MANAGING THE IMPLEMENTATION OF AN INDUCTION

PROGRAMME FOR NOVICE EDUCATORS IN TALEDI

AREA PROJECT OFFICE

BY

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APRIL 2010
DECLARATION

"I, ITUMELENG DAVID MAJE declare that:

MANAGING THE IMPLEMENTATION OF AN INDUCTION PROGRAMME FOR NOVICE EDUCATORS IN TALEDI PROJECT OFFICE

is my own work, and that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation or research project was not previously submitted by me for a degree at another university."

ITUMELENG DAVID MAJE

April 2010
DEDICATION

This work or research study is dedicated to my late mother, Letty Mataga Maje and my late brother, Edward Selatwe Maje.
ACKNOWLEDGEMENTS

To God Almighty! To Him are the glory and the honour!
I would like to thank Him for giving me wisdom and knowledge to compile
this dissertation. If it wasn’t for Him, I wouldn’t have done it. I will forever
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people for their assistance in this piece of work:

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ABSTRACT

The purpose of this study is to identify the factors and conditions that will enable the next generation of educators and novice-educators to realize their full potentials to succeed in the important work of educating learners. Both new and experienced educators should remain positive and feel that the opportunities outweigh the day-to-day challenges of teaching, yet, the teaching profession has a dismal record when it comes to helping novice-educators thrive and render service.

The following objectives of the study were to be discussed:

- Determining from the literature the nature and scope of school induction for novice educators.
- Investigating the experience of principals, heads of department as well as new educators and views on new teacher induction programmes in the Taledi Area Project Office; and
- Defining and presenting possible strategies for the implementation of an effective induction programme

The “sink” and “swim” mentality that continues to characterize the entry of new educators into the profession is of great concern. The teaching profession expects new educators to take on the same responsibilities and duties as those of educators ready to leave the profession. The reasons behind the educators’ dissatisfaction are several, including ineffective induction, insufficient mentoring programme, inappropriate or inadequate working conditions, poor salaries and less caring administrative-leadership support.

The researcher adopted two research approaches which are the qualitative and quantitative research paradigms. Purposive sampling was used to select the participants. Data was collected through the usage of questionnaires, field notes, observation and face to face interviews. Data was analyzed using content analysis coupled with Statistical Package for Social Sciences (SPSS.15). A conceptual approach to critical reflection was used in the study. My extensive background as an
educator enabled me to critically reflect on my experience and interactions with numerous prospective, new and experienced educators.

The study has revealed that the upgrading programme is related to job description and accountability. It is vitally important to bring about a climate of school effectiveness supporting personal development to be in position to effect an efficient educative teaching in schools.

From empirical studies it is recommended that:

- Development of an advanced, specialized and intensified induction programme be implemented.
- Creation of an open channel of communication, emanating from good leadership skills including all concerned stakeholders be promoted.
- Provision of annual induction programme for novice educators be condoned.

An urgent need for effectively managing the implementation of an induction programme for novice educators predominantly emerged from the study. Policies related at the staff development should be unfolded by the National Department of Education. Induction aimed directly to professional development for managers as educational leaders has been inadequate and could not satisfy the needs of management. The ability needed by educators to perform certain administrative and managerial tasks seems insufficient.
KEY WORDS:

- Objectives in managing the implementation of an induction programme;
- Professional development strategy;
- Management of an induction programme;
- Theoretical framework of an induction programme;
- Planning of an induction programme;
- Implementation of an induction programme;
- Effectiveness of an induction programme; and
- Problems experienced during the implementation process.
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<td>CPD</td>
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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Since the establishment of the new dispensation and the first democratic election in South Africa on the 27 April 1994, there have been significant changes and development in all spheres of our lives. The Department of Education faces the biggest challenge, because human resources and educators in particular, are central to the education system, and well-trained and committed people are just central to the achieving quality in education. These human resources in education comprise the educators as school principals, professional support staff, and the administration staff in education and a high level of professionalism is needed from all within this rapid changing and constantly changing educational environment.

The South African Council of Educators Act 31 of 2000 advocates and supports teacher's developments by acknowledging that teachers have a professional obligation towards the education and induction into the profession (Republic of South Africa, 2000). This was imperatively supported by the National Education Convention held in Port Elizabeth (2002:24-27) that, likewise, emphasized the induction and orientation of novice teachers. Furthermore, Heaney (2001:243) stated that mentors were essential to successful induction.

Great emphasis has been placed in recent times on the provision of quality education since the latter is an indispensable prerequisite for development. Educational institutions, and more specifically schools, play a vital role in the provision of quality education that enables a country to remain progressive (Noe, 2003:44). It is a recognized fact that human resources constitute the most valuable assets that allow schools to provide education. Managing the implementation of an induction programme is deemed as a vital tool due to its aims of speedy integration. This enhances the optimal utilization of every newly appointed teacher. The meaning, nature, goals and objectives of staff induction, the contents of school induction programmes, as well as the practical implementation of induction programme are
discussed.

Management of human resources is, in view of the above, one of the most important aspects of school management. However, this task is becoming increasingly more complicated because of the numerous and drastic changes that are taking place in education. Matters like transformation, redeployment and redress of the past, have a destabilizing effect on staff induction in schools. It has become increasingly difficult to maintain a competent and stable team of staff members. Human resources are of paramount importance for the provision and maintenance of quality education. Newly appointed teachers form a very important category in this regard (Gerbers, 1996:118).

Managing the implementation of the induction programme tends to be one of the critical elements in developing a committed and competent staff, with a shared vision of what constitutes good practices in all departments. Induction remains a human resource management activity that should be practised, to introduce all new employees to the organization. For novice teachers,

*Induction is even more important because it will shape their view of teaching, and establish the benchmark norms and standards for their own teaching. The department of Education, in endeavour to improve the quality of our education system, deemed it important that all stakeholders should support the government in this regard, as education is undergoing a total metamorphosis (DoE, 2002:232).*

Therefore, one cannot ignore the fact that the induction of new staff members should be viewed within the context of staff development. According to the Office for Standards in Education (2003:19), “*Staff development must be seen as an integral part of teacher’s professional lives not just remediation with the implication that teachers are not adequately doing their jobs*”.

According to the researcher, induction is essentially the process by which a newly appointed staff member is initiated into the job and the organization. Meyer (2002) argued that “*induction is the process through which a new employee learns how to function efficiently within a new organizational culture by obtaining the information,*
values and behavioural skills associated with his or her new role in the organization."

1.2 STATEMENT OF THE PROBLEM

The statement of the problem is outlined below as follows:

1.2.1 Background information to the study

Managing the implementation of an induction programme should be initiated so as to accommodate all new employees in the school. These enhance the command-and-control management strategy, which gives way to a participative management and empowerment. Implementation of induction promotes and enhances the customer-centred leadership that shall be a motivational factor towards loyalty, trust and commitment. Other authors view implementation as follows:

\textit{An essential tool in a new organizational culture, through which obtaining the information obtained, value and behavioral skills associated with individuals' role in the school (William, Prestage and Bedward, 2001:258).}

It was imperative to improve the knowledge and skills of senior management to through implementation of the upgrading programme related to job description for the leadership. Even though it has been belated and insufficient, an appreciable attempt was made in the tertiary level of education, which acknowledged the existence of this problem (Gerbers, 1996:122).

Van der Westhuizen (1997:149) supported the above idea by emphasizing that “few educational leaders of today have undergone training to enable them to cope with managerial duties which need much to be desired, as more gaps still exist. Furthermore, Van der Westhuizen (1997: 153) argued that “specific skills (based on qualities and characteristics) are necessary for the principal to implement change successfully. Change may be an effect (especially at the beginning of the year) whenever the induction programme is unfolded”.

All those necessary skills should be acquired and correctly maintained for the newly appointed employees. The failure of SMT to initiate these skills, may create constrains
in managing schools effectively. Furthermore, due to lack of effective management during the implementation process, regarding the management of induction, the good interpersonal-relationship, initiatives and innovative ideas, the ability to generate positive relationship, the ability to show empathy and sensitivity and the ability to identify strengths and weakness, will not be maintained and achieved successfully within the school.

The process of induction is an essential way of making a teacher more familiar with the regulations and policies achievement within the school environment. This include learning about the history of the school or college; the location; availability of resources, the line of authority and responsibility of the staff; the line of authority and code of conduct for educators; the welfare and support system; rules and regulations and methods (Russel, 2000:114).

In support to the above statement, an induction process should be acknowledged as important instrument that guides and develops novice teacher/s towards the achievement of their goals.

1.2.2 Rationale for the research

Managing the implementation of the induction of novice teachers has not taken place as envisaged, this is partly attributed to the lack of the necessary knowledge, skills and capacity in complying with the policies of the Department of Education (DoE, 2002:238), on the part of the institution based-educators. Due to the above statement, novice teachers directly blame the old educators and SMT for poor planning, lack of support and monitoring, as well as, feedback. This clearly implies that lack of internal support within schools does prevail.

The study is undertaken to investigate management of the implementation strategies in inducting novice teachers in the Taledi Area Project Office. Claxton (1999:25) argues that, although individual educators can improve their effectiveness, it is important to realize that pivotal features of every effective school are the heads as leaders of a vision.
1.2.3 Significance of the study

The significance of the study is that if the SMT expertise manages the implementation of induction programmes well and correctly, the quality of teaching and learning might be improved. Novice educators would ultimately develop self-esteem and self-actualization. These novice educators would be able to jump the hurdles with ease. Managing the implementation of induction programmes should inculcate the love and feeling of this profession.

The study would also contribute towards the effective management of schools, especially those schools with new leadership (i.e. Principal). These schools mostly experience difficulties due to lack of knowledge and skills of the manager and as such, they will benefit from this study and ultimately effect change quicker.

The study will also help the Ministry of education as it is blamed for poor delivery and performance in schools. Any educational practice that might increase achievement and improvement in schools at no extra cost is certainly worthy of investigation.

1.2.4 Key research questions to be answered in this study

In order to solve the problem of managing the implementation of an induction programme for novice educators, the following questions have guided this study.

- What is the nature and scope of inducting newly appointed teachers?
- What are the experiences of principals', HODs' and new educators' and what are their views on new teacher induction programmes in the Taledi Area Project Office? and
- What possible strategies can be evolved for the implementation of an effective induction programme?

1.3 AIMS AND OBJECTIVES OF THE STUDY

The aim of the study is to investigate the management of the implementation of induction programme for novice educators. To achieve this goal the following sub-goals/aims need to be answered first:-
Aim 1: Determining from the literature the nature and scope of school induction for novice educators.

Aim 2: Investigating the experiences of principals, heads of department as well as new educators and ascertain their views on new teacher induction programme in the Taledi Area Project Office; and

Aim 3: Defining and presenting possible strategies for the implementation of an effective induction programme.

1.4 RESEARCH DESIGN AND METHODOLOGY

The research design and methodology are outlined below as follows:

1.4.1 Research design

Research design is a plan for assembling, organizing and integrating information (De Vos, 1998:77). A research design can be explained as a set of guidelines and instructions to be followed in addressing a research problem. In this study, the researcher used two research approaches. These are the qualitative (post-positivistic) research approach and the quantitative (positivistic) research approach. In other words the study was theoretically driven by the qualitative methods, incorporating complementary quantitative components (Moir and Gless, 2001:113).

1.4.1.1 Qualitative research paradigm

According to Leedy and Ormrod (2001:23), "qualitative research is deemed as the kind of research approach, which focuses on the studying of natural settings and it is interpretative. The qualitative researchers build an extensive and critical theory, by collecting detailed records concerning the context, people’s actions and the perceptions of the participants. It is an approach on the improvement or the development of skills and facts based on the real facts that can be experienced and
proven. It can, furthermore, be referred to as the interpretative, constructivists, or post-positivist approach”.

Therefore, the researcher used the qualitative paradigm where participant observations and interviews were used as the basic data gathering methods. Furthermore, the qualitative research was used in the study for the following reasons:

- Interviews were conducted with selected principals;
- It involved the descriptive research methodology where something was described (eg. sex, or age);
- Attention to details and inductive reasoning could be realized from individuals;
- The researcher could gain insight into the meaning that participants gave to their reality (Merriam, 1998:46). In this research more emphasis was placed on the participants' perspectives and description of events, belief and behaviour; and
- In a typical qualitative research approach the researcher relied on first-hand information/ experience of social action in which the objective was to collect data from those who inhabited particular location.

According to Bless and Higson-Smith (2000:63), “the first step in constructing a good research design is that the researcher has to answer several fundamental questions about the research. These relate to the focus, the unit of analysis and the time dimension of the problem at hand”. In that regard, the researcher chose the research methodology that was relevant and appropriate to address the fundamental questions about his/her study. For these reasons, the ethnographic design was chosen for this research. This design enabled the researcher to identify and describe cultures and perceptions of the participants, for the correction and improvement of the working environment.

1.4.2 Research methods

Shea (2003:84), Strauss and Myburg (2002:41) and Hittleman and Simon (1997:195) shared the same view or sentiments that qualitative data should be collected by means of literature study, purposive sampling, document analysis, questionnaire, interviews, observation and field notes techniques that complemented one another. The researcher followed the sequence as tabulated above. The combination of methods in
one and the same study is called triangulation of methods. In this study the use of triangulation of methods was used to strengthen the validity and reliability of the findings.

1.4.2.1 Literature study

A study of the literature obviously involves/entails a search for relevant secondary sources such as periodicals (journals), dissertations and thesis, reports from research institutes; textbooks; library reference services and internet (Creswell, 2003:159). A literature study helped to identify areas in which management teams frequently needed help such as the following:

- Planning and managing the implementation of induction programmes;
- An initial orientation programme that includes (i.e.: school tour, introductions to key members of staff, how to access critical basic resources such as telephone, photocopying toilets etc and staff dress code and a list of do's and don'ts;
- School Policies and Regulations;
- Approaches to induction;
- A model for induction;
- Scope of induction programme; and
- Implementation programme.

Struwig and Stead (2001:39) emphasized that the literature study can highlight previous investigations pertinent (relevant) to the research topic and it can furthermore do the following:

- Reveal unfamiliar sources of information;
- Stimulate new ideas and approaches; and
- Provide a basic body of knowledge for the derivation of theories, principles, concepts and approaches for research.

