyed are older than 36 years (80,4%). One reason could be that there are few teaching posts available for young educators. The second reason could be that the business sector has become more attractive in terms of salary and job satisfaction to young people than the teaching profession.

Table 3.6 Years teaching experience

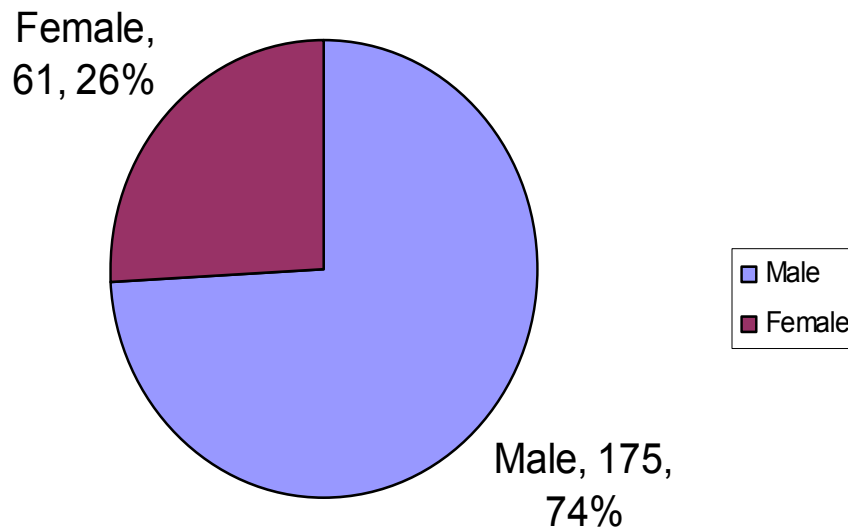


In this graph the respondents' years of teaching experience have been divided into two groups.

	Frequency	Percentage
1-9 years	50	21.1
10 years or more	187	78.9
Total	237	100

This sample representation indicates that of the educators surveyed, there were more educators who have more than 10 years teaching experience (78.9%). This suggests that there is a correlation with the educators' age; that there are educators older than 36 years who have more years of teaching experience.

Table 3.7 Gender of school principal

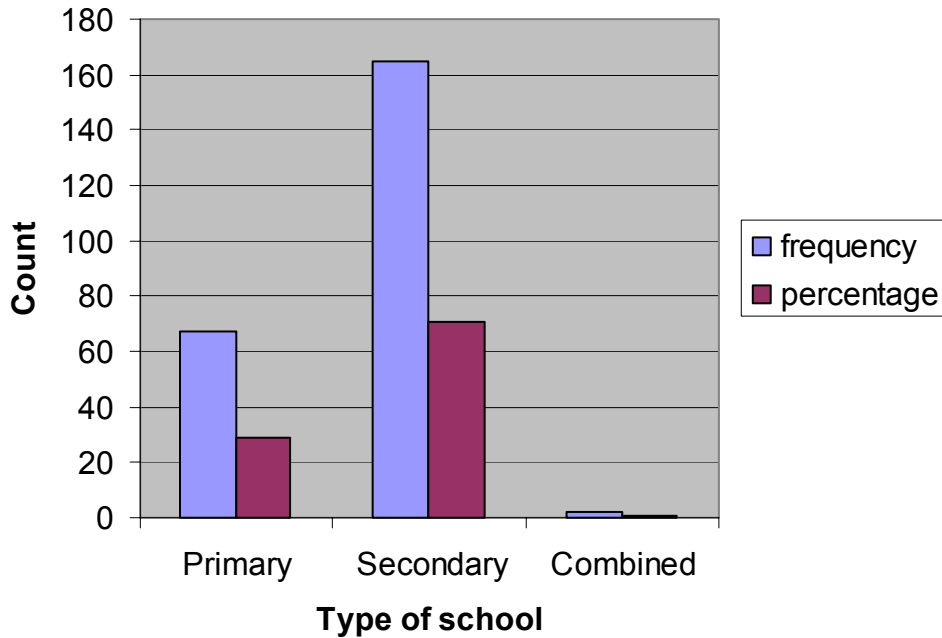


This graph represents the gender of the school principal.

	Frequency	Percentage
Male	175	74.2
Female	61	25.8
Total	236	

The sample indicates that 74.4% of educators surveyed have principals who are male. One reason could be that female educators prefer to be with learners rather than be in the office as principals. The second reason could be that the majority of schools surveyed were secondary schools, which mostly have male principals.

Table 3.8 School



This graph represents the type of school of respondents.

	Frequency	Percentage
Primary	67	28.6
Secondary	165	70.5
Combined	2	.9
Total	234	100

This sample representation shows that the schools surveyed in the Ekurhuleni West district most were secondary schools.

3.4.2 Return of questionnaires

Of the 300 questionnaires handed out to 20 schools, 237 were returned useable. This represents a return of 79%.

Table 3.9 Statistics on questionnaires returned

Number of questionnaires	Total
Handed out	300
Returned usable	237
Percentage return	79%

The next section presents a summary.

3.5 SUMMARY

In this chapter a description of the empirical investigation was provided. Relevant tables were provided and the questions pertinent to induction were tabled. It was evident that respondents felt that induction was not well managed in their schools. A discussion of respondents sampled, their details and the response rate of the questionnaire were also discussed.



In Chapter Four the following aspects will receive attention.

- The reliability and validity of the instrument.
- Some aspects of the data following from the statistical analysis will be examined, tabulated and interpreted.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

4.1 INTRODUCTION

In Chapter Three, the research design and methodology were described and five items relating to the management of induction for newly appointed educators were discussed.

In this chapter, the reliability and validity of the structured questionnaire is discussed, followed by a discussion of various factors. One example of a comparison between the independent pairs will be done by stating appropriate hypotheses and interpreting the statistical tests involved. A comparison is made of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate data. Finally, discussion of the significance of differences between the mean scores of the various groups for the factors that comprise orientation as an aspect of the management of induction for newly appointed educators.



It is important that the reliability and validity of the structured questionnaire is established and this will now be discussed.

4.2 RELIABILITY

According to Lemmer (1993:54), reliability refers to the consistency and accuracy with which a measuring instrument measures something. Validity refers to the degree to which a test measures that which it is supposed to. In this study, reliability and validity encompass the degree to which the research has been successful in reflecting the perception of the respondents regarding certain statements which are applicable as far as the management of induction for newly appointed educators is concerned.

Reliability is the extent to which a specified procedure, such as measurement, yields consistent observation of the same facts from one time to another and from one situation to the other. It refers to the stability, consistency, accuracy and dependability of an instrument (Seaman, 1987:322). A measurement instrument that is reliable will provide consistent results when a given individual is measured repeatedly under near identical conditions.

4.3 VALIDITY

Validity, on the other hand, is a measurement concept that is concerned with the degree to which a measurement instrument actually measures what it purports to measure. Validity is not absolute, but depends on the context in which a measurement instrument is used and the inferences that are based on the results of the measurement (Jaeger, 1990:384)

To ensure content validity, the questions were designed within the framework of the relevant literature discussed in Chapter Two. The researcher designed twenty-three items, which were taken up in a structured questionnaire used in a pilot study involving 30 educators. As a result of the feedback received, several items were adjusted to be more clearly understood by respondents.

The construct validity of the measuring instrument was investigated by means of factor analysis. According to Jaegar (1990:345), factor analysis is used extensively in research. It is particularly useful as a tool for examining the validity of tests or the measurement characteristics of attitude scales.

Borg et al. (1993:269) define factor analysis as a correlation technique that examines a large number of items and determines whether they cluster into a smaller number of underlying factors. The principle objective of factor analysis is to construct a smaller number of variables (called factors) that do the job of conveying the information present in the larger number of variables.

In this research, twenty-three items were designed to secure information on the extent to which induction programmes are provided for educators (see Annexure B). All the items were used because the Kaiser-Meyer-Olkin (KMO) Measures of Sampling Adequacy (MSA) was 0,936, which is greater than 0,7. The construct validity of the instrument in this research was investigated by means of successive first and second order factor analytic procedures performed on the twenty-three items.

The first order procedure involves a principal factor analysis (PFA1). These procedures were performed using the SPSS 13 (Narusis, 2000) to identify a number of factors that may facilitate the processing of the statistics. The extraction method used was the Principal Axis factoring, and followed by the rotation method, Varimax with Kaiser Normalisation.

These procedures resulted in the twenty-three items being reduced to three reliable factors, namely:-

A factor consisting of eleven items, named '**orientation**' as an aspect of induction with a Cronbach-alpha reliability coefficient of 0,931. These eleven items can thus be regarded as forming one scale with a minimum value of $11 \times 1 = 11$ and a maximum value of $11 \times 6 = 66$.

A factor consisting of seven items, named '**professional matters**', as an aspect of induction with a Cronbach-alpha reliability coefficient of 0,912. The seven items thus form one scale with a minimum value of $7 \times 1 = 7$ and maximum value of $7 \times 6 = 42$.

A factor consisting of five items, named '**training on policies**' as an aspect of induction with a Cronbach-alpha reliability coefficient of 0,881. The five items thus form one scale with a minimum value of $5 \times 1 = 5$ and maximum value of $5 \times 6 = 30$.

The items that formed orientation of educators as an aspect of induction are shown in Table 4.1, the items involved in professional matters are given in Table 4.2 and the items involved in training on policies are tabulated in Table 4,3

Table 4.1 ITEMS ASSOCIATED WITH ORIENTATION OF EDUCATORS AS AN ASPECT OF INDUCTION

Item no	To what extent are educators at your school,	Mean score	Std deviation	Rank order
C18	Orientated on relevant subject policies?	3.45	1.54	1
C6	Advised on how to effectively discipline?	3.30	1.59	2
C14	Orientated on the requirements for admission to your school?	3.26	1.67	3
C23	Advised on the responsibilities of the school management team?	3.12	1.71	4
C20	Advised on what constitutes misconduct?	3.11	1.48	5
C19	Guided on procedures for parents meetings?	3.10	1.65	6
C21	Trained on the contents of the South African Schools Act?	2.95	1.53	7
C16	Trained on the Revised National Curriculum Statement (RNCS)?	2.94	1.73	8
C7	Trained on school safety procedures?	2.76	1.52	9
C17	Advised on the procedures for exemption from paying school fees?	2.65	1.62	10
C22	Trained on how to deal with learners with learning barriers?	2.41	1.46	11

The above eleven items can thus be regarded as one scale or factor and the six – point scale should be understood in terms of a new scale that can be presented as follows:

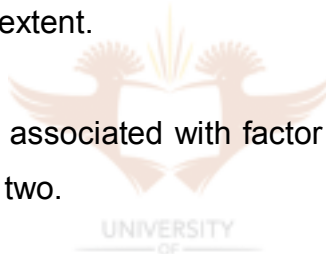
Minimum 1 2 3 4 5 6 Maximum

(x 11)



11 22 33 44 55 66

If one looks at item C7 ('are educators trained on school safety procedures?') for example, the mean score is 2.76, which means that educators' opinion is that orientation is presented to a lesser extent. A score between 5 and 6 would thus indicate that respondents are of the opinion that induction is managed to a very large extent. A score of 4 would represent orientation as presented partially. A score of between 1 and 2 would indicate that respondents' opinion is that induction takes place to a small extent or not at all with items in the factor. A factor mean of 3 would represent partial disagreement by the respondents concerned. When one looks at items in Table 4.1, there are no items with a mean score of 4, 5 and 6. Therefore, there are no educators who agree that orientation is presented to a very large extent.



Having presented the items associated with factor one, the next section discuss items associated with factor two.