1.4.2.2 Document analysis

Document analysis is the information obtained from materials produced by the participants (Bogdan and Knopp-Biklen, 2003:32). The researcher reviewed different documents when compiling relevant information pertaining to the problem statement.
The following documents were used so as to enable the researcher to obtain the language and words of the participants, namely, public documents, material culture (such as badges and flags), newspapers, school journals, minutes of school gatherings. In this study, document analysis was crucial to provide information and direct experiences of the informants from the primary sources including the school documents (McMillan and Schumacher, 2001:263). These strategies are said to be unobtrusive measures as they did not involve direct contact with people as interviews do (Struwig and Stead, 2001:101).

1.4.2.3 Questionnaires

According to White (2002:42), a questionnaire is a device which enables the subjects to answer questions. A questionnaire is a data collecting instrument that is mostly used in surveys. A well-designed questionnaire boosts the reliability and validity of the data to acceptable levels of tolerance.

The researcher used the questions that were different from those of the interview schedule. The questionnaires were given to school managers, HODs' and novice educators in randomly selected schools. Questionnaires were developed and pre-tested. The core aim of the questionnaire was to find information pertinent to good management on the implementation of induction programmes for newly appointed employees (e.g.: educators). Furthermore, it was used for gathering information from primary schools' employees with regard to the statement of the problem.

According to Leedy and Ormrod (2001: 202) "the language of the questionnaire will be simple, clear and unambiguous and will be used to communicate exactly what the respondent is expected to do. The questionnaire will furthermore scrutinize the almost final product carefully to makes it address the needs thereof". Therefore, the researcher followed suit and used simple, clear and understandable language (See Annexure A).

According to Gall, et al (1996: 34) "Each question should be restricted for a single idea and seek clarifying information when necessary". That was be strictly followed by the researcher, when developing the questionnaire.
1.4.2.4 Interviews

An interview was conducted specifically on 20% of principals from the schools in Taledi APO. In this survey, schools were randomly selected and face-to-face interviews were preferred as it had distinct advantages in enabling the researcher to establish a rapport with potential participants and, therefore, gained their co-operation (Frey and Oishi, 1995: 68). De Vos (1998:357) cites interviews as the most powerful methods in qualitative research. In support of that view, it was acknowledged that predetermined questions were posed to each participant in a systematic and consistent manner but participants were also given opportunity to discuss issues beyond the questions' confines (Chubbuck, Cliff, Allard and Quinlan, 2001:101). The interviewer gave the interviewees a chance to ask question/s if one did not understand the statement/question.

On the other hand, Kember (2002:124) states that interviews can be on a spectrum from completed open discussion to tightly structured questions. In general, open interviews provide more opportunities for respondents to raise their own issues and concerns, but they are correspondingly more time-consuming when analyzed. In this study, the researcher allowed the interviewee's time to elaborate on their experience, whatever they knew and their expectations. The interviewer noted the conversation and everything necessary or vital information that was given.

1.4.2.5 Observation

When the observational method is used, data are collected by recognizing and noting people's behaviour, objects and occurrence (Struwig and Stead, 2001:96). In this study, the observational method was employed and it supplemented the interview by preventing the researcher from relying only on the willingness and ability of the respondents to report data accurately. In addition, Garbers (1996:286), agitates that the observation technique provides valuable non-verbal information (body language, facial expression) of the interviewees and actual duties of novice educators that allow the investigation to access invisible knowledge from the respondents. As this is a qualitative research, whatever the researcher observed, was described and translated into words or narratives.
Observations were conducted for a variety of options within the types, for example, where the researcher’s role was known, he could observe without participating. As the researcher had first-hand experience with the participants, during the process, he could record information to discuss and identify usual aspects of the phenomenon (Creswell, 2003:160). McMillan and Schumacher (2001:77) state that observations are rich sources of questions and hunches. Observations are determined by information richness of setting, and types of observation used are modified to enrich understanding.

During the observation session, field notes were organized in descriptive notes that included a reconstruction of dialogue and a description of the physical setting. They included reflexive notes consisting of the researcher’s personal thought such as speculations, feeling, problems, ideas, impressions and prejudices (Creswell, 2003:152). The researcher took notes pertaining to the institutional environment that prevailed on his arrival, based on the co-operation and acceptance extended by the management team. In general, the prevailing school atmosphere and culture during the arrival of the researcher were appreciable as they promoted the achievement of the objectives of this study.

1.4.3 Population and sampling

The population in this research was based in the Taledi Area Project Office situated in the Bophirima Region of North West Province. Out of 152 primary schools in Taledi APO, 60 participants from various schools were chosen (n=60). All participants were purposively selected because schools in this APO are too scattered and the condition of the roads is unfavourable. Out of the 60 chosen participants, 10 were principals, 20 were HODs’ and 30 were novice educators.

White (2002:58) defines sample as a group of subjects or situations selected from a larger population. Sampling refers to the procedure by which a given number of subjects from a population are selected to represent that population (Leedy and Ormrod, 2001:73). In this study, 60 subjects were selected to give information pertaining to the statement of the problem.
A large number of respondents was not important in this study, due to the fact that qualitative research does not depend as much on the size of the sample but rather depends on the quality of the information provided by the respondents as the study does not put weight on numbers (Chubbuck, et al; Gergen and Gergen, 2000:1028 and McBurney, 2001:117). In support of the above statement, Tesch (1999:55) emphasized that “Qualitative data refers to any information that the researcher gathers and that is not expressed in numbers”. Furthermore, qualitative research focuses primarily on the depth or richness of the data and therefore qualitative researchers generally select purposefully rather than randomly (Struwig and Stead, 2001:121).

1.4.4 Data analysis

Data analysis was conducted as a separate activity, and required that the research should be comfortable with developing categories and making comparisons and contrasts. Questionnaires and interview schedules as research method were used to collect data which were later analyzed. The analysis of the interview was based entirely on personal interviews because both the interviewer and interviewee could provide further explanation or clarification. Data analysis also required the researcher to open possibilities and see contrary indications or alternations in the findings.

The data generated by qualitative methods was voluminous. In that respect, qualitative analysis differed from the quantitative approach of dividing and engaging in the separate activities of data collection, analysis and writing of results (Creswell, 2003:163). Information gained from the questionnaires and interviews was categorized by coding, so that themes and patterns could be identified. That was done using content analysis, so that the content of what each participant provided was compared with that of every other participant (Merriam, 1998:159).

1.5 SIGNIFICANCE OF THE STUDY

The study will positively contribute towards the improvement of delivery by all employees at all levels. It will provoke the department to initiate guidance and support to new appointees. Managing the implementation of induction programmes is deemed as the most vital aspect in educational institutions. Therefore, the identification of
needs for development and implementation of induction programmes will be taken into cognizance by the department when designing workshops. In essence, this will enhance the improvement of performance and job-satisfaction of all novice educators. Delivery process will be strategized and purposively based on the prevailing demands for managing the implementation of induction programmes of novice educators.

1.6 TRUSTWORTHINESS OF THE STUDY

In this research study, the criteria in Guba’s model cited in Schurink and Poggenpoel (1998:331) and Vali, Raths, and Rennert-Ariev (2001:263) were taken into account, namely truth-value, applicability, consistency and neutrality in which credibility, transferability, dependability and conformability were observed. Thus, the trustworthiness model was used to establish the validity and reliability of the qualitative research. For the purpose of this study, trustworthiness was achieved through verification of the information from different sources. The study also provided detailed and accurate descriptions of the data.

1.6.1 Validity and reliability

Validity in research is concerned, for instance, with the soundness and the effectiveness of the measuring instrument. Validity is a specific job one wants to do. Validity in a qualitative research refers to the extent to which a research design is scientifically sound or appropriately conducted.

Reliability in a quantitative research is the extent to which test scores are accurate, consistent or stable. Babbie (2001:145) argues that the quality of measurement methods suggests that the same data would collect each time in repeated observations of the same phenomenon. In addition, reliability is a matter of whether a particular technique, applied repeatedly to the same object, yields the same results each time. In this research study, data obtained from interviews, questionnaires, observations and document analysis were used in order to test the reliability of the research study. Data collected from each instrument were recorded and later compared.
1.7 DELIMITATION OF THE STUDY

The study was confined to the Taledi Area Project Office situated in the Bophirima Region in the North West Province. Bophirima region is comprised of three area project offices namely: Taledi, Greater Taung, Taledi and Kagisano-Molopo. The region is more rural in nature and has only few urban areas. In accordance with the number of newly appointed educators that was required, this area project office was identified. The field of study is educational management.

1.8 RESEARCH ASSUMPTIONS

It is assumed that little is documented about the structured induction programmes for newly appointed employees. If induction programmes are effectively implemented, the novice educator will be empowered to function efficiently within a new organizational culture by obtaining the information, values and skills associated with their new roles in the organization (Loock, Globler and Mistry, 2006:38). Poor management of the implementation process always contributes towards the poor communication channels.

1.9 DEFINITION OF CONCEPTS

The various concepts used are defined below as follows:

1.9.1 Newly appointed educators

Newly appointed educator means any person, excluding a person who is appointed to exclusively perform extra-curricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychology service, at a school (Republic of South Africa, 1996).

Newly appointed educator refers to any persons who teaches, educates or trains other person or provides professional educational services, including professional therapy and education psychological services at any public school or department office and
adult-based-education centres and who is appointed in a post contemplated in the Educators Employment Act, 1994 (Republic of South Africa, 1994). In this study, it refers to educators who have 1-3 years work experience as professional educators on a continual basis.

1.9.2 Induction programme

An induction programme is a process through which a new employee learns how to function efficiently on new organizational culture, by obtaining the information, values and behavioural skills associated with his/her role in the new organization (Bolam, 1998:127; Boreen, Johnson and Potts, 2000:131). Legotlo(1996:18) defines an induction programme as a well structured comprehensive development programme with clearly articulated objectives, designed to develop among beginners, new appointed principals `s knowledge, skills, attitudes and values needed, to carry out their roles effectively. It is a holistic process that meets the personal, as well as, professional needs of employees and it is a specific programme aimed at equipping employees with professional skills (Kitavi, 1995:16). In this study, it refers to the integration of a new staff member into a job and organization so that he/she becomes a contributing and motivating member of the staff as soon as possible.

1.9.3 Policy

A policy is regarded as a plan of action or event followed by an individual, government, party or an organization, like a school (Palmer, 2000:104). It describes the roles, their associated set of applied competences (norms) and qualifications (standards) for the development of educators (Republic of South Africa, 1996). It refers to a norm of conduct characterized by consistency and regularity in some substantive action area.

1.9.4 Principals

Principal means a public school principal, heads of college, further training centres early childhood development centres, and all office-based educators’ heads of districts, circuits or region (Employment of Educators Act of 1998). It means an educator appointed or acting as head of school (Republic of South Africa, 1996).
1.9.5 Management development

Van der Westhuizen (1997:322) defines management development as a dynamic, integrated and continuous activity over a prolonged period of time, with provision being made for the development of educational leader's management behaviour and skills, in order for them to be effective in their educational careers. Management development provides the opportunity to acquire the necessary knowledge, skills and attitudes for the effective execution of management tasks in the school. Through management development, change is brought about in the management behaviour of a person, and it is an absolute pre-requisite for successfully implementing the new education policies (R.S.A, 1996). In this study, management development can be seen as an activity or set of activities set out for the development of a manager’s behaviour, by developing their knowledge and skills so that they can become effective in their management role.

1.10 TENTATIVE CHAPTER ARRANGEMENTS

Chapter One

Chapter one presents the outline of the study, with emphasis on the introduction of the study, formulation of the problem statement, objectives and the methods employed to gather data.

Chapter Two

Chapter two presents an extensive study compiled from the literature, official publications, dissertations and other related sources. It presents the theoretical framework based on developing and managing the implementation of an induction programme in selected primary schools in the Taledi Area Project Office.
Chapter Three

Chapter three outlines the implementation of the research methodology and recording of raw data.

Chapter Four

Chapter four presents an analysis, interpretation and recording of findings from the empirical research.

Chapter Five

Chapter five presents the summary of the study, integration of the objectives and the major findings as well as the suggested recommendations and conclusion.
CHAPTER TWO

LITERATURE REVIEW: MANAGING IMPLEMENTATION OF THE INDUCTION PROGRAMME FOR NOVICE EDUCATORS

2.1 INTRODUCTION

Since the statement of the problem of the study, the aims as well as the design of the programme have been outlined in Chapter One, the purpose of this chapter is to present a theoretical argument regarding managing the implementation of the induction programme. The researcher developed a theoretical framework based on the guidelines for managing implementation of induction programme in selected schools in the Taledi Area Project Office (A.P.O) in Dr Ruth Segametsi Mompati District. In other words, the management and implementation of induction programmes is considered in relation to the process of development with a strong focus on the ways in which induction programmes are managed paying attention to the effect that such programmes have on teacher retention. This perspective is particularly valuable as more and more induction programmes become mandated at national levels.

Imperatively, in the review of the literature study, the role of senior educators in professional activities has been clarified so as to be in a position to formulate the induction programme that will be effective to the novice educators. The literature survey also includes work on the theoretical framework underpinning induction programmes.

2.2 RESEARCH DESIGN

The research design is outlined below as follow:-

2.2.1 Structure of Research design

A research design enables a researcher to apply an educational reform based on existing knowledge, but the application in new circumstances requires evaluation (Järvinen, 2001:88). A research design enables a researcher to understand how and in
which circumstances an education reform might work in practice and helps to conceive connections between educational theories and developed application; it is a suitable approach for specifying the theoretical foundations of the induction year and the testing of the implementation thereof. Research design allows the researcher to analyze the induction programme (Eisenchmidt, 2006:171).

2.3 OBJECTIVES IN MANAGING THE IMPLEMENTATION OF AN INDUCTION PROGRAMME

It is imperative to indicate that the objectives in managing the implementation of an induction programme for novice educators are crucial in enhancing the initial preparation and continuation of the professional development of educators. Novice educators enter the profession eager and ready to nurture and educate a group of students. Educators’ preparation programmes have provided them with an understanding of educational pedagogy.