Table 4.2 ITEMS ASSOCIATED WITH PROFESSIONAL MATTERS AS AN ASPECT OF INDUCTION

Item no	To what extent are educators at your school	Mean score	Std deviation	Rank order
C12	Guided on the expected standard of work at school?	3.86	1.51	1
C2	Guided on how to assess learners?	3.56	1.40	2
C4	Guided on strategies to create an environment conducive to teaching?	3.54	1.53	3
C1	Guided on how to prepare lessons?	3.35	1.58	4
C3	Orientated on the use of different teaching strategies?	3.19	1.44	5
C5	Coached on the use of different teaching aids?	2.98	1.43	6
C7	Trained on school safety procedures?	2.76	1.54	7

The seven items above can thus be regarded as one scale or factor and six- point scale should be understood in terms of a new scale that can be represented as follows:

Minimum	1	2	3	4	5	6	Maximum
			(x 7)				
			↓				
	7	14	21	28	35	42	

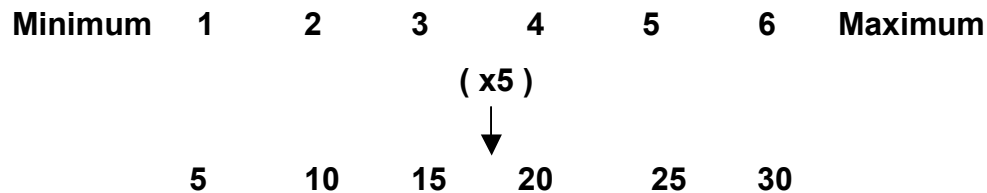
If one looks at item C5 ('are educators coached on the use of different teaching aids?') in the above table, the mean score of respondents is 2.98, which means that educators are of the opinion that educators are coached only to a small extent on the use of teaching aids. A score of between 5 and 6 would thus indicate that respondents agree largely with the opinion that induction is managed to a very large extent with the factor concerned. A score of 4 would represent partial agreement by the respondents. A score between 1 and 2 would indicate that respondents' opinion is that induction takes place to a small extent or not at all with the items in the factor. A factor mean score of 3 would represent partial disagreement by the respondents concerned.

Having presented the items associated with factor two and discussed the appropriate scale factor three will now be discussed.

Table 4.3 ITEMS ASSOCIATED WITH TRAINING ON POLICIES AS AN ASPECT OF INDUCTION

Item no	To what extent are educators at your school,	Mean score	Std deviation	Rank order
C11	Provided with copies of the school policies?	3.27	1.82	1
C10	Orientated on the code of conduct for educators?	3.01	1.57	2
C9	Trained on the school policy?	2.83	1.50	3
C13	Guided on how to deal with confidential school matters?	2.79	1.53	4
C15	Trained on the school policy on HIV/AIDS?	2.66	1.57	5

The five items above can thus be regarded as one scale or factor and the six-point scale should be understood in terms of a new scale that can be represented as follows:



The five items above can thus be regarded as one scale or factor and the six-point scale should be understood in terms of a new scale that can be represented as follows:

If one looks at the item C15 ('are educators trained on the school policy on HIV/AIDS?') in the above table, it has a mean score of 2.66. Therefore, it means that educators are of the opinion that training on school policy on HIV/AIDS is presented to a lesser extent. A score of between 5 and 6 would thus indicate that respondents are of the opinion that induction is managed to a very large extent with the factor concerned. A score of 4 would represent partial agreement by the respondents. A score of between 1 and 2 would indicate that the respondents' opinion is that induction takes place to a small extent or not at all with the items in the factor. A factor mean score of 3 would represent partial disagreement by the respondents concerned.

Having completed a representation of the factors involved in the management of induction for educators, it is appropriate to state the hypotheses and discuss the statistical analysis.

4.4 HYPOTHESIS

Due to the restriction placed on the length of a mini-dissertation, only two examples of two independent groups and one example of three or more independent groups will be discussed in detail. The comparison of two independent groups will be discussed first.

4.4.1 Comparison of two independent groups

At the multivariate level two independent groups can be compared for possible statistical differences in their mean scores using Hotelling's T. This implies that the vector means of the two independent groups are compared in respect of the three factors considered together. Should a statistically significant difference be found at this multivariate level then the Student t-test is used in respect of each of the variables taken separately. The particular independent group is the type of school and age of respondents. The discussion will now turn to possible differences between primary and secondary respondents relative to the three factors and the differences between four age groups of respondents.

4.4.1.1 Differences between primary and secondary respondents as the independent variable.

Table 4.4 HYPOTHESES WITH PRIMARY AND SECONDARY RESPONDENTS AS INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Multivariate	Type of school	HoT	There is statistically no significant difference between the vector mean of primary and secondary schools educators in respect of the three factors considered together.	Hotelling T ²
		HaT	There is a statistically significant difference between the vector mean scores of primary and secondary schools educators in respect of the three factors considered together.	
Univariate level		HoT	There is statistically no significant difference between the vector mean of primary and secondary schools	

			educators in respect of each factor taken separately namely:	
		Hot 1	Orientation	
		Hot 2	Professional matters	
		Hot 3	Training on policies	
		Hat 1	Orientation	
		Hat 2	Professional matters	
		Hat 3	Training on policies	

Table 4.5 SIGNIFICANCE OF DIFFERENCES BETWEEN PRIMARY AND SECONDARY EDUCATORS REGARDING

Factor	Group	Factor mean	Hotelling T2 (p- value)	Student t- test (p-value)
Orientation of educators	Primary	41,0784	0,000**	0,000**
	Secondary	31,2334		
Professional matters	Primary	26,1408		
	Secondary	19,8758		
Training on policies	Primary	18,672		
	Secondary	14,197		

** Statistically significant at the 1% level ($p < 0, 01$)

N = Primary = 64

N = Secondary = 160

Table 4.5 indicates that there is a statistically significant difference between the vector mean score of primary and secondary schools educators at the multivariate level in respect to all the three factors considered together ($p = 0,00$). Hot is not accepted in favour of the alternative hypothesis Hat. At the univariate level, primary and secondary schools educators differ statistically significantly from one another in respect of all three factors considered separately. Hot 1, Hot

2 and Hot 3 are not accepted in favour of the alternative hypotheses, namely Hat 1, Hat 2 and Hat 3.

From the mean scores in Table 4.5 it can be seen that primary and secondary educators differ in terms of their perception on the management of induction. However, primary educators partially agree that an induction process is managed in their schools. In contrast, secondary educators partially disagree that an induction is managed in their schools.

Statistics in Table 4.8 show that male principals' management of induction in secondary schools is inadequate. They are less tolerant of educators' needs and do not demonstrate care for educators' needs. This is possibly why secondary schools factor mean scores are significantly lower than those of primary schools. Another reason could be that primary schools educators are always the first to receive training on changes in the education system. Since training on OBE and the RNCS was provided first to primary schools, they feel that training is provided in contrast to the perceptions of educators in secondary schools.

4.4.2 Comparison of three or more independent groups

In respect of three or more independent groups, multivariate differences are investigated by means of MANOVA (Multivariate Analysis Of Variance) in respect of the three factors considered together. The vector mean scale scores are compared and, should any difference be revealed at this level, then ANOVA (Analysis of Variance) is used to investigate which of these factors is responsible for the significant statistical difference. Groups are analysed pair-wise by means of either the Scheffe' or the Dunnett T3 tests. If the homogeneity of variance in the Levene test (an advanced form of the Student t – test) is more than 0,05 ($p > 0,05$), then the Scheffe' test is used to investigate possible differences between pairs. Should the homogeneity of variance be less than 0,05 ($p < 0,05$) then the Dunnett T 3 test is used to investigate differences between the various pairs. The differences in mean scores between educators' age groups will now be discussed.

4.4.2.1 Difference between educators age groups in respect of the three factors

Table 4.6: HYPOTHESES WITH EDUCATORS' AGE GROUPS AS THE INDEPENDENT VARIABLE

Dimension	Variable	Symbol	Description	Test
Multivariate Level	Educator's age	HoM	There is statistically no significant difference between the vector mean of four educators' age groups in respect of the three factors considered together.	Hotteling T ²
		HaM	There is a statistically significant difference between the vector mean scores of four educators' age groups in respect of the three factors considered together.	
Univariate Level		HoA	The average score of the four educators' age groups do not differ in a statistically significant way from one another in respect if the following factors are taken separately:	
		HoA 1	Orientation of educators	
		HoA 2	Professional matters	
		HoA 3	Training on policies	
		HaA	The average scale of the four educators' age groups do differ in a statistically significant way from one another in respect of the following factors taken separately:	
		HaA 1	Orientation of educators	
HaA 2	Professional matters			
HaA 3	Training on policies			
Pair – wise difference		HoS	There is statistically no significant difference between the average scale score of the four educators' age groups compared pair-wise in respect of the three factors considered separately namely:	
		HoS 1	Orientation of educators	
		HoS 2	Professional matters	
		HoS 3	Training on policies	

		HaS	There is a statistically significant difference between the average scale score of the four educators' age groups compared pair-wise in respect of the three factors considered separately namely:
		HaS 1	Orientation of educators
		HaS 2	Professional matters
		HaS 3	Training on policies

Table 4.7 SIGNIFICANCE OF DIFFERENCES BETWEEN EDUCATORS AGE GROUPS IN RESPECT OF THREE FACTORS

Factor	Group	Factor mean	MANOVA P- Value	ANOVA P- Value	Scheffe T3						
					A	B	C	D			
Orientation of educators	A	28,589	0,000**	0,008**	A	/	**	**	**		
	B	33,1826			B	**	/	**	**		
	C	37,1921			C	**	**	/	*		
	D	36,784			D	**	**	*	/		
Professional matters	A	18,193		0,000**	0,008**	A	/	**	**	**	
	B	21,1162				B	**	/	**	**	
	C	23,6677				C	**	**	/	*	
	D	23,408				D	**	**	*	/	
Training on policies	A	12,9545			0,000**	0,000**	A	/	**	**	**
	B	15,083					B	**	/	**	**
	C	16,9055					C	**	**	/	
	D	16,72					D	**	**		/

** Statistically significant at 1% Level ($p > 0,01$)

* Statistically significant at 5% Level ($p > 0,01$ but $p < 0,05$)

A = 35 years or younger (N= 44)

B= 36 – 40 years (N= 63)

C = 41 – 45 years (N= 51)

D= 46 years or more (N =68)

Using the data in Table 4.7 it follows there is a statistically significant difference at 1% level between the educators' age groups at the multivariate level. HoM is thus rejected in favour of the research hypothesis HaM. At the univariate level the factor mean scores of the four educators' age groups differ from one another in respect of the three factors namely; orientation of educators ($p= 0,008$), professional matters ($p=0,008$) and training on policies ($p= 0,000$). HoA 1, HoA 2 and HoA 3 are thus rejected in favour of HaA 1, HaA 2 and HaA 3.

In respect of the pair- wise comparison the following conclusion can be made:

- Relative to orientation, educators in the age Group C (41-45 years) have a statistically significantly higher score than in other age groups (A, B, C). The educators in Group C partially agree that training as part of induction is being implemented in their schools. The reason for this perception may be that they have more teaching years experience and thus have learned more through experience. Secondly, these educators seem not to be worried about the new changes and are not as open and radical with regard to changes as compared to their younger counterparts. Therefore, orientation to them is not so important because experience will help them to cope with challenges.
- In respect of professional matters, educators in the age groups B, C and D have a higher factor mean scores than educators in the age group A that has the lowest mean score. It is also significant to note that the age Group A (35 years or younger), has the lowest scores in respect of training on policies. The reason for this may be that educators in this group have less teaching experience and still need guidance on how to perform their professional duties. Furthermore, educators in Group A are still young and are prepared to change and to be developed in professional matters. It is possible that educators in groups B, C and D feel that they are well developed in terms of professional matters based on their teaching experience. Therefore, educators in the age groups B, C and D partially agree that induction on professional matters is better managed in their schools as compared to their younger counterparts.
- In respect of training on the policies, educators in the age group A (35 years or younger) have the lowest factor mean in respect to training as an aspect of

induction. The age groups B, C and D (36 years and more) has the highest mean score, the reason for this may be that educators in Group A regard policies as important to perform their duties. However educators in the age groups B, C and D (36 years and more) still regard the school norms and culture as more important than policies.

Only one example of two independent groups and one of three or more independent groups have been discussed completely. Due to the limitation in length placed on a mini-dissertation it is not possible to discuss all the independent groups in this fashion. The various factor mean scores will, however, be summarised in Table 4.8 followed by a brief discussion for each of the groups.