It is essential that every effort should be made to retain bright and capable educators. Recognizing the importance of supporting the professional development of novice educators, the State Higher Education Executive Officers Association (SHEEOA) gives the following objectives why Area Project Office and District should provide formal induction programmes for novice educators (Muller and Roberts, 1999:4-5):

- Familiarize beginning teachers with the School policies, procedures, support services and resources;
- Assist beginning teachers with management and organizational strategies;
- Assist beginning teachers with curriculum planning, instructional strategies, and assessment;
- Provide beginning teachers with peer support and role models;
- Familiarize beginning teachers with legal, ethical, and professional growth opportunities; and
- Familiarize beginning teachers with professional skills for communicating within the school and the community.
2.4 PROFESSIONAL DEVELOPMENT

For each new educator, an induction programme provides a comprehensive, extended preparation and professional development to support their induction into the profession, as well as their attainment of professional teaching standards. Evidence of professional growth is gained by the development and implementation of an annual personal professional growth plan. Professional development is mostly characterized by an approach that integrates the formal and informal individualization support and assistance from mentors with other professional development offerings (Stokking, et al. 2003:341). What is more it is something we do every day of our lives without even thinking about it (Pittoon, 2000:122).

Pittoon (2000:149) argued that the development of more effective arrangements for performance management is being taken forward as part of the development of “a new professionalism”. This type of development is more concerned with developing a culture where educators and head-teachers feel confident and empowered to participate fully in the performance management. Its acknowledgement for the professional responsibilities of educators and head-teachers are that they should be engaged in effective, sustained and relevant professional development throughout their careers, and to contribute to the professional development of others. The creation of a contractual entitlement for educators to the effective, sustained and relevant professionals are part of a wider review of educators’ professional duties.

Wilson (2005:142) argues that there are many potential sources of professional development support (PDS) for newly qualified educators, the most obvious of which is the expertise and experience of educators and other staff with whom they work. Pitton (2000:157) emphasizes that schools are expected to provide new teachers with the support they need in order to demonstrate their capabilities. Professional development is one of the cornerstones of our working lives. It is the process which promotes our interests in our respective work, and gives us the drive to progress in our careers, and keep industry competitive and, it ultimately, makes us employable throughout our lives. Effective professional development is an essential and in dispensable process, without which school and programmes cannot hope to achieve desired student achievement.
Guskey (1995:69), supports this view by stating that “professional development is an experience shaped by the willingness and readiness for change by educators, families and other stakeholders. There is no single ideal model that meets every school’s needs and requirements. The diversity of cultures and uniqueness of concerns are, thus, acknowledged and valued. At the same time, researchers and practitioners have identified a number of guiding principles and beliefs that are consistently evident in successful professional development and technical assistance efforts”.

A comprehensive professional development (PD) framework is based on a foundation of high standards through a coherent system that ensures appropriate and effective professional development for educators at all levels of experience. According to Sweeney (2001:248), profession development for new educators should focus on the following as discussed here under:-

2.4.1 Timing

Effective practices of professional development should demonstrate the appropriateness of activities to the daily responsibility of all new educators. These practices should be manageable, relevant, and timely for the new educator, and should be designed to improve the professional practices of all educators. Furthermore, professional development opportunities should be made available to new educators throughout the year.

2.4.2 Method of delivery

All professional development opportunities for new educators should be differentiated, ongoing, and appropriate. Methods of delivery are discussed below as follows:

- **Differentiated**

  Differentiated professional development opportunities should be offered for teachers who are new to the professional fraternity.
Ongoing

Since there are multiple of entry points for the new educators, relevant components of professional development should be available throughout the year. These professional development opportunities should be established as the entry to ongoing professional growth for all educators.

Appropriate

Special attention should be paid to designing a manageable professional development programme for new educators that recognizes the New Teacher Induction Program (NTIP) requirements in addition to the professional development opportunities and programmes that should be offered to all educators. This includes activities aligned with current ministry initiatives which can be summarized as literacy and Numeracy strategies; student success, and safe schools.

The Department for Education and Employment (DfEE), advised by General Teaching Council for England (Totterdell, 2002: 112 ), put forward a code of practice outlining clear principles of professional development for teachers. It is now recognized that professional development can serve a range of purposes, to meet the diverse needs of professionals in the field, by providing the possibility of recurrent, incremental learning opportunities, accompanied by instruction, tutoring, coaching, mentoring or similar ongoing support (Totterdell, 2002:125). Totterdell also believes that developing the personal and professional attributes, knowledge, skills, understanding experience and values of teachers shall have more impact thereof. Others acknowledge that professional development entails the provision of teachers with a means to value their learning and help them to demonstrate it to others, and enabling teachers to see everyday practice as the actual source of professional learning (Bubbs, Heibronn, Jones, Totterdel and Bailey, 2002:184).

Recent school reform initiatives have drawn increased attention to the role of professional development and working conditions, in enhancing teacher quality and guaranteeing an adequate supply of well-qualified professionals (No Child Left Behind
The need for professional development has become more urgent as the nations schools prepare for increased teacher retirement over the next decade (NCTAF, 2003).

2.4.3 Perceived usefulness of professional development

Teachers’ perceptions of the usefulness of various professional development programmes have been found to be related to their duration, for example: a teacher who participated in training for 8 hours or more, are more likely to report that the training is useful or very useful than those who participate for less than 8 hours (Mayer, Mullens and Moore 2000:151). Choy and Chan (1998:55), emphasize the fact that most teachers have positive views about the impact of their professional development programmes (e.g.: From their findings that 85% of teacher who participated in professional development programmes thought these programmes provided them with new information, 65% agreed that these programmes made them change their teaching practice, and 62% agreed that these programmes motivated them to seek further information or training).

Parsed, Lewis, and Farris, (2001:132) also found that most teachers who participated in professional development programmes in various areas believed that these programmes improved their teaching. Teachers who participated in longer programmes reported positively more often than those who participated only in shorter programmes.

According to Olebe, Jackson and Danielson (1999:45) “time for professional development programmes is crucial as to allow educators to learn and absorb the information supplied during their training”. A recent study used a nationally representative sample of mathematics and science teachers to identify the characteristics of effective professional development which supported the statement. It should be noted that generally researchers agreed that short-time professional development activities were not as conducive to meaningful change in teaching performance as more intensive activities (Little, 1998:160).

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The Employment of Educators Act stipulates that teachers spend 1,720 hours on their various activities annually. In a normal year, this translates into Monday-Friday working week of 43 hours with an 8.6 hour working day, excluding weekends and school holidays. The formal school day is expected to be 7 hours long, and the formal week 35 hours, so there are additional 8 hours a week that teachers are expected to spend on other school-related activities. Teachers are also expected to spend an additional 80 hours a year on professional development, outside their normal school hours. Chisholm, Hoadley, Brookers, Prinsloo, Kgobe, Mosia, Narsee and Rule (2005:237), regrettably agitate that "in many school this is not happening, and that students are being deprived of their right to learn by the unprofessional behaviour of their teachers".

2.4.4 Staff-development and training

An effective programme of professional development is a critical element of good teaching and learning, and schools are unlikely to maintain sustained improvement in teaching and learning if professional development does not become an integral part of the teachers' professional lives (Wilson, 2005:147). Purkey and Smith (1999:79) say that "staff development must be seen as an integral part of teachers' professional lives, not just remediation with the implication that teachers are not adequately doing their jobs. Just as teachers have leaned to give homework as a matter of course and never as punishment-so districts must learn the critical contribution that job-embedded professional development can contribute to the general school excellence".

According to Blackwell (2002:221), the following characteristics of schools that need a successful staff development programme can have a norm of collegiality, where there is an expectation of school work in a co-operative atmosphere for all teachers are attained, condone an environment which encourages frequent talk and experimentation in the practice of teaching, making heavy use of a variety of formal and informal processes for monitoring progress towards goals, using them to identify obstacles to such progress and way of overcoming these obstacles, rather than using them to make summary judgment regarding the competence of particular staff members.
The research design emphasizes the fact that professional development functions best where there is a common commitment for personal improvement through professional development. In essence, professional development can also be effectively achieved through the appropriate sharing of resources, with the inclusion of ideas, skills and time that can be effectively achieved though proper management.

2.4.5 Essence of Early Professional Development (EPD)

Despite the fact that the teaching staff of a school is the most critical element of its success, this research design focuses on the issue of early professional development as deemed essential for continual development. Early professional development is largely based on two to three years of teaching experience. During the Early Professional development (EPD), the beginning teacher is required to do the followings:-

- Register for EPD on the EPD Website;
- Identify professional development needs in current school context;
- Review professional development needs regularly in consultation with the teacher-tutor and / or other key staff who is / are monitoring his/ her work and progress;
- Complete two professional development activities (PDA’s) which should be derived from the professional needs identified. Both these development activities will focus on teaching and learning with the inclusion of Education Technology to support learning;
- Present PDA in a portfolio of evidence, recorded in the format outlined on EPD Website, and
- Complete EPD stage successfully (Blackwell, 2002:242).

2.4.6 The professional development cycle

This research design focuses on the professional development cycle adopted from work (See figure.2.1 below). The professional development cycle explains the process of effectively planning, doing, recording and reviewing development. This cycle consists of five-phases for professional development from a wide range of backgrounds, discipline and working environment as well as ages and stages of educators’ career. It should be simply acknowledged that professional development is
about improving the chances of achieving career aims. The cycle is a continuous process, the best place to begin is by reviewing your current position. The professional development cycle explains the process of effectively planning, doing, recording and reviewing your development (Achinstein and Barret, 2003:124).

The professional development cycle is presented in Figure 2.1. below:

![Professional Development Cycle](image)

**Figure 2.1: The Professional Development cycle**

**Step 1: Planning**

Planning professional development often refers to skills, required for maintaining a specific career path or to general skills offered through continuing education, including the more general skills area of personal development. It can be seen as training to keep current with the changing technology and the practice of professionalism or in the concept of lifelong learning. Planning is the first step to be dealt with in the professional development cycle. Managing professional development is just like managing any
other project. When thinking about planning, one should consider the when and how you learn best; the type of activities that will be most effective for you; the financial and time resource implications of your plan; and whether or not your employer is supportive of your development.

Step 2: Identify learning opportunities

The type of learning activity you undertake will be dependent on many factors, including relevance to the subject, what is right for you, availability and what it involves. This aspect involves learning at work, attending training courses/lectures, networking, open and flexible learning, learning from life outside work and learning from your own experiences.

Step 3: Recording

Recording of the work done should be kept, but it is even more useful to actually record what you have learned. The process of committing learning to paper or computer helps someone to organize one’s thoughts and experiences. It also aids the recall process by transferring the experience from short-term to long-term memory. Record keeping can be done through learning logs, evidence portfolio, employer systems, professional body systems, format of records, and development action plan (DAP).

Step 4: Reviewing

Most projects and plans start with a thorough review of the current situation, professional development is no exception. The review stage appears at the beginning and at the end of the professional development cycle because you need to be aware of where you are before you start, and because it is important to check regularly where you are in order to keep going in the right direction. It is a critical part of the process, and deserves serious time and effort. Reviewing is concerned with the following:

*Reflective learning*: It is much focused on what happened and what is understood from the experience (i.e.: the new knowledge and skills gained).
Frequency of review: - Once started with the development, reviewing should be done continuously and regularly as this will impact as follows:-
- Demonstrate achievements against one's original targets;
- Ensure you are still progressing in the right direction;
- Promote definition of the teaching for the next period; and
- Giving an opportunity to review long-term goals chosen, taking account of any changes in circumstances.

When setting a review date, one should consider whether the objectives are short, medium or long. Frequency must depend on the time-frame envisaged. Depending on a specific time that will determine the review of professional development, with reference to external changes, constrains and opportunities, appraisal, professional registration, and shelf life of learning / evidence review schedule shall be determined.

Continuing Professional Development: Continuing Professional development (CPD) consists of reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice (Ofsted Report, 2006:19).

Accordingly to this report (Ofsted Report, 2006:10), there are possible sources of CPD, as shown in the Figure 2.2 below. Some forms of CPD may compass elements from more than one of these sources.
Figure 2.2: The Logical Chain

Continuing professional development can take many different forms. Whatever form it takes, there are certain features that determine whether it is effective? (e.g.: CPD activities are professional development meetings and professional items in staff and team meetings; attending external conferences and courses; attending internal conference, courses and professional events; coaching and mentoring; shadowing and peer support; lesson observations; participating in networks or project providing opportunities for professional development; and discussions with colleagues or pupils, to reflect on working practice, research and investigation).

In summary, to be effective, CPD should be directly relevant to newly appointed educators to be able to identify intended outcomes, take account of previous knowledge and expertise, model effective teaching and learning strategies and include impact evaluation designed as part of the activity from the outset.

Review school policy for continuing professional development: When the policy has been established and clearly explained, it will help all members of staff, to understand the role of CPD in the school, what their entitlements and responsibilities are and procedures they should follow. Creating or reviewing the policy should be a reflective process, involving consultation with staff, recognized trade unions and the school's governors as well as the school's leadership. The governing body can then formally
governors as well as the school's leadership. The governing body can then formally adopt the finished policy, to demonstrate its importance for the school. A policy might have features like an introductory section which includes a definition of CPD; a statement of the school's principles and philosophy relating to professional development which explains why the school regards CPD as important for its staff, and the recognition that teachers should have a contractual entitlement to effective, sustained and relevant professional development throughout their career.

In conclusion, each school has its own view of the nature and role of CPD, and the form it will take in the school. This means that the policy should be reasonably detailed and specific, setting out the school's own distinctive approach to CPD. A policy that could be applied to any school will not be very meaningful.

2.4.7 Characteristics of Successful Staff Development (SSD)

According to Gordon and Maxey (2000:127), there are numerous characteristics of successful staff development programmes as below tabulated as follows:-

- Planned by staff groups that include representatives of all stakeholders in school change;
- Task-specific, focusing on actual uses of technology that will serve curricular or administrative goals-including those identified by a staff needs assessment;
- Led by staff members who use the technology in questions for the same purpose as they instruct colleagues, and who are proficient in teaching adults and in the effective teaching strategies;
- Adequate in the time it allows for educators to learn, practise and apply new concepts and techniques;
- Offered to staff members who have access to hardware and software they can practise within their classrooms or offices during in-service training;
- Sensitive to staff members' personal needs and schedules, offering credit, stipends, and/or release;

- Flexible in allowing educators to use what they learn in a variety of ways appropriate to their individual situations;
- Continuously evaluated and improved;
Accepted throughout the school community as an ongoing activity, not a single event; and
• Appropriate to staff members' current attitudes and expertise.

In this study, it is imperatively vital to be aligned with the above stipulated characteristics.

2.4.8 Effective Professional Development

McGuire (2001:124) agitated that "effective professional development is an essential and indispensable process without which schools cannot hope to achieve desired goals of their programmes for student achievement". Programmes and initiatives are built on the belief that the continued growth and ongoing development of professionals and other personnel are both key to the effectiveness of the educational system and critical to retaining the best people in the profession. Activities are designed with the vision that a person who has opportunities to learn and reflect on skills related to their profession, can best provide the same opportunities for children.

Kardos (2005:82), emphasized that "effective professional development is an experience shaped by the willingness and readiness for change by educators, families, and other stakeholders. The diversity of culture and uniqueness of concerns are acknowledged and valued". At the same time, researchers and practitioners have identified a number of guiding principles and beliefs that are consistently evident in successful professional development and technical assistance efforts. This research, when combined with years of experience in providing training and technical assistance programmes, provides a framework for the design and delivery of professional development.

According to Kardos (2005:83), two key concepts which are central to the effective professional development programmes, are beliefs and principles. These concepts determine the high quality of staff development concurrent with organizational development and the improvement of performance through both individual achievement and systemic change. The following is a brief review of the principles and beliefs that drive programme design, implementation and evaluation.
2.4.8.1 Collegiality and collaboration

It is imperative to support effective professional development activities that are team-based and that facilitate collegiality and collaboration. Each component of an effective professional development plan should strive to facilitate collaboration and building from multiple perspectives (e.g.: stakeholders and philosophy). From needs assessment for evaluation, each programme component should be conducted with teamwork as a critical focus. Educators should be collaboratively involved in planning and applying their own learning experiences (Hargreaves, 2003:147; Hargreaves and Fullan, 1999:14).

2.4.8.2 Purpose

According to Huling and Resta (2001:134), effective professional developments provide support to student teachers to meet their needs, accept that professional development is highly important for professionals and acknowledges that change is a process that takes time. Effective professional development programmes should be designed and implemented for one of the under tabulated four major purposes:

- **Awareness/Exploration**: Describes effective professional development activities that address those first stages of concern/interest understanding regarding an innovation.

- **Skill-Building activities**: Describes activities designed to help participants build and apply specific instructional skills; generally these activities are assumed to include follow-up coaching and support.

- **Programme improvement**: Improved performance requires either individual or team development programme improvement which occurs when individuals or teams engage in a continuous, collaborative, problem-solving process. The process involves reflection and refocusing instructional practice to improve student learning.

- **Strategic Planning/System Thinking**: Effective professional development and change initiatives should acknowledge that complex, interdependent relationships exist among
the various aspects of an educational system. All effective professional development activities should share common elements; a comprehensive approach to change that facilitates effective operation and integration of all components of the system (Fullan, 1999:149).

2.4.8.3 Characteristics

Effective professional development programmes are characterized by a diversity of ideas, people and support practices. They acknowledge and value the uniqueness of concerns, interests and cultures within programmes and staff. As such, plans and implements a variety of developmental activities (e.g.: summer institutes, mentor programmes, technical assistance, peer research, coaching, observation, study groups and networking (Hassel, 2002:184). Developmental programmes are based on the following beliefs and assumptions:-

The craft of teaching is best transmitted by teachers: Teachers know more about classroom culture and teachers’ competencies than do external consultants or administrators who occasionally visit the classroom. Teachers who have experience with new, innovative practices are in a better position to support the efforts of colleagues. Programmes and initiatives are designed to continually work to build that capacity in Connecticut (Hassel, 2002:184).

Follow-up support is as important as initial training: Through technical assistance, a manager would strive to provide practitioners with ongoing support and opportunities for problem-solving and application of learning. “What makes the early stages of implementation so complicated is that the problems encountered at this time are often multiple, pervasive, and unanticipated” (Bartell, 2005:62). “Support coupled with pressure at this stage is vital for continuation” (Guskey, 1999:448).

Networking facilitates change and reduces isolation: Educators need to link both the local and larger learning community. “The growth of any craft depends on shared practice and honest dialogue among the people who do it”. Professional networking affords practitioners the opportunity to share workable solution. Common issues and
concerns should be emphasized while providing peer to peer support. It facilitates collegial reflection and provides a context for collaborative problem-solving.

2.4.8.4 Job-embedded

Administrators and teachers alike should strive to weave development into the fabric of the day-to-day practice. They should work actively with school personnel in re-evaluating schedules and resources to enable educators and others engaging in active, productive and job-embedded learning experience. Adequate support should be found within the school days to follow school personnel to learn and work together, should to accomplish identified goals. Effective professional development must be designed to respect the leadership capacity of educators, administrators and others in the school environment/community, while prompting continuous inquiry and improvement embedded in the daily life of schools (Serpell, 2000:114).

2.4.8.5 Integrated planning

Segmented uncoordinated training projects are often seen as “a steady stream of episodic innovations which come and go but produce no lasting change (Riggs, 2000:109)”. “Change is complex and practitioners require on-going high quality professional development after the in-service component (Fullan, 2001:152)”. This offers an integrative approach to provide high quality professional development programmes, activities, study groups, and technical assistance to schools, families and the community. Major training and technical assistance /initiatives are coordinated with more traditional short-term professional development activities and both are driven by a clear, compelling vision, related to increasing knowledge and awareness of educational issues.

2.4.8.6 System Thinking

Boyer and Gillespie (2000:13-14) are of the opinion that “in systems thinking, a whole is primary and the parts are secondary versus in analytic thinking, the parts are primary and the whole is secondary. Systems thinking centers on the complex, interdependent, interrelationships among the various aspects of an entire system,
effective professional development activities, however varied, should share common elements and focuses”.

Fullan (1999:153) is sure that “a comprehensive approach to change significantly increases the potential that all components of a system (e.g.: assessment, curriculum, and educator evaluation) compliment each other and work towards a measurable set of outcomes related to improving student achievement and enhancing instruction”. Designed professional development and other change activities with primary consideration given to these systems thinking approach remain imperative. School managers should clearly recognize the three phases of the change process: initiation, implementation and institutionalization. The programme activities and technical assistance offered to Connecticut’s schools complement and reinforce major school restructuring and school reform efforts.

2.4.8.7 Phase of change

Phase change acknowledges in all of its professional development activities that meaningful change most often takes place over an extended period of time and is dependent on the commitment of individuals and the systems in which they work. It also tends to move through several phases of change (Fullan, 1999:156). The three major phases of change outlined below, provide only a general image of a complex, non-linear, circular process in which events at one phase can provide feedback to alter decisions made at previous stages.

![Figure 2.3: Major Phases of change](image-url)
The induction (or Initiation) phase includes the process that leads up to and incorporates a commitment by a school/district/programme to proceed with an innovation or initiative. The phase may last many years. Change agents should consider relevance (i.e.: practicality and need), readiness (i.e.: capacity and need) and resource (i.e.: availability).

The implementation phase involves the initial implementation of change and generally it involves two or three aspects of the work. Successful implementation during this phase is characterized by an ongoing support. For most new programmes, extended training spread over time is a prerequisite for change and on-site technical assistance is required to solve the specific problems that occur during implementation. No matter how much preparatory staff development occurs, it is when people actually try to implement new approaches and reforms, that they have the most specific concerns and doubts. Getting over this initial critical hump, represents a major breakthrough for working towards more thorough change. Change can be effected concretely, specific training activities are coupled with ongoing technical assistance and support during the implementation phase. Continuous interaction and staff development are critical regardless of the change being implemented. The more complex the change, the more interaction is required during this stage (Hassel, 2002:192).

Finally, the institution in which an individual found himself contributes tremendous in the professional development. The institutional policies, rules and regulations are the phase that the novice educator should honour and carry effectively.

2.4.8.8  Complex nature of change

The department should acknowledge that the complex nature of change should always be a primary consideration in the design and implementation of effective professional development programmes (Fullan, 1999:162). The complex nature of change is outlined below as follows:
Change is loaded with uncertainty: According to Fullan (1999:169) “it is a process of coming to grips with new meaning. Most innovations require new learning and the construction of new knowledge which requires a meaningful period of time for assimilation into practice”. Fullan (1999:171) refers to the “implementation dip” (that period in the change process when productivity goes down before it goes up), as a period during which many people abandon innovation believing that it does not work.

Change is a journey, not a blueprint: Individuals, and the contexts in which they function, are continually evolving. Effective, meaningful change is characterized by an ongoing planning-action-reflection/evaluation cycle.

Problems are natural: Change threatens existing interests and routines, heightens uncertainty, and increases complexity. In meaningful change situations, problems are viewed as opportunities for deeper change and deeper satisfaction. The enemies of change are passivity, denial, conventionality and fear of being “too radical”. Effective change can occur when individuals and organizations are active, assertive and incentive.

2.4.8.9 Managing complex change

Effective innovation requires monitoring of implementation, communication, linking with other initiatives, identification of unsolved problems and clear, concise problem-solving actions. The departmental programmes should acknowledge that change is complex and requires consideration of multiple elements. These include: - clarification of confusing or problematic elements, new skill development and mediation of accompanying anxiety; ongoing incentives (e.g.: - release time, stipend for additional work, continuing training, peer and administrative support), sufficient resources/support to allow meaningful implementation and well-designed action plans (Department of National Education, 2001).
The department embraces the belief that development should be evaluated based on its impacts on student achievement, including students with disabilities and rooted in the best available research. Results driven education that evaluates the success of public education by what students actually know and are able to do, requires results-driven staff development. Professional development programmes are judged primarily by whether they change instructional practice in a way that contributes to increased student achievement. Training programmes should include three principle measures of evaluation namely (Fullan, 1999:176):

- **Implementation** (Did the training meet the participant's needs? Was it of high quality?);
- **Application** (Are the participants receiving job-embedded, reflective opportunities to assist in their application and utilization of new knowledge in an effort to improve educational practices? Is their appreciation effective?); and
- **Impact** (What are the measurable results for Connecticut's Students?).

### 2.5 INDUCTION PROGRAMME

The overview of the induction programme was that traditionally, educators' induction was conceptualized as a discrete programme. There was a tendency for state and local policy makers to provide a prescriptive set of requirements to mentor training, and sometimes a curriculum for novice educator's improvement. Yet, as the provocative interview suggested, it takes a professional community to induct a novice educator. Relegating responsibility for educators' induction to a mentor fails to employ the full set of skills and knowledge of the entire faculty and administration. In contrast, building a professional community that supports and nurtures the novice educator, benefits not only those novice educators, but also benefits the experienced educators as well (Illinois State Board of Education, 2005:420).

As more and more school communities mandate induction programmes, it is becoming increasingly necessary to evaluate the content and implementation of such programmes. If administrators fail to look at induction programmes in terms of the way they acculturate new educators, it may be developed solely to meet mandated
requirements rather than to help first-year educators become better educators within certain educational contexts. It has shown that the best way to improve student-educators’ achievement, is to attend to the preparation of new educators. More efforts should be devoted to preparing these educators, regardless of the context within which they may be working (Darling-Hammond, 2000; Fettler, 1999).

According to White and Mason (2003:133) “induction programmes typically provide an array of support to facilitate the transition into teaching”. Regardless of the quality of their pre-service preparation programmes, new teachers often leave the teaching professional. Special education teachers for example, are almost twice as likely to leave as general education teachers and more likely to leave within the first five years of employment (Crutchfield, 1997:219 ; Claycomb, 2002:86). Teachers who participate in induction programmes are more committed and are satisfied with their jobs and are more likely to remain in the profession (Whitaker, 2000). However, induction programmes often do not focus on the unique responsibilities and challenges of special education teachers (Boyer & Gillespie, 2000:279).

According to the researcher’s view, new educators should not have to learn their job through sinking and swimming. They should be ushered into teaching under the watchful and supportive eyes of experienced and expert colleagues who should assist them and guide their practice during the initial and formative years. It should become possible to promote teachers in teaching without ignoring managing and implementing the induction process, that will compel and encourage student teachers to leave the teaching fraternity. Deserving practitioners should receive more pay, higher status and more responsibilities while continuing to teach.

Existing research has generally explained teacher turnover rates in terms of individual teacher characteristics but organizational features also need to be considered. This premise is common place in business-related research but is extremely rare in educational research. In the cases where teachers leave a particular school on their own accord, organizational features of the school have a strong effect on that decision (Ingresoll, 2001:69). Induction programmes are the vehicles that facilitate systemic sustained enhancement to school culture and the teaching profession. Successful induction programmes go a long way towards improving the quality of teaching and
ensuring student achievement (Breause and Wong, 2003:193). These critical programmes combine mentoring, professional development, support and evaluation for at least the first two years of a beginning educator's professional career.

Bubbs (2001:87) state that "the term induction is taken to mean supported and assessed entry to full professional teacher status which include designated release time from teaching, support from experienced colleagues, the setting of objectives and targets that are linked to continuing professional development activities and course to meet the needs of the new teacher and assessment against performance standards. Generally speaking, additional support for newly qualified teachers (NQT) is elicited from many quarters of the school and from others outside its confines".

The most effective teacher induction programmes have several key components in common. One of the most important reasons is that induction is viewed as a multi-year, developmental process, not short-term programme (Recruiting New Teachers, 2000). Other key components include administrators understanding the needs of the new teachers, the provision of well-trained mentors, evaluating that is linked to district and state standards, and the provision of the necessary technology to facilitate communication among inductees, mentors and university faculties (RNT, 2000). Furthermore, Maykut and Morehouse (1994:127) argue that "an induction programme provides credentialed educators with a special designed, standards based programme that eases them into the teaching profession and simultaneously offers them support and advanced training. An induction provides a bridge linking theory and learning acquired in the preliminary credential programme to the realities of daily classroom teaching. A trained experienced teacher was assigned as support provider and to work with new educator".