Table 4.8 MEAN SCORES OF THE INDEPENDENT GROUPS IN RESPECT OF THE THREE FACTORS MAKING UP INDUCTION

Independent group	Category name	Factor mean		
		F1	F2	F3
Gender of school principal	Male	32,2652**	20,5324**	14,696**
	Female	39,963**	25,431**	18,165**
Type of school	Primary	41,0784**	26,1408**	18,672**
	Secondary	31,2334**	19,8758**	14,197**
Number of learners	700-999	42,5656**	27,0872**	19,348**
	1000 or more	32,8779**	20,9223**	14,9445**
Age	35 years or younger	28,4999**	18,1363**	12,9545**
	36-40 years	33,1826**	21,1162**	15,083**
	41- 45 years	37,1921*	23,6677*	16,9055*
	46 years or more	36,784*	23,408*	16,72*
Teaching Experience	1- 9 years	34,0857**	21,6909**	15,4935**
	10- 15 years	32,2487**	20,5219**	14,6585**
	16-20 years	31,9143**	20,3091**	14,5065**
	21 years or more	40,7462**	25,9294**	18,521**

**Statistically significant at 1% level ($p > 0,01$)

*Statistically significant at 5% level ($p > 0.01$ but $p < 0,05$).

F1 = Orientation of educators.

F2 = Professional matters.

F3 = Training on policies.

4.5 DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES PRESENTED IN TABLE 4.8

Each of the factors will be discussed separately with training being the first to be examined.

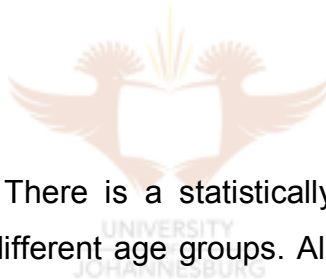
4.5.1 Orientation of educators

- **Gender of school principal:** Schools with a male principal have a low factor mean score compared to their counterparts with a female principal. The difference in the mean score is statistically significant and this probably indicates that female principals are more responsive to educators needs for training because of their caring and supportive nature as mothers.
- **Type of school:** Educators belonging to primary schools have a higher factor mean score whilst educators in secondary schools have the lowest score. One would expect educators in primary schools to partially agree that induction is managed since most have female principals who are supportive. However, the two groups partially disagree that orientation is implemented in their schools.
- **Number of learners:** Schools with 700–999 learners have the highest score as against schools with 1000 or more learners. The difference in the mean score is statistically significant and this probably indicates those schools with 1000 or more learners have no time to provide orientation to educators. The school management teams in these schools perhaps do not allow them time to provide training.

- **Age:** The younger group of 35 years or younger have lower scores compared to their counterparts in the other age groups. This is an indication that younger educators regard training as important to perform their duties. Whereas educators older than 36 years may be more experienced and have learned the art of teaching through years of experience.
- **Teaching experience:** Educators with 21 years or more of teaching experience have the highest factor mean score, whilst the other three groups have lower scores. These results are similar to the age of respondents. The older the educators, the higher the mean scores which indicates that experience relegates the importance of training. The difference in the mean score is statistically significant and all partially disagree that orientation is conducted for educators.

The second factor involved in induction, namely professional matters will now be discussed.

4.5.2 Professional matters



- **Gender of the principal:** There is a statistically significant difference in the factor mean scores of the different age groups. All the groups partially disagree that induction on professional matters is conducted in schools.
- **Age:** There is a statistically significant difference in different age groups. All the groups partially disagree that there is induction on professional matters in their schools.
- **Type of school:** Educators in primary schools have a higher factor mean score than their counterparts in secondary schools. One would expect primary school educators to have the perception that induction on professional matters does take place in the schools as they are usually less individualistic than secondary educators. The two groups all partially disagree that induction on professional matters is managed in their schools.

The third and last factor, namely training on policies, will now be explained.

4.5.2 Training on policies

- **Age:** Educators who belong to the oldest groups, namely of 46+ years, have the highest factor mean scores and partially disagree that training on policies is well managed in their schools. The youngest group, in the category 35 years or younger of age, have the lowest factor mean score and they partially disagree that training on policies is managed in their schools. This youngest group also differs statistically significantly from the 41 to 46 year age group. It thus appears that age has a tempering effect on the perception with regard to training on policies as an aspect of induction.
- **Teaching experience:** There is a direct relationship in the sense that the group with the lowest teaching experience, namely 1 to 9 years, has a lower mean score than the group with 21 years or more. The group with the greatest teaching experience differs statistically significantly from the other three groups and has the highest factor mean score. All the four groups do however, partially disagree that there is training on policies at their schools.

The discussion of the differences between the factor mean scores in respect of the three factors having been completed, a brief summary follows.

4.6 SUMMARY

In this chapter, an analysis and interpretation of some of the empirical data was undertaken. The construct validity of the research instrument was investigated by means of three successive factor analytic procedures, which reduced the 23 items to three factors, namely:

- Orientation of educators consisting of eleven items with a reliability coefficient of 0,931.
- Professional matters consisting of seven items with a reliability coefficient of 0,912 .
- Training on policies consisting of five items with a reliability coefficient of 0,881.

The statistical analysis of the research was rationed to a comparison of one example of two independent groups and one example of three or more independent groups. Hypotheses were set and multivariate statistics were used to analyse and interpret the data. Other mean scores were, however, briefly reported and discussed. It can be seen from the data in Table 4.8 that many of the groups which one would expect to differ significantly from one another do indeed differ in their perceptions of orientation of educators, and professional matters and training on policies. These differences were discussed and possible reasons for the differences in factor mean scores given. From the research conducted it can be concluded that the management of induction revolves around three main constructs namely orientation of educators, professional matters and training on policies. These constructs were shown to have construct validity and to be reliable and could thus serve as a basis for the management of an induction programme for newly appointed educators.

In Chapter Five a summary of the research will be given. Important findings will be discussed and recommendations will be made.



CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The general aim of this research was to investigate the management of induction for educators in the Ekurhuleni West district.

The specific aims of this research were to:

- Describe the nature of an induction programme.
- Determine the implications of induction for the quality of teaching and learning.
- Explore the educators' perceptions towards induction.
- Devise guidelines that could help school managers to implement educator induction effectively.

The aim of this chapter, is to present the findings and make recommendations on how to overcome these challenges.



5.2 SUMMARY

Chapter One outlined the research and provided a description of the problems. It outlined the aims of the research and the methodology used and gave clarification of certain concepts that were to be used in the research.

Chapter Two focused on the exposition of the topic of the research project, that is, the management of induction programmes for educators in the Ekurhuleni West district. The aim of the research was to determine the implications of induction for quality of teaching and learning. In order to realise this aim a literature study was undertaken and this served as a foundation upon which the empirical research could be based.

The discussion in Chapter Two examined, through a theoretical framework, the management of induction for educators. The study supports the views of Feldman's model of managing induction, namely that 'anticipatory socialisation' is the first stage during which the school management needs to help the newly appointed educator

with information before joining the school. Secondly, Grobler et al. (2002:208) describe 'encounter' as the phase at which the educator is exposed to the real school situation. Lastly, 'change and acquisition' is the phase at which relatively long-lasting changes take place (Grobler et al. 2002:2008). By having a planned induction programmes schools can reduce frustrations among educators.

Chapter Three explained the research methodology and how data was verified. The instrument of research - which consisted of a questionnaire - was discussed in this chapter. The instrument was a structured questionnaire. The questionnaire was administered to elicit the opinion of educators on the management of induction for newly appointed educators.

The sample was made up of educators from all post levels, as it was felt that the perceptions of the educators at the various post levels in regard to the management of induction for newly appointed educators would vary. It was therefore important to sample as wide a range of post levels as possible. The size of the sample in this research consisted of 20 principals, 24 deputy principals, 56 Heads of Departments and 200 educators, both male and female. These educators teach either in secondary or primary schools. A discussion of five items on educator induction was presented.

Chapter Four dealt with analysis and interpretation of a selected sample of the empirical data. The data analysis reveals that educators and school management teams are of the opinion that induction is not managed in their schools. This is somewhat disturbing, as one would expect educators to agree to a very large extent that induction *is* managed in schools. The construct validity of the research instrument was investigated by means of two successive factor analytic procedures that reduced the 23 items to three factors namely:

- Orientation of educators consisting of eleven items with a reliability coefficient of 0,931.
- Professional matters consisting of seven items with a reliability coefficient of 0,912.
- Training on policies consisting of five items with a reliability coefficient of 0,881.

The statistical analysis of the research was confined to a comparison of one example of two independent groups and one example of three or more independent groups. Hypotheses were set, and multivariate statistics were used, to analyse and interpret the data. After this cursory summary of the aspects touched upon during the present research, important findings emanating from the research were made. These are now briefly illuminated and recommendations for effective management of induction programmes for educators are made.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature

This section discusses the key findings of the research analysis, namely, (1) lack of formal system for induction, (2) lack of capacity to induct educators, (3) overload for school managers, (4) lack of induction policies, (5) resignations by educators, (6) and lack of sufficient in-service training.

- **Finding 1**

At present there is no formal system for the induction of educators in South Africa. Most educators get what Tickle (1994:197) refers to as 'corridor induction', which is informal, unstructured and unplanned (see. 2.3.1).

- **Finding 2**

The majority of school management teams lack capacity to induct educators (see 2.4).

- **Finding 3**

Schools management teams are expected to teach between 5% and 90% of the scheduled teaching time at schools. Thus, it leaves them with little time to provide induction for educators (see 2.4).

- **Finding 4**

Schools need to formulate induction policies to have an effective management of induction (see 2.6.1.1).

- **Finding 5**

Research has shown that the lack of induction causes many educators to leave within the first six months of teaching because of their frustrations and difficulties in adapting (see 1.2).

- **Finding 6**

There is a need for ongoing in-service training for educators, in the practicalities of classroom management, lesson preparations and dealing with learners with learning barriers (see 1.2).

5.3.2 Important empirical findings

Finding 7

The empirical investigation, as well as an analysis and interpretation of a selected sample of empirical data, indicated that induction consists of three factors, namely:

- Orientation of educators consisting of eleven items with a Cronbach-alpha reliability coefficient of 0,931.
- Professional matters consisting of seven items with a Cronbach-alpha reliability coefficient of 0,912.
- Training on policies consisting of five items with a reliability coefficient of 0,881.

Finding 8

In respect of the orientation of educators, professional matters and training on policies, significant statistical differences were found between the perception of educators as reflected in the mean scores for educators' ages and teaching experience. It would appear that educators, according to their ages, differ significantly in their perception on training and professional matters. The expectation

is that educators in the age group (41-46 years) have less difficulty in terms of training and professional matters. Educators in the age group 35 years or younger are of the opinion that induction is not managed in their schools.

Likewise, educators with 21 years or more of teaching experience, as compared to educators in the younger groups, consider training and professional matters as being managed in their schools. One probable explanation could be that those educators with 21 years or more of teaching experience have learned the art of teaching through experience. Therefore, induction to them is of less importance as compared to the younger groups of educators.

5.4 RECOMMENDATIONS

The aim of this research project was to investigate the management of induction for educators in the Ekurhuleni West schools. In addition, the aim was also to explore educators' perceptions towards induction. Another important aim was to devise guidelines that could help school managers to implement induction effectively.

Findings of this research are amalgamated by the following recommendations.

RECOMMENDATION 1

5.4.1 Training for school management teams

The importance of training lies in the recognition that not all senior educators, no matter how experienced or how good at their own work, would be suitable to provide induction. It has been found through research that induction is often not successfully implemented because school managers lack expertise themselves in providing induction. Therefore, it is important that school management teams are provided with training on how to induct educators. This helps as a recommendation for finding number 2.

RECOMMENDATION 2

5.4.2 Induction policy

Referring to findings number 1 and 4, the Department of Education needs to include a policy on induction, which should be included in the policy handbook for educators. It is important that schools should also have their own policies on induction to regulate this important function of the school management teams. If such policies are to be successfully implemented, management and educators should draw up the induction policy jointly.

RECOMMENDATION 3

5.4.3 Reduce workload for school management teams

The school management teams are of critical importance in the successful implementation of induction programmes. Therefore, it is important that they should carry a smaller teaching workload as compared to other educators. This will help them to have time to assist, guide and support educators. This is a recommendation for finding number 3.



RECOMMENDATION 4

5.4.4 Training educators at schools

At the start of their employment, educators often experience enormous changes in job expectations, approaches, responsibilities and even in friendships and personalities. Therefore, it is important that educators are trained on how to manage overcrowded classes, learners with learning barriers, motivation, evaluation and differentiation. Educator training should not be a one-off occurrence at a training institution, but rather a lifelong commitment to development. This will reduce the number of educators leaving the teaching profession based on finding number 4.