This research describes and analyses the planning and implementation processes of the induction year in professional development and the socialization of novice educators in schools during their first working year. When induction is deemed as the responsibility of the whole school community, then it is both a vehicle for improving the novice educators' skills, as well as a vehicle for school improvement at large. It is difficult to legislate the whole process of the school improvement as a package for the extended purpose of induction. The policy-makers and practitioners can encourage the
extended purpose of induction. The policy-makers and practitioners can encourage the use of induction funds so as to reduce the novice educators’ loads, provide time for teams of teachers to work together to improve teaching and learning, and support other innovations in educators’ induction that place school improvement as the central purpose of the programme (Illinois State Board of Education, 2005:422).

2.6 THEORETICAL FRAMEWORK OF INDUCTION

Theoretical framework is the vehicle through which the researcher views reality or phenomena. In this study, the research operates within a specific or particular ideological paradigm referred to as “theoretical framework” which also shows that research on education is not value-free. Therefore, the theoretical framework underpinning this study is “Critical Emancipatory Theory”. Critical Emancipatory Theory is an ideological paradigm based on self-reflections. Its reference to this study is the fact that it has a view of educational reform that is participatory and collaborative. While formulating the theoretical foundations of the induction year and planning the activities for different parties, the principles of continuous professional development of teachers and learning in the school setting are taken into consideration. According to Villegas-Reimers (2002:247), the basis of an induction is a new paradigm in most teachers training and has the following characteristics:-

- Teacher education is based on constructivism where the teacher is a reflective practitioner and active learner who plans, leads and evaluates his/her own learning and professional development;

- Teacher education is a long-term and life-long process in which the teacher evaluates his/ her previous knowledge in practical situations, this way construing new knowledge. Connected experiences are thought of as being most effective because they allow teachers to relate prior knowledge to new experiences;

- The development of the teacher takes place in a particular context, most effectively at school and is connected with the teacher’s daily activities.

- A teacher’s professional growth is integral to the components of school culture and are related to school development;
- Professional development is a collaborative process; schools are becoming professional learning communities. The most effective professional learning takes place in groups while supporting each other and giving feedback; and
- Professional development is multi-dimensional and personal and depends on a context. School culture, social, economic and political contexts influence teacher’s effectiveness and his/ her motivation on work and study.

Arising from the theoretical stand-point and taking into consideration the trends in teacher training, we should see teacher development in three dimensions namely: professional knowledge and skills dimension, social dimension and personal dimension. The processes supporting the development occur simultaneously in the three dimensions such as developing teacher competences, socialization and developing professional identity. Development in the above-mentioned dimensions and the corresponding processes take place in the school setting and are influenced by the processes within an organization. Thus, the theoretical foundations of the induction year are as follows:

- **Schools are seen as learning organizations**

Where there are teachers’ learning communities organizational learning (cooperation of teachers and supporting each other’s professional growth) takes place within an organization (Huysman, 2000; Armstrong, 2001; Imants, 2003; Harris and Muijs, 2005). The important role played by a school leader as the developer of his/ her school into a good learning organization, depends on his/her competence (Fullan, 2001:157). The mentor is a supporter of the novice teacher’s professional development in the school setting and helps him/her to adjust to the school as an organization and to the teacher’s profession and provides assistance in solving work-related problems.

- **Evolving into a teacher includes a socialization process**

Portner (2005:61) argues that “socialization process is a way in which the novice teacher becomes a member of the teaching staff, accepting the knowledge, skills, quality, norms and manners valued in society and in the given school. It is a social process, where the opinions and attitudes of experienced teachers play a big role. Two
socialization processes take place simultaneously namely socialization within an organization and professional socialization. Professional is more successful if a person adapts to an organization quickly, therefore the focus in the induction year is on adjustment to school as organizations, on getting to know school culture the aims of a school and one's colleagues, (i.e.: Socialization within an organization).

Lewis, McKay and Valley (2000:115) emphasize that "socialization in a school context is a process of inducting new-appointees to their new environment, the norms, values and ways of doing things, which are initiated by managers, colleagues and appointees. Socialization could be acknowledged as period of adjustment during which the newly appointed educators learn what is expected of them in terms of appropriate behaviour and acceptable performance. Therefore, it should be acknowledged and accepted that development and implementation of the induction program in the context of changing environment, shall remain essential to all employees."

- The prerequisite for the continuous development of a teacher is the readiness to develop one to analyse one's work

In order to ensure the continuity of the professional development of teachers, it is essential to connect the three stages: initial training, induction year and continuous professional development (Feiman-Nemser, 2001:1050). During the first working year—induction year—the basic competences are developed (among them a suitable teaching style is adopted and a learning environment is created) and a professional self-concept is formed. The ability to self-reflect is one of the important bases for professional growth (Harrison, Lawson and Wortley, 2005:213). During the induction year, it is the mentor who supports the novice teacher in the process of reflection and planning one's development.

According to the theoretical concept, the mentor has three important roles to play in the school system namely, to support the professional development of a novice teacher, to support the adjustment of the novice teacher to the school as an organization, and to participate in the school development.

Lauriala (1997:60) states that "the induction year is one opportunity to implement reforms in the educational system and to apply the ideology of professional
development of teachers and workplace learning”. Supporting the development of a novice teacher also influences the development of schools as organizations, the cooperation between teachers increases, learning communities are formed (Hargreaves, 2003:140).

With reference to the view of Hargreaves (2003:143), two approaches may be combined as learning and development in the school setting and the meetings of novice teachers in university centres. The principles supporting workplace learning and professional growth of novice teachers have been analyzed thoroughly in the theoretical foundations. Less attention has been paid to the reasons why it is essential to organize the meetings of novice teachers at universities.

It is therefore suggested that the implementation of the induction year (Hargreaves (2003:148), as presented in Figure 2.4 below should be strictly followed:

**Figure 2.4: Implementation process of the induction year**

- School setting as an environment for professional development, support of mentors
- Supporting the adjustment of novice teachers to school as an organization
- Developing basic competences
- Providing support in solving problems

Professional development of novice teachers

University centres of induction year:
- support programme for novice teachers
- mentor training
- monitoring and analyzing the implementation of the induction year

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The following circumstances have caused confidence in new educators during the implementation of university support programmes:

- International research shows that the teacher's eagerness of self-reflection is sufficient (Harrison et al., 2005:264).
- Meeting with other novice teachers helps to understand the universality of the problems encountered by beginning teachers, which relaxes tension and supports professional development;
- While adjusting to the school setting, problems might arise, which novice teachers do not want to discuss with their mentors, or conflicts might emerge, which can be discussed during the support programme in university centres.

There are four parties in the implementation of an induction year (Harrison et al., 2005:264) as shown in Figure 2.5 below. In the school setting those parties are discussed below:

- **A school leader**, who is the creator of the environment that supports learning and professional development, and who appoints a mentor for a novice teacher;
- **A mentor**, who is the closest partner of a novice teacher and who supports his / her adjustment and professional growth;
- **A novice teacher**, who is responsible for his/ her professional development and
- **A university centre**, where mentor trainings, seminars of the support programme for novice teachers and constant monitoring and development of the process of induction takes place(Figure 2.5 below).
Figure 2.5: Parties of the induction year

The objectives of the empirical part are (1) to evaluate the implementation of the first stage of the induction year and plan developmental activities to improve the implementation process of the induction year. The second aim is (2) to evaluate the theoretical context of the induction year. The research questions help to analyze the efficiency of the implementation process of the induction year and to plan development activities in order to support the professional development of novice teachers.

The bases for the research method were managing the implementation process of the induction year and the principles of design research, in which there were three parties:
a novice teacher, mentor and school leader. To collect data for the survey, group questionnaires were distributed. To increase the reliability of the data, a semi-structured interview for novice teachers was utilized as a second method. Table 2.1 below presents a more detailed overview of the research methods used in the three groups.

**Table 2.1: Research questions and methods**

<table>
<thead>
<tr>
<th>Research group</th>
<th>Research question</th>
<th>Data</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice teacher</td>
<td>- How does professional development take place during the first working year? - How do novice teachers perceive their adjustment to the school setting? - To what extent do the factors of the school setting influence the development of competences? What is the role of a mentor during the induction year?</td>
<td>• judgment about the development of one’s competences during the first working year • evaluation about one’s adjustment to the school setting evaluation about professional competences and one’s adjustment to the setting • evaluation about the cooperation with a mentor; the role of the mentor in supporting adjustment and development</td>
<td>• questionnaire • questionnaire • interview • questionnaire • interview</td>
</tr>
</tbody>
</table>
| Mentor | How do mentors see their role in supporting the development of novice teachers? How is the induction year implemented in the school setting for the opinion of mentor? | - judgment about one’s activities as mentor  
- evaluation about the implementation of the induction year. | - questionnaire  
- questionnaire |
| --- | --- | --- | --- |
| Head of school | How does the implementation of the induction year support the professional development of novice teachers in the opinion of the school leaders evaluate their school setting from the criteria of a learning organization? | - evaluation about the implementation of the induction year  
(activities of mentor, problems of novice teachers)  
- evaluation about the school setting |  
|  
| | | | |
The main outcome of the work is tabulated below as follows:

- **The eligibility of the implementation process:**
Assessing the eligibility of the implementation process, which is one of the objectives of the current development research, it could be noted that this process is well-suited for the Bophirima Region context, although it requires further development. In the schools, where the process of socialization is fostered, support is offered in adaptation to the organization and collaboration is evident in the questions of school development. The bases for planning and analyzing professional development are the description of professional competences which enable the mentor and novice teacher to set joint development objectives.

The partnership of universities and schools in supporting the novice teacher's professional growth could be viewed as the advantage of the implementation model since this approach creates a tense connection between initial training and the following continuous development. Co-operation with schools provides feedback about the quality of the initial teacher training and creates opportunities for interconnecting theory and practice.

The draw-back of the implementation process is the limited possibilities to directly affect school culture and the development of organizational learning. The teacher’s own readiness to analyze his/her actions and develop his/her professionalism should become primary. University’s support programmes should be more oriented at the process of reflection while working with the novice teacher as well as in mentor training. Training school leaders has a great impact on school development. Since the process is primarily organized by universities, one major theme of the training should be connected to fostering the teachers’ professional growth and organizational learning.

When assessing the concept of an induction year in international context, its complexity should be once more highlighted. The partnership of university and school in supporting teachers’ continuous development is rather uncommon. The respective study projects are predominantly conducted by universities, however, these are not so
directly connected to launching and directing the processes as it is the case with implementing the induction year. By now the network of universities fostering novice teachers' professional growth and planning the respective research has been created.

An induction year will surely provide research material for the future studies of teachers' professional development and learning at school. School setting, as the environment of teachers' professional development and learning, requires supplementary research. The problems of school administration and the development of schools into learning organizations for teachers have been the primary interest of many studies. However, we still lack the complete picture of the organization culture dominating in our schools. The profound aim of research on the implementation of the induction programme is to contribute greatly to the future developmental activities of the induction year.

- **The applicability of design research in the present dissertation:**

While evaluating the applicability of design research for the present research project, the characteristics of the given research strategy should be considered. Its process-orientation can be seen in the implementation of support activities. For example, in the framework of the seminars for mentors, a uniformed base was compiled for the self-analysis of novice teachers and for the feedback of mentors. This material was later used in the compilation of the list of competences by the work group of the development plan of teacher training, and, as a result, the teachers' standard was created. In the course of the process, a lot of attention was turned to the support programme of an induction year and the professionalism of their organizers. During the support programme of universities, there was too much lecturing, which is not in accordance with the principles of an induction year. To avoid that, in-service training was provided for the organizers of this programme (Harrison et al., 2005:267).

Orientation towards applicability is expressed by the constant adaptation of compiled materials to the real life needs. In the course of the process, complexity was considered. The activities of all parties should be planned simultaneously on the school and personal level of the novice educator, mentor and school leader. Complexity is also stressed by the theoretical concept of an induction year in which the
requirements for socialization and organizational learning are taken into consideration as well as the activities of the mentor in supporting these processes. A learning in the school setting cannot be evoked externally, university support programmes are implemented, with the hope that novice educators can meet, analyze their work and support the planning of each professional development.

Two important evaluation metrics for research design are novelty and usefulness. Its novelty lies in the multiplicity of cooperation: cooperation between educators (mentor-novice educator), and tertiary. In addition, based on the induction year experience, (i.e. the problem emerged in the preparation of novice teacher), the development of the content teacher training should continues. While stressing the continuity of teacher training and introducing the corresponding principle to all parties, it is possible to create a bridge between the preparation of educators (i.e. theory) and workplace learning (i.e. practice). This would be great progress in raising the quality of our teacher training.

The school and university are both responsible for the professionalism of teachers. It is difficult for an educator to apply constructivist teaching principles in his / her work if the school setting does not foster that. On the other hand, if teacher training does not develop readiness for cooperation and lifelong learning in the future teachers, it is difficult to be accomplished at school. Applicability can be seen in the implementation of the induction year and its importance be pointed out by novice teachers mentors. Therefore it can be said that design research has justified itself in all the analysis and improvement of the preparation and development process of the induction year.

According to Eggen (2002:173), the theoretical and empirical analysis of the thesis gave rise to the following suggestions concerning the improvement of teacher training and mentor education, training school leaders, as well as promoting school development as a whole:

- Teacher training should lay more emphasis on and create preconditions for the development of the future educator's professional identity (including professional self-concept);
- Self-analysis and professional lifelong learning are principles which should be
followed by every professional in the contemporary world. The essential tasks in initial training are to develop readiness for continuous learning and to improve oneself professionally. A graduate of teacher training should comprehend that the first working year is an important year in teacher education for analysis of the experiences gained during the first year jointly with the mentor and colleagues.

- Mentor training should pay particular attention to the mentor’s skills and readiness to support the professional growth of the teacher, through the process of feedback and reflection.