5.5 CONCLUSION

One of the aims of this research was to explore educators' perceptions towards induction. It was indicated from the data that many educators in Ekurhuleni West schools partially disagree that induction is effectively managed. The schools lack policies on induction, therefore education departments, both at provincial and district levels must develop induction policies. Furthermore, the district needs to organise workshops and courses, which will empower educators and school managers on the importance of induction. The Department of Education` and schools managers` should see to it that educators are provided with enough support for their personal growth, satisfaction and effectiveness. There should be a willingness to examine existing practice, and to think it through in ways that suggest and pinpoint areas of growth and further development.

Chapter One provided the research problem, the aim of the research and methodology to be used, and gave a rationale for the study. It outlined certain assumptions involved and clarifies the key concepts of the research title. Chapter Two discussed the theoretical framework for management of induction among educators. The focus was on the management of induction in order to improve educators' personal effectiveness and job satisfaction. Chapter Three dealt with the design of the research instrument and a discussion of questions formulated in respect of managing educator induction. It focused on gathering empirical information about the management of induction for beginner educators. Chapter Four dealt with the statistical analysis of data. The reliability and validity of the questionnaires was dealt with and the various statistical techniques used to analyse the data was also be discussed. Chapter Five links the interpretations of the findings of Chapters Two, Three and Four, and reflects on the reliability and validity of the research findings. It also dealt with the recommendations of the research and provided a conclusion.

BIBLIOGRAPHY

Armstrong, M 2001. *A handbook of Human Resource Management. Practice.* London: Kogan Page.

Bisschoff, T 1997: *Financial School Management Explained.* Pretoria: Kagiso.

Bondesio, M J & de Witt, JT 1994: *Personnel management. Effective Educational Management.* Pretoria: Haum.

Borg, W R; Gall, J P & Gall, M D 1993: *Applying educational research. A practical guide. Third edition.* New York: Longman.

Buchner, J & Hay, D 1999: 'Learning to teach: A framework for teacher induction.' *Journal of Education Policy.* 19 (40),320.

Booyse, J J 1993. *Research in Education (B.Ed).* Pretoria: University of South Africa. (Study Guide for ONG 411-y)

Carrel, M R, Grobler, P A; Elbert N F; Marx, M; Hatfield, R D & Van der Schyp, S 1998: *Human Resource Management in South Africa.* New Jersey: Prentice Hall.

Castetter, W B 1992: *The personnel function in education administration, 4th Edition.* New York: Macmillan.

Creswell, J W 1994: *Research to design-quantitative research approaches.* London: Sage.

Davidoff, S & LAZARUS, S 1997: *The Learning school: An Organisation Developmental Approach.* Cape Town: Creda.

De Vos, A S 2001: *Research at grass roots for the social sciences and human service professions.* Pretoria: Van Schaik.

Dreyer, J 1998: 'The use of mentors as school based experts to assist students and beginner teachers.' *Journal of Education Policy*, 18 (2). 109-112.

FINN, R 1993: *The effective Route to School-based Development*. London: Kogen Page.

Gay, L R. 1981. 'Educational Research. Competencies for analysis and application.' Merrill. *Guide for Representative Council of Learners*. 1999. Pretoria: Government printers.

George, M A and Miller K D 1996: *Article on new employee orientation*. Seranton: University of Seranton.

Gerber, P D; Nel, P S & van Dyk, P S 1998: *Human Resource Management*. Goodwood: Thomson Publishing.

Grobler, P A; Warnich, S; Carrelli, M R; Elbert, N F & Hartfield, R D 2002: *Human Resource Management*. London: Thomson Learning.

Hamilton, R 1996: *Mentoring*. London: Bourne Press.

Haines, S G 1998: *The manager's pocket guide to systems thinking & Learning*. Amherst: Human Resource Development Press.

Hariparsard, I D 2003: MED (Educational Management). Student handout. Johannesburg: RAU.

Heyns, M. 2000: 'Quality education: revival of staff induction in school.' *Journal of Education Policy* 20(2). 160-168.

Ivancevich, J M & Matteson, M T 2002: *Organizational Behaviour and Management*. New York: McGraw-Hill.

Jaeger, RM 1990: *Statistics, a spectator sport*. California: Sage.

Lussier, R N 1997: *Management. Concepts. Application. Skill development.* Ohio: International Thomson Publishing.

Lemmer, E M 1993: *Critical issues in Modern education.* Durban: Butterworths.

Mesthrie, R 1999: *The role of principals in the management of stress and burnout.* Johannesburg: Gauteng Department of Education.

Miles, B M & Huberman, A M 1994: *An expanded sourcebook. Qualitative data analysis.* California: Sage.

Mokoena, C R 2002: *Thinking globally and acting locally rethinking classroom management in township schools.* (RAU M.Ed Dissertation) Johannesburg: Rand Afrikaans University.

Mothata, S (Ed) 2000: *A Dictionary of South African Education and Training.* Randburg: Hodder & Stoughton

Mothata, M S & Mda, TV 2000: *Critical issues in South African education after 1994.* Kenwyn: Juta.

Motsilanyane, H M 2001: *Education action zone intervention strategy towards induction of principals.* (RAU M.Ed Dissertation) Johannesburg: Rand Afrikaanse University.

Mouton, J & Marias, H C 1990: *Basic concepts in the methodology of social science.* Pretoria: HSRC Publishers.

Norusis, MJ 2000: *SPSS professional statistics.* Chicago: SPSS Inc.

Republic of South Africa (RSA) 1998: *Employment of Educators Act.* (Act no 76 of 1998). Pretoria: Government Printers.

Republic of South Africa (RSA) 1996: *National Education Policy Act. Norms of standard for educators.* (Act no 27 of 1996). Pretoria: Government Printers.

Republic of South Africa (RSA). *Public Service Act.* (Act no 103 of 1994). Pretoria: Government Printers.

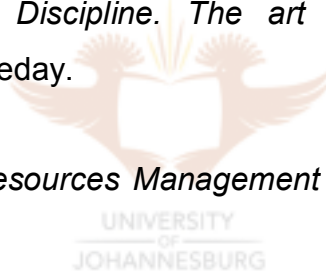
Schoderbek, P P, Schoderbek, C S & Kefalas, A G 1990: *Management systems. Conceptual Considerations.* Boston: Donnelley.

Schulze, S 1993. *Study Guide for education 1.* Pretoria: University of South Africa. (only Study Guide for EDU100-K).

Seaman, H C 1987: *Research methodology Third edition Principles, practice and theory for nursing.* California: Appleton and Lange.

Senge, P M 1994: *The fifth Discipline. The art of practice of the learning organization.* New York: Doubleday.

Seyfarth, J T 2002: *Human Resources Management for effective schools.* Boston: Allyn & Bacon.



Slavin, R E 1992. *Research methods in education. Second edition.* Boston: Allen & Bacon.

Squelch, J 2000: *Discipline. Series on education transformation.* Pretoria. CELP.

Squelch, J & Lemmer, E 1994: *School Management in South Africa.* Halfway House: Southern Book.

Steyn, G M & van Niekerk, E J 2002: *Human Resource Management in Education.* Pretoria: Unisa.

Pearsall, J 2002: *The Concise English Oxford Dictionary.* Oxford: Oxford University Press.

Tickle, I 2000: *Teacher induction the way ahead*. Philadelphia. Open University Press

Tickler, L 1994: *The induction of new teachers*. London: Cassell.

Tomlison, P 1995: *Understanding mentoring. Reflective strategies for school- based teacher preparation*. Buckingham: Open University Press.

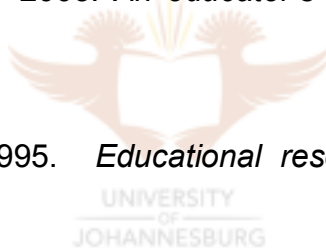
Turner, M & Bash, L 1999: *Sharing expertise in teacher education*. London: Redwood Books.

Van der Westhuizen, P C 1997: *Effective Educational Management*. Cape Town: ABC Press

Van Deventer, I & Kruger, A G 2003: *An educator's guide to school management skills*. Pretoria: Van Schaik.

Vokell, E L & Asher, J W 1995. *Educational research*. Columbus O.H: Merrill Prentice hall.

Wong, H R 2004: *Induction Programs that keep new teachers teaching and improving*. 17 April 2004. Web;) <http://www.nassp.org/publications/bulletin/bltn-0304-wong.cfm>.



QUESTIONNAIRE ON THE INDUCTION PROGRAMME FOR NEWLY APPOINTED EDUCATORS

SECTION A – PERSONAL INFORMATION

Please circle the appropriate number or fill in your answer where necessary.

EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: What is your gender?

If you are a female then circle 2 as follows

Male	1
Female	2

1. What is your gender?

Male

Female



1
2

2. How old are you (in complete years)?

(E.g. if you are thirty five years, then enter

3	5
---	---

)

--	--

3. What is your current post level?

Principal

Deputy Principal

Head of Department

Educator

1
2
3
4

4. Number of years teaching experience (in complete years) at this or any other school.

e.g. Five years

0	5
---	---

--	--

5. Number of years teaching experience (in complete years) at this school you are currently at.

e.g. Five years

0	5
---	---

--	--

6. What is the gender of your principal?

Male	1
Female	2

7. What is your mother tongue? (mark one option only)

Sepedi	1
Venda	2
Tsonga	3
Zulu	4
Ndebele	5
Swati	6
Xhosa	7
Tswana	8
South Sotho	9
English	10
Afrikaans	11
Other (specify)	

8. What is your **highest** educational qualification? Mark one only.

Grade 12 and /or lower	1
Teacher's Diploma/certificate	2

Bachelor's degree or equivalent.	3
Bachelor's degree or equivalent and teaching diploma/certificate	4
Post graduate degree	5
Post graduate degree + teaching diploma/certificate	6

9. Which of the following best describes your school?

Primary school (Grade R-7)	1
Secondary school (Grade 8-12)	2
Combined school	3
Special school	4
Other school	5

10. Number of learners at your school:

100 or less	1
101-399	2
400 – 699	3
700 – 999	4
1000 or more	5

SECTION B

Please indicate whether your school has each of the following policies. If yes, indicate your perception of how relevant the policy is.

		Policy exists?			Relevance		
		Yes	No	I don't know	Outdated, Not relevant	Fairly relevant, needs review	Relevant
1	Code of conduct for learners						
2	Code of conduct for						

	educators						
3	Policy on educator induction						
4	Code of ethics						
5	Policy on HIV/ AIDS						
		Policy exists?			Relevance		
		Yes	No	I don't know	Outdated, Not relevant	Fairly relevant, needs review	Relevant
6	Safety policy						
7	Assessment policy						
8	Admission policy						
9	Language policy						
10	Policy on religion						
11	Policy on inclusion						



SECTION C

Please state to what extent you agree or disagree with the following statement using

the following six-point scale.

1 = To no extent

6 = To a very large extent

while 2 to 5 form equal intervals between 1 and 6

Example: The primary responsibility of the school management team is to provide an induction programme for educators.

If you agree but to a large extent please circle 5 as follows:

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

to a very large extent

To what extent are educators at your school

1) Guided on how to prepare lessons.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

2) Guided on how to assess learners.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

3) Orientated on the use of different teaching strategies.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

4) Guided on strategies to create an environment conducive to teaching

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

5) Coached on the use of different teaching aids.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

6) Advised on how to effectively discipline learners.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

7) Trained on school safety procedures.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

8) Given a clear job description.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

To what extent are educators at your school

9) *Trained on the school policy.*

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very
large extent

10) Orientated on the code of conduct for educators.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very
large extent

11) Provided with copies of the school policy.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very
large extent

12) Guided on the expected standard of work for educators.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very
large extent

13) Guided on how to deal with confidential school matters.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very
large extent

14) Orientated on the requirements for admission to your school.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very
large extent

15) Trained on the school policy on HIV/AIDS .

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very
large extent

16) Trained on the Revised National Curriculum Statement (RNCS).

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very
large extent

To what extent are educators at your school

17) Advised on the procedures for exemption from paying school fees.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

18) Orientated on relevant subject policies.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

19) Guided on the procedures for parents meetings.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

20) Advised on what constitutes misconduct.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

21) Trained on the contents of South African Schools Act.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

22) Trained on how to deal with learners with learning barriers.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

23) Advised on the responsibilities of the School Management Team.

To no extent

1	2	3	4	5	6
---	---	---	---	---	---

 to a very large extent

Thank you for your patience and co-operation in completing this questionnaire.