When analysing the experiences of various countries, it could be seen that the prevailing aspect of the induction year is the novice’s professional growth. The latest studies and treatments also included organization as an environment where development and learning occurred (Eggen 2002:191). More and more significance is laid on organizational learning and learning community as the setting for fostering teachers’ professional development. The discussed topic should be more reflected in the context of school development and school leader’s prior training. The form of the in- service teacher training exploited nowadays does not justify itself. The analysis of ones’ own experience is the prerequisite for changing ones practical work. Therefore, school leaders should master the skill of fostering organizational learning.

2.6.1 Planning of an induction programme

The planning of an induction programme for the first year is presented in Table 2.2 below as follows:

Table 2.2: First year of an induction programme

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Content /Role Description</th>
<th>Possible Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Institute: a five days programme</td>
<td>topics to be covered, address areas related to the induction programme, the first day, the first few weeks of school</td>
<td>-attendance at meeting -compiled notebook -completion of first week of school without major incidents</td>
</tr>
<tr>
<td>and first few weeks of school (coaches/ mentors conduct with support from SMT and phase leader personnel)</td>
<td>possible topics include classroom organization, classroom management, curriculum during the first six weeks of school, classroom routines, transitions, technology, legal issues, etc</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **New / Beginning Teacher Orientation**  
(One day orientation) | **Morning**: Orientation to the district policies, support services, and resources  
(central office staff conducts)  
**Afternoon**: Orientation to the School policies, support services, and resources  
(building principal conducts) |
| **Mentoring**:  
Each beginning teacher would be provided with a mentor/s. | Meet with them weekly (approximately 3 hours per week)  
observe the new teacher provide feedback  
serve as a role model (allow the new teacher to observe mentor teaching and other exemplary teachers) |
| | -attendance at meeting  
-handbook of policies  
-documented record of fulfilling school codes and policies  
-log/journal describing interactions, visits, etc.  
(mentors and protégés)  
-written observations and/or conferences |
| Peer Support Team | Observe the new teacher (total of 3) provide feedback about strengths and needs development a professional growth plan with specific suggestions (subsequent observations will look for progress/improvement). Possible topics include parent involvement/parent-teacher conferences, evaluation/grading/report cards, instructional planning, classroom management, diagnosis of needs/meeting individual needs, etc. | -written observations and/or conferences
-meeting log
-professional growth plan
-attendance at meeting

-meeting log
-compiled portfolio with reflections. |

At the end of the first year and prior to the start of the second year, a needs assessment would be conducted to determine areas that beginning teachers felt were still areas of need. A need assessment is not recommended at the beginning of the first year because most beginning teachers are unaware of many areas that need further development.

Planning of an induction programme for the second year is outlined in Table 2.3 below as follows:
### Table 2.3: Second year of induction programme

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Content /Role Description</th>
<th>Possible evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Seminars:</td>
<td>the emphasis will be on</td>
<td>-attendance at</td>
</tr>
<tr>
<td>on-going seminars to</td>
<td>making connections and</td>
<td>meetings</td>
</tr>
<tr>
<td>support beginning</td>
<td>expanding knowledge</td>
<td>-meeting log compiled</td>
</tr>
<tr>
<td>teachers that meet</td>
<td>and techniques</td>
<td>-notebook with</td>
</tr>
<tr>
<td>once every six weeks</td>
<td>discussed the previous</td>
<td>reflections</td>
</tr>
<tr>
<td></td>
<td>year</td>
<td></td>
</tr>
<tr>
<td>Professional Growth</td>
<td>to complete professional</td>
<td>-professional growth</td>
</tr>
<tr>
<td>Plans:</td>
<td>growth plan to join one</td>
<td>plan</td>
</tr>
<tr>
<td>Each second year will be</td>
<td>professional association</td>
<td>-association</td>
</tr>
<tr>
<td>required to write a</td>
<td>to attend one</td>
<td>membership</td>
</tr>
<tr>
<td>professional growth</td>
<td>professional conference</td>
<td>-attendance at</td>
</tr>
<tr>
<td>plan that builds upon</td>
<td></td>
<td>conference</td>
</tr>
<tr>
<td>the plan from the first year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Planning of induction programme for the third year is outlined in Table 2.4 below as follows:

### Table 2.4: Third year of induction programme

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Content /Role Description</th>
<th>Possible evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Seminars:</td>
<td>the emphasis will be on</td>
<td>-attendance at</td>
</tr>
<tr>
<td>on-going seminars to</td>
<td>refining skills and</td>
<td>meetings</td>
</tr>
<tr>
<td>support beginning</td>
<td>techniques</td>
<td>-meeting log</td>
</tr>
<tr>
<td>teachers that meet 3</td>
<td></td>
<td>-compiled notebook</td>
</tr>
<tr>
<td>times a year</td>
<td></td>
<td>with reflections</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>to complete professional</td>
<td>-professional growth</td>
</tr>
<tr>
<td>Plans:</td>
<td>growth plan</td>
<td>plan</td>
</tr>
<tr>
<td>each third year</td>
<td>to join one professional</td>
<td>-membership card</td>
</tr>
<tr>
<td>teacher will be</td>
<td>association</td>
<td>-attendance at</td>
</tr>
</tbody>
</table>

55
| required to write a professional growth plan that builds upon the plan from the second year | to attend one professional conference | conference -journal describing what was learned from the conference and what is being implemented in the classroom (observations) |

It is imperative that development of an induction programme and its implementation should be differentiated depending on who they serve. The needs of newly appointed educators and veteran educators who may just be starting a new assignment in a school, differs. Plan, policy and structure should be recognized as the three essential ingredients of a sound induction programme. Therefore, the planned, organized, and systematic programmes should result in good induction programmes. Furthermore, good induction programmes are sustained, on-going processes that guide the novice educators / service provider and veterans new to the school.

### 2.6.2 The implementation process of an induction programme

Managing implementation of an induction year requires the co-operation of several parties/stakeholders such as school-community, novice educator-school, novice-mentor, mentor-school leader.

Such a circle of problem determined the central question of the research design: originating from theoretical basis and on how to implement an induction year to support the novice educator’s professional development in schools? From there, arise sub-problems in order to design the implementation process and further development activities such as:-
2.6.2.1 On which approaches to the professional development and competences of the educator are the supporting of novice educators based?

The question about which competences a teacher requires in his/her profession has become a research object more and more in connection with defining the teacher's profession. In Estonia the description of the competences of teachers has been compiled in the framework of the project "National development plan for teacher education, 2006-2013" (Sweeney, 2001:160) and "the teacher's standard" has been ratified. The description of competences is the basis for novice teachers while analyzing themselves and for mentors while giving feedback to novice teachers. Thus, it is important in the educational context to get an overview about the necessary competences for novice teachers so that the same competences can be developed in teacher training and during the first working years.

The first work problems depend on the socio-cultural context, prior teacher training and school culture (Killeavey, 2001:117; Glatthorn, 1995:45). These problems have been described from the viewpoint of different countries (Lauriala, 1997:82; Veemann, 1984:173; Fullan, 1999:139; Furlong & Maynard, 1995:246). As in the past decade, there has been great progress in the socio-political life and educational system of South Africa. It is crucial to get an overview about the professional problems of novice teachers and the expectations about the teacher's profession as a whole.

2.6.2.2 Which aspects of school environment influence the professional development of the novice educators?

Professional learning and development in an organization play a big role in the socialization process of novice teachers, in the course of which they acquire essential knowledge, values, norms and manners for their profession (Lacey, 1995:113). It is much easier for a novice teacher to start working as a teacher and develop professionally in a school which functions as a learning organization, whereby collegial discussions take place, where common objectives are pursued, where mutual feedback is given and self-reflection supported.
2.6.2.3 Which support programmes have been implemented in other countries and which solutions seem most appropriate for which educational system?

The focus of the initial year support programmes is on the learning of novice teachers and their development in the school context (Britton, Paine, Pimm and Raizen, 2003:55). Several countries (England, Scotland, Ireland, different states of the USA, etc) have implemented support activities between the initial training of teachers and their further professional development. The mentor is a key figure in these programmes. He supports the adaptation of novice teachers to the school setting and also their professional development (Feiman-Nemser, 2001:313, and 2002:488). First and foremost, the mentor provides emotional support and helps to solve everyday problems. As in the case of any reform, a school leader is responsible for the implementation of the induction year in his/her organization. His/her attitude towards the professional development of novice teachers and the competence in appointing a suitable mentor influence the cooperation between the mentor and the novice teachers, and also the work of the whole organization as a learning organization (Holloway, 2001:72). Thus, the objectives are as follows:

- To create the theoretical concept of the induction year and the implementation process germane to which educational system.
- Analyze the applicability of the process of the induction year in fostering the novice educator’s professional development;
- Put forward suggestions based on the theoretical and empirical research outcome in order to improve the implementation process of the induction year.

The characteristics of design research are its applicability orientation, process orientation, cyclical nature, complexity, co-operation orientation, multi-dimensionality, and theory-baseness or scientific nature (Shavelson, Phillips, Towne & Feuer, and 2003:326). The above-mentioned characteristics become evident also in the present dissertation.

In an ideal situation, the process highlighted in this study is something one would like to see in practice (i.e:- in a practical situation in schools). My observation as a principal
in Taledi Area Office is that principals and HODs’ fail to implement the process as outlined in Figure 2.9 above, because principals lack skills and knowledge.

2.7 EFFECTIVENESS OF AN INDUCTION PROGRAMME

This section outlines the programme expectation for the three main induction elements of the novice educator induction programme namely: - timing, methods of delivery and expectations. The research indicates that the first teaching assignment of novice educators is critical. The role of the principal, as an instructional leader in a school is pivotal to the integration of a novice educator. Developing strong professional relationships between principals and novice educators and mentors, is instructional to professional growth. School managers should endeavour to place novice educators in assignments which are most appropriate to their qualifications and of most benefit to their students (Ingresoll, 2001:28-48). This, furthermore, suggests the following:-

- **To enhance the performance of educators according to the standards prescribed and these principal administrator performance based standards. These rules should provide the following through mentors and other professionals:-**
  - Assisting educators in how to demonstrate improved instructional practices;
  - Assisting educators in the improvement of educational experiences for all students; and
  - Assisting educators in the adaptation of curriculum and instruction to accommodate population of diverse students.

- **To encourage professionalism and educator development according to performance standards by doing the followings:-**
  Building a foundation for educators for the continued study of teaching;
  - Encourage collaborative relationships among administrator and educators and partnerships between districts and universities
  - Providing an orientation for new educators to the culture of the school system, the district, the community and the teaching profession
- Providing educators with and participating in opportunities for professional growth; and
- Providing ongoing professional development / training—including ethics for educators, mentors etc.

✧ **District policies will be able to do the followings:-**

- Formalize profiles of a successful educator at various career stages;
- Provide training of site administrator in the educator induction process
- Establish standards for the selection, training, and release of mentors who work with novice educators, special service providers, principals, administrators;
- Establish an assessment model to review, evaluate and guide the induction programme;
- Establish a process for the selection and training of mentors and for the matching of mentors with inductees;
- Establish the primary role of the mentor as educator, coach, advocate, support guide and nurturer of novice educators, special service provider, principals and administrators
- State whether mentors will be included in the evaluation of inductees. (If mentors are to be involved in the performance evaluations of inductees; such policies shall state the specific role and responsibilities of the mentor in evaluations); and
- Another option might be to utilize mentors in observation, rather than appraisals or evaluations.

2.8 **PROBLEMS EXPERIENCED DURING THE IMPLEMENTATION PROCESS**

Existing induction programmes for new educators, even those perceived as highly effective and successful, do not meet the expectations of educators’ thereof. In addition as educator candidates reach the end of their structured professional training, a similar thought strikes most of them. Degree graduates coupled/ together with official teaching certificates, do not magically confer upon them all the knowledge and skills they will need to meet the challenges that lie ahead. At some stage, however, there are threats experienced by the new educators during this programme of induction.
It is imperative that the new educators should quickly “learn the ropes” in a particular school, absorb the nuances of community expectations and a specific work-place culture, instructional planning, lesson delivery and student assessments (Holloway, 2001:86). The following problems are experienced during the implementation process of an induction programme:-

2.8.1 Missing programme elements

Administrators, both in the teacher training institutions and in the school and jurisdictions, say they want closer links between the faculty and the new educators. However, the links between pre-service training and the new teachers are tenuous.

Faculties at teacher-training institutions rarely have contact with graduates. While many teacher-training institutions discuss revisions to the curriculum to make them more school-based and relevant to the new teachers, few changes in faculty behaviour get reported. Faculties have little incentives to maintain contact with graduates, as their performance is rated on teaching, and working on faculty committees, not on follow-ups.

2.8.2 Financial problems

The “New Teacher Induction Program” (NTIP) was announced by the Minister of Education with appropriate media fanfare (Ontario Ministry of Education, 2005, October, 4). It followed the recommendations of the Teacher Development Working Table fairly closely, though the press release background cited research on similar programme from around the world, as well as feedback from 21 experimental demonstration projects conducted by school board within the province. The provincial government promised $15million in “new funding per year”, to finance the programme noting that cancellation of “the ineffective pen and paper” would free about half the required amount. However, it was a far cry from $40million advocated by the Oct Report of 2003 (Ontario Ministry of Education, 2005, October, 4).

The Ontario College of Teachers (OCT) welcomed the Minister’s vague reference to an induction programme for beginning teachers. Building upon the results of its annual
survey of new teachers, the OCT had been publicly pushing for a two-year programme of new teacher induction since 2003. An induction programme would be linked to the college’s own professional and ethical standards and included a structured orientation to the school and board where the new teacher would be working. Other mandatory elements would include a mentoring programme in which volunteered experienced teachers were teamed up with each novice pedagogue, as well as professional learning opportunities for the new teachers and mentors alike.

Both mentors and novice would receive paid release time from regular classroom duties, to enable them to take part in mentoring and professional development. The College’s Report estimated that the cost would be $400 per new teacher over two years, and assuming 10 000 newly-hired educators per year, this would total $40 million, once a two-year programme was up and running. The centerpiece of the recommended programme, according to the OCT e-mail newsletter, was mentorship. “The involvement of the mentor is the most powerful and cost-effective intervention in an induction programme (Ofsted, 2003)”.

The same article voiced doubts about the adequate funding earmarked for the professional development and release time needed to make the NTIP work effectively. Similarly, the Ontario Secondary School Teachers’ Federation (OSSTF) characterized the creation of the NTIP as a good news item, but declared the “lack of governmental clarity, detail and direction” as far as implementation (OSSTF, 2006, February, 15, p.10)”.

2.8.3 Uniqueness of school culture

According to the International Electronic Journal for leadership (Website: http://www.ulcalgary.ca/~iejll/volume 7/doerger.htm), research showed that there were some problems with regard to an induction programme in general and state mandated and more “specifically induction programme” (Ruff and Shoho, 2001:124). The main problem was that since each school had its own unique culture, “a one-size-fits-all programme” will not work for all schools.
Moir and Gless (2001:189) emphasize that “pointing to the individualized nature of teaching and teacher development, to point out the irony that states depend more and more on standardized forms of testing instead of recognizing that the key to better teacher development lies in true understanding of individualized school culture”.

All community members have a profound effect on beginner educators and the way in which such educators perceive their environments/surroundings. This is complicated for beginner educators since they are learning two-things at once namely, the culture of the school in which they found their first teaching position, and the culture of the new profession they have entered. Both educational and anthropological experts agree that “one of the main ways a person learns a new culture, in the case of the school, is through tacit learning (Hodkinson, 1999:278; Chambers and Roper, 2000:34)”.

Stanbury and Zimmerman (2002:14) further emphasize the fact that for the effectiveness of induction programmes, mentors need not only to posses the personal disposition detailed article, but they also need to understand that they are responsible for this cultural transmission. This type of cultural transmission, however, can be quite complex. Schools and communities need to recognize differences and the unique cultural setting in which they are working. Therefore, both formal and informal enculturation processes of the school need to be considered and when possible, facilitated.

2.8.4 Political factors

Miles and Lee (2002:16) agree that “while methodological consideration of the programme design and cost-effectiveness are important; ultimately the decision to implement a new educational policy in a representative democracy is a political one”. The area of teacher development, and specifically new teacher induction, is no exception to the rule. It is important to acknowledge that programme validity, in the final equation, is the question of political validity. Finally, confrontations are mounted to the government, with major interest group in its determination to implement the programme of induction.

Fairclough (1995:66) has emphasized that "regarding most major educational programmes, the political commitment of members, jurisdictional, and school level
personal, is critical for the establishment and continued existence of a teacher induction programme. Teacher induction did not garner a great deal of political attention. In contrast to the dominant issues of educational reform, curriculum restructuring and education finance, teacher induction, received little attention”.

2.8.5 Time constraints

Time to implement an induction programme is also a major factor and simply buying time for teachers is not a solution. Most induction programmes last only for one year but educators have noted that even though “the orientation phase of the process may be concluded after the first year, induction should continue in order to develop teachers’ repertoires of skills and inculcate teaching as a career” (Hope, 1999:54).

2.8.6 Irrelevance of the programme

The main challenge of formal induction programmes is that they usually do not address the large body of knowledge that new teachers learn tacitly. This turns to be an irrelevant approach as satisfactory results will be achieved and may be regarded as a weakness of the programme. Not acknowledging this type of learning can lead to unenlightened induction programmes which pull new teachers in opposite directions. As Brown and Duguid (2000:129) point out, this can “isolate people from the sorts of ongoing practice of work and result in focusing too much on discrete piece of information”.

Moran, Dallat and Abbot (1999:114) support the theme by pointing out several additional reasons that make the implementation of an induction programme to be problematic with regard to the irrelevance of the programme. These include the following:-

- Most programmes try to do too much;
- Some programmes can unintentionally foster competition among teachers;
- Programmes are designed in ways that often neglect teachers’ real needs; and
- They fail to accommodate the personal-developmental needs of teachers.
Moran et al. (1999:115) suggest that “an induction programmes be reconceived in order to meet the true needs of beginning teachers”. They point-out that short-term induction programmes work on the assumption that they can anticipate the needs of novice educators which is, of course only possible up to a certain point.

Abell, Dillon, Hopkins, Inerney and O’Brien (2005:185) further state that “the detailed guides for mentors and training sessions that many states and school districts require may not influence participants as much as the intrinsic value participants place on the mentoring relationship. This leads to the conclusion that individuals’ various school climates may be more influential than state mandates when it comes to designing an induction programme that will actually be beneficial to those working in a particular school”.

2.8.7 Lack of outcome data

Regions and states need evidence about their induction programmes to ensure that resources are well spent and allow for data-driven decisions about programme structures. Regions need assistance in building capacity to collect and analyze outcome data (e.g.: educator retention and effectiveness data).

The lack of outcome data at the state and local level is a major barrier to devise good policy. Policy-makers need to encourage and fund evaluation of local programmes. State and regions should commit substantial resources of induction to expect positive outcomes. Evaluation can help improve programmes and justify the expenditures. In addition to funding and evaluating, an induction programme, policies need to address hiring practices so that novice educators can benefit from early induction (Boyer and Gillespie, 2000:14).

2.9. CONCLUSION

Many factors influence the career choices made by novice educators. Why do some stay in and some leave the profession? Career orientation and success in the classroom are big factors for novice educators who leave the profession within their first five years of teaching. The teaching profession should persevere in its efforts, not
only to recruit candidates into teaching, but also to support and thus retain them once they have joined this profession. Acknowledging the status of new educators, by creating opportunities for collegial engagement, providing curricular resources and support, as well as establishing school-based structures that focus on student learning, are important strategies for keeping novice educators in the profession. The entry year of novice educators should aim at increasing retention of high quality educators and enhance student achievement, by promoting the success transition from educator preparation to classroom practice, through professional development opportunities, aligning mentor training with professional standards and performance-based assessment; “creating collaborative partnership among all other stakeholders, and establishing a solid foundation in professional practice, to enhance student learning (Ohio Department of Education, 2002:2)”.

In conclusion, this concept of induction for novice educators needs to be carefully managed when implemented since its value does not cease with the initial training phase. It is vital that it extends into the mentorship and induction of novice qualified educators and indeed it should be viewed as important in the continuum of educator education from pre-service to induction and in-service training.

Chapter three presents the implementation of the research design, research paradigm and methodology as well as the recording of the raw data.
CHAPTER THREE

IMPLEMENTATION OF THE RESEARCH DESIGN, RESEARCH PARADIGM, METHODOLOGY AND RECORDING OF RAW DATA

3.1 INTRODUCTION

The theoretical framework in the previous chapter formed the foundation for approaching the management and implementation of an induction programme as a strategy for educator development. Therefore, in this chapter, the researcher discusses different ways of collecting data with regard to the challenges facing the novice educators when they arrive in the schools. The research methodology includes the research design, research paradigm, research methodology, recording of raw data, target population and sampling. The main objective is to research ways through which both the management team, as well as the institution-based educators, could ensure an acceptable and appreciable working environment through good management and implementation of induction programmes for novice educators.

The research study is conducted with the aim of developing and improving the management and implementation strategies for an effective induction programme regarding novice educators. It was noticed that most seniors (i.e.: managers and heads of the department) did not prefer research due to the fact that they lacked the necessary technical competence to carry it out. Therefore, the qualitative research methods were employed as being relevant to the study.

3.2 RESEARCH DESIGN

The research design is discussed below as follows:

3.2.1 Research design

Mouton (1996:107) defines a research design as a set of guidelines and instructions to be followed in addressing the research problem. This simply refers to a plan. De Vos
(1998:77) defines research design as a blue-print or detailed plan on how a research study is to be conducted, operationalizing variables in order for them to be measured, selecting a sample of interest to study, and collecting data to be used as a basis for testing hypothesis and analyzing results. Huysman (2000:128) refers to a plan according to which data is collected, to investigate the research hypothesis or questions in the most economic manner. The research design is a plan for conducting the whole research study.

According to Bless and Higson-Smith (2000:63), "the first step in constructing a good research design is that the researcher has to answer several fundamental questions about the research. These relate to the focus, the unit of analysis and the time dimension of the problem at hand". In this regard, the researcher chooses the research methodology that is relevant and appropriate to address the fundamental questions about his/her study.

The purpose of research design is to plan and structure a given research study in a manner that maximizes the validity of the research findings (Mouton and Marias, 1994:33). According to De Vos (1998:80), qualitative research provides the researcher with choices for structuring the research design. The following approach was used namely: Qualitative approach.

3.2.1.2 Qualitative research design

According to McMillan and Schumacher (2001:19), qualitative research method is a process wherein the researcher collects and analyses data in a systematic way. It concentrates on the research process, tools and procedures that are used in the study, while the research design focuses on what the end product will be and these concepts should not be confused (Mouton, 1996:49; Raymond and Hanushek, 2003:52). A qualitative research design that is exploratory, descriptive and contextual was used as mentioned in paragraph 1.4.1.1 (bullet no.2) in Chapter 1.

Qualitative research is concerned with understanding the social phenomena from the participants' perspectives (McMillan and Schumacher (2001:396). The understanding is
through analyzing many contexts of the participants and by narrating their meaning for these situations and events which are their thoughts, beliefs, ideas, actions and utterances. The design of a research study involves the overall approach and the ways in which the study is carried out, with whom and where.

Leedy and Ormrod (2001:23) agree that “qualitative research is deemed as the kind of research approach, which focuses on the study of natural settings, and it is more interpretative. The qualitative researchers build an extensive and critical theory, by collecting detailed records concerning the context, people’s actions and the perceptions of participants. It is an approach on the improvement or the development and facts are based on the real facts that can be experienced and proven. It can furthermore be referred to as the interpretative, constructivists, or post positivist approach”.

Horn, Sterling and Subhan (2002:129) argue that “qualitative research concerns itself with an assessment of a situation expressed in words. It has to do with qualities rather than figures. It describes types and similar factors so as to affect better understanding of the phenomenon as totality. Qualitative approach does take cognizance of qualitative data to help in solving qualitative problem”.

In this study, the qualitative research was used for the following reasons:-

- Interviews were conducted with ten principals;
- It involved the depth of this study; and
- Attention to details and inductive reasoning can be realized from individuals”.

Leedy (1997:267) defines a qualitative study as “an inquiry process of understanding a social or human problem, based on building a complex holistic picture formed with words, reporting detailed views of informants, and conducted in a natural setting”.

Therefore, the methodology and design of this study are based on the empirical study. It is important to know that data and methodology are inextricably interdependent. For this reason, the research methodology adopted for a particular problem, should always recognize the nature of the data that will be amassed in the resolution of the problem.
3.2.2 Research methodology and research paradigm

3.2.2.1 Research Methods

The research methods are discussed below as follows:

3.2.2.1.1 Literature study

A literature review, of such sources as public documents, newspapers and minutes of the meeting, enables a researcher to study the language and words of informants. A literature study entails a search for relevant secondary resources (cf.1.4.2.1). The sources were accessed at a time convenient to the researcher as an obtrusive source of information; representing data that are valuable in those informants have given attention to compiling them. As written evidence, such sources save a researcher the time and expense of transcribing (Creswell, 1994:151).

The literature review comprises a vital component of a qualitative study as it is the place where the researcher provides the reader with a useful background to the problem (Creswell, 1994:21). Thus, there is also a need for the researcher to explore relevant research literature concerning the impact of mentorship as strategy to improve the accessibility and effectiveness of induction programmes (Marshal and Rossman, 1995:85). A literature study identifies areas in which novice educators frequently needed help (cf.1.4.2.1).

3.2.2.1.2 Documents analysis

The intent of a document analysis is to organize the data into a meaningful, institutionalized interpretation of the framework that describes the phenomenon studied. Creswell (2003:126) suggest that a researcher begin analysis by identifying an objective that sets out experiences in the subject’s life. Furnishing an individual or institution’s journal, or a sketch of his/her life may be a good starting point for analysis. Bogdan and Knopp-Biklen (2003:32) emphasizes that “document analysis is the information obtained from materials produced by the participants”. The researcher
reads carefully through all the documents to gain a sense, and obtains evidence of the induction activities. Different documents were used to enables the researcher to obtains the language and words of participants (cf.1.4.2.2).

3.2.2.1.3 Questionnaires:-

Questionnaires were used as methods for collecting data. These questionnaires were used and given to school management team in randomly selected schools. A questionnaire was developed and pre-tested. The core aim of the questionnaire was to find information pertinent to good management and implementation of induction programmes for novice educators. Furthermore, it was used for gathering information from primary school employees with regard to the statement of the problem.

Creswell (2003:106) suggests that the researcher asks one or two central questions followed by no more than five to seven other questions. These questions, in turn, become topics specifically explored in interviews, observations and analyses of documents. In this study the key questions were used during the interviews, observational and document analysis procedures as suggested by Creswell (2003:106).

Leedy and Ormrod (2001:202) emphasizes that “the language of the questionnaires is simple, clear unambiguous and is used to communicate exactly what the respondents are expected to do. The questionnaires scrutinise the final product carefully as to address the needs thereof”. Therefore, the researcher will follow suit and use simple, clear and understandable language.

3.2.2.1.4 Interviews

An interview, as discussed earlier above, is a conversation with an aim and is flexible and adaptable. An interview schedule was prepared separately and was conducted specifically on 20% of principals, from randomly selected schools in the Taledi Area Project Office (Annertext A). In this survey, face-to-face interviews were preferred as they had distinct advantages of enabling the researcher to establish rapport with
potential participants and, therefore, gained their co-operation (Frey and Oishi, 1995: 68). De Vos (1998:357) cites interviews as the most powerful methods in qualitative research. In support to this view, it is acknowledged that predetermined questions are posed of each participant in a systematic and consistent manner but participants are also given an opportunity to discuss issues beyond the questions’ confines (Chubbuck, 2001:366). Simply, the interviewer gave the interviewees a chance to ask question/s if one did not understand the question /statement.

The interview format is one-on-one, face-to-face and in person with informants. This process or procedure is useful to the researcher and informants as they can observe and express to each other directly or physically. The researcher allowed the interviewees’ time to elaborate on their experience, whatever they know and their expectations. The interviewer will record the conversation and everything that was said. Interviewing involve much more than just asking questions. The questions for the interview should be carefully planned and precisely worded; to yield the kinds of data the researcher needed to answer his/her research questions.

Qualitative interviews are much more like conversation than formal events with predetermined response categories (Marshall and Rossman, 1995:80). In this study, the researcher focused on interviewing individual respondents (respectively). According to Sylverman (1997:23), Creswell (2003:13) and De Korte (2006:92), guidelines for conducting a productive interview are as follows:-

- Make sure your interviewees are representative of the group;
- Find a suitable location;
- Take a few minutes to establish rapport;
- Get written permission;
- Keep reaction for yourself;
- Focus on the actual rather than on the abstract or hypothetical do not put word in people’s mouth; and
- Remember you are not necessarily getting the facts.
Observations always supplement the interviews. McMillan and Schumacher (2001:77) state that observations are rich sources of questions and hunches. Observation is determined by the information richness of settings, and types of observation used are modified to enrich understanding. Daniel (1997:34) describes observation as permitting the educator to understand a programme setting in a way that is not entirely understood through the insight of participants as would be obtained through the interview. This means that whatever one cannot grasp through an interview one may add through observation.

By “observation” in this research, is implied that the researcher will observe the actual duties of thenovice educators. Through observation the researcher will be able to note/record all the non-verbal body languages, facial expressions of the interviewees and the actual duties of respondents to help one to incorporate them into the verbal information and to allow the investigation to access invisible knowledge from the respondents. As this is a qualitative research, whatever the researcher observes is described and translated into words or narrative, by the researcher.

Field notes were organized in descriptive notes that included a description of the physical setting and accounts of particular activities. They include reflective notes consisting of the researcher’s personal thoughts such as speculations, feelings, problems, ideas, hunches, impressions and prejudices (Creswell, 1994:152).

The researcher took notes pertaining to the institutional environment that prevailed on his arrival. The co-operation and acceptance extended by management team should also be noted. In general, the school atmosphere and culture should be condoned as important aspects as they promoted the achievement of the objectives of their study. Field notes were at times called ‘analytic memos’ (De Vos, 1998:286), and were helpful as they enabled the researcher to retrace and explicate the development of the research design, the emergence of analytic themes, as well as the systematic collection of data.
A sample is a group which is selected from the population and is, thus, less than the population, while remaining as representative as possible. A sample is more manageable than the population for the purpose of conducting research. According to Leedy and Ormrod (2001:211), there are two methods of sampling namely, probability sampling and non-probability sampling. Both, methods were used in this study. One example of probability sampling was used as follows:

- Random sampling

The researcher used simple random sampling so that every individual or event had a chance of being selected, accordance with Martella et al.,(1999:121). Struwig and Stead (2001:46), argue that “randomness means that every member of the population has an equal chance of being selected for the sample”. This strategy, according to Vockell (1983:109), is theoretically the most accurate, since the limited group is drawn from the population and resembles the entire population as closely as possible.

In this study primary school principals were randomly selected until the expected number was reached. In non-probability sampling, the selection of units is arbitrary as researchers depend heavily on personal judgment. Furthermore, in non-probability sampling, the researcher uses the most convenient or economic sample. There is, however, an accession when non-probability sampling will best relate to the researcher’s needs. Qualitative research focuses primarily on the depth of the data and the qualitative researcher selected purposive sampling which is explained below.

- Purposive sampling

Struwig and Stead (2001: 46) state that “purposive sampling is entirely based on the judgment of the researcher. The respondents selection thus depend on the researcher’s judgment to investigate the future trend of South African schools, the researcher further decides to interview school managers”. The researcher decided that those people were experts in managing schools and therefore they should be more equipped with the
development and implementation strategies for induction. The researcher used purposeful sampling to increase the utility of information obtained from a small sample (McMillan and Schumacher, 2001:401).

3.2.2.2 Research paradigm

The research paradigm is outlined below as follows:-

3.2.2.2.1 The qualitative research paradigm

The term ‘paradigm’ refers to “a collection of logically related assumptions, concepts or propositions that are related (Schwandt, 2001:183)”. On the other hand, Bogman and Knopp-Biklen (2003:23) define it “as a type of cognitive framework, or an ideology”. The researcher used the qualitative research paradigm because humans are conscious of their behaviour, and the thoughts, feelings and perceptions of their informants are vital. Only qualitative method, such as, participant observations and unstructured interviewing, permit access to individual definitions, descriptions and meanings of events (Burns, 2000:388).

In this study, the qualitative approach was used to gather evidence that would reveal the qualities of life, reflecting the multiple realities of educational settings from participants’ perspectives (Burns, 2000:388). The qualitative paradigm guided the study, because qualitative research methods are particularly suited to uncovering the meaning people assign to their experiences (Ivancevich, 2004:130). The researcher’s role was to interpret the utterances made by the participants in order to gain an understanding of the phenomena under investigation.

3.2.3 Data analysis

Weitzman (2000:812) explains that data analysis consists of data reduction, data display and conclusion drawing or verification. Data reduction means that a mass of information should be summarized and made easier to understand. This information could also be displayed in the form of tables or graphs so that it is readable and the meaning should finally be clearly spelt out.
3.2.3.1 Analysis of data from Questionnaire:

With the help of Statistical Package for Social Sciences (SPSS.15) of the North West University (Mafikeng Campus), computer aided statistics such as frequency distribution, standard deviations and percentages were computed. According to Babbie (2001:186), this reflects “the interests, ideas and theories that initiated the investigation”.

In this study, both the inferential statistical and description methods were used to analyze the collected data because inferential statistical method only quantifies objects but it does’nt go deeper into perceptions and feelings or opinions of people in real situation and in the dynamics of the cultural setting. Van As and Van Schalkwyk (2001:56) state that researchers often use inferential statistics to test hypothesis, to know whether the sample results hold truth for a whole population and to decide whether differences in results are big enough to indicate that a relationship really exists.Van As and Van Shalkwyk (2001:59) also define descriptive statistics as “the term used to refer to statistics method and techniques designed to reduce data sets to make interpretation easier”. The data usually have little meaning until they are displayed or summarized using descriptive statistics.

3.2.3.2 Analysis of data from interview

Data collected by means of the interviews were analysed. The analysis of the interview data was based on procedures as formulated by Fairclough. Fairclough’s approach is defined as Textually Oriented Discourse Analysis (TODA). Fairclough (1995), focuses on actual text (text made of words spoken by respondents) of what the researcher says in the interview in order to make a statement about the discursive practices informing the discourse.

According to McGue (2000:84), “data analysis is the process of systematic searching and arranging the interview transcripts, field notes, and other materials that you accumulated, to increase your own understanding of them and to enable you to present what you have discovered. Analysis involves working with data, organizing it,
breaking it into manageable units, synthesizing it, searching for patterns, discovering what it is important and what is to be learnt, and deciding what you will tell others”.

3.2.3.3 Analysis of documents

“Review of documents such as public documents, newspapers and minutes of meetings, enable a researcher to obtain the language and words of participants. Documents are are accessed at a time convenient for the researcher. They are an unobtrusive source of information that represents data that are thoughtful in that informants have given attention to compiling. As written evidence, they save the researcher’s time and expenses in transcribing (Creswell, 2008:51)”.

In this study, the perspective of McMillan and Schumacher (2001:263) which says as that “document analysis was crucial to provide information and direct experiences of the informants from the primary sources including the school documents”, was applied. These strategies are said to be unobtrusive measures as they do not involve direct contact with people as interviews do (Struwig and Stead, 2001:101).

3.2.4 Research instruments

Neuman (2000:117), believes that “survey tools or techniques are often used in description or explanatory research. A survey researcher asks people questions in a written questionnaire (mailed or handed to individual people) or during an interview, then records answers. A survey gives the researcher a picture of what many people think or report doing”.

For the purpose of this study, the instruments that were employed were questionnaires and interviews. These are discussed briefly.

3.2.4.1 Questionnaires

Closed-ended questionnaires are easy to process and evaluate as they can give clear answers to specific questions. Questions should be carefully constructed so that the
meaning is clear and unambiguous. It is also important to use open-ended questions to give respondents a chance to raise other issues of concerns (Kember, 2002:44).

3.2.4.2 (a) Questionnaire construction

Teu (2002:205) argues that "the construction of questionnaires requires considerable time and thoroughness. The researcher needs to be careful when developing a questionnaire as the measuring instrument which has the greatest influence on the reliability of the data collected". Even Schnetter (2003:44) also shares the same sentiments by stating that "a well-designed questionnaire encourages the reliability and validity if the data accepted the level of tolerance". Wiersma (2002:46) and Mouton (2001:153) point out the following criticisms against the utilization of questionnaires:

- excessive non response rate;
- poorly constructed items;
- questionnaires dealing with trivial information; and
- Data from different questions are sometimes difficult to synthesize.

To minimize errors from questionnaires, there are certain principles or rules that need to be observed throughout the process of questionnaire design (De Vos, 1998:292, Leedy & Ormrod, 2001:202). The following are basic principles to be considered when designing a questionnaire:-

- Brief and clear sentences;
- The question and response alternatives must be apparent and not communicate the bias of the researcher;
- Items should mean the same to all respondents;
- Every question must be relevant to the purpose of the questionnaire or research topic;
- Every question must contain only one thought;
- The sequence in which the questions are written must be aimed at general, non-threatening questions first; and
- More sensitive, personal questions should come towards the end of the questionnaire. This helps the respondents to cooperate and fill the questionnaire without feeling threatened (De Vos, 1998:296, Leedy & Ormrod, 2005:203).
The researcher supported the above stated view and adhered strictly to those basic principles outlined. Therefore these basic principles were considered as vital towards the achievement of good questions.

3.2.4.2 (b) Advantages of questionnaires

The researcher preferred to apply the questionnaire for the purpose of collecting data because of the location and convenient accessibility of the sampled schools and also for the following important advantages:
- Self-administered questionnaire are inexpensive;
- Questionnaires are familiar to most people;
- Surveys are useful in describing the characteristics of a large population; and
- Anonymity of respondents is guaranteed (Gill, 2004:79).

3.2.4.3 Interviews

An 'interview' is a data collection format in which an interviewer asks the respondents questions and records their answers (Vockell, 1983:353). Therefore, additional techniques for recording events, such as note taking, audio-taping, and filming, have to be employed. De Vos (1998:307) regards interviews as the most important methods of qualitative research, stating that this type of method is an attempt to understand the world from the participants' view and unfold the meaning of people's perceptions to uncover their life experiences.

3.2.4.3.1 Designing the interview schedule

Before designing the interview guide, concepts from the topic to be investigated need to be defined intelligibly. Furthermore, sensitive questions that capture the intent of the study should be noted. The design of the interview guide is important as aspects establish the agenda for the interview and offer a structure within which the members in a group to be interviewed will interact. Questions were categorized from the more general to the more specific. Those that are important should be placed at the beginning and those with minimal significance should be placed towards the end. The following taxonomies of questions are suggested by De Vos (1998:318):
Opening question: It is factual;
Introductory question: It introduces the general topic of the discussion;
Key question: It ends the discussion. It contains three types of questions;
The all things-considered question: It permits the participants to highlight the most relevant aspects that were discussed;
The summary question: It must be asked after the researcher has given a short summary of the discussion; and
The final question: "Is there anything that we have missed?"
All questions are either 'open-ended' or 'closed' questions.

I. Open-ended questions

Open-ended questions are directed to the participants, whereby they are asked to provide answers (Martell et al., 1999:560). The interviewer does not have to be skilful, rather the questions are pre-designed and structured sequentially. Because of this, a limited data is compiled for the work of the interviewees, nevertheless, during a qualitative interview enough information is accumulated. Open-ended questions are characterized by the "Why? How? When? Where?" with the respondent expected to elaborate when answering?

II. Advantages of open-ended questions

Open-ended question have the following advantages:-
- They are flexible;
- They allow the interviewer to probe so that s/he may go into depth if s/he chooses;
- They enable the interviewer to test the limits of the respondent’s knowledge;
- They uplift cooperation; and
- They permit the interviewer to make a real assessment of what the respondent really believes.

3.2.4.3.2 Advantages of interview

The reason for employing this tool in this study is because of the following advantages (Gordon & Maxey, 2000:124):
- The interviewing strategy can be conducted at a relatively modest cost and in relatively short time;
- It exposes the researcher to the participant's world views and permits considerable probing;
- It allows the investigator to probe, creating the flexibility that is significant for exploring unanticipated issues;
- It allows participants to react and build upon the responses as they influence and interact with each other; and
- It can provide speedy results.

3.2.4.4 Types of research interview:-

According to Teu (2002:56), research interviews are classified according to their purpose and design. In terms of purpose, interviews seek either objective information in the form of facts, or subjective information in the form of attitudes, beliefs and opinions.

3.2.4.4.1 The structured interview

The structured interview is the one in which the content and procedure are organized in advance. This means that an interview schedule is prepared whereby the pattern to be followed, the wording of questions, instructions and the method of coding are detailed (White, 2002:42). The researcher chose the structured interview because of the following reasons:
- S/he is likely to get more responses from the sample selected;
- The structured interview is characterized by open-ended questions. This means that there are no restrictions on either the content or the manner of the interviwee's reply;
- The structured interview allows the researcher to probe so that s/he may go into more depth, or clear up any misunderstanding; and
- Co-operation and mutual understanding are encouraged between the researcher and the respondent (Teu, 2002:79).
3.2.4.5 Conducting the interview

In conducting an interview, the first task of the interviewer is to establish rapport with the interviewee. This is done by putting the respondents at ease through gaining his/her confidence and conveying the impression that s/he is in possession of information or knowledge which is needed for the research and which no one else can give (Schnetler, 2003:84).

In this study, the researcher focused on interviewing respective principals. The interview schedule was designed to collect data from ten (10) principals. Three (3) of the sampled primary schools were situated in urban areas and seven (7) in rural areas. In this regard, phenomenological interview was preferred as sampling was done purposively. Hoberg (1999:29) suggests that more possible information should be recorded or noted through verbatim (word for word) reporting. This scenario was strictly followed by the researcher during the interview process. A letter of thanks should be directed to the test subject after an interview.

3.2.4.5.1 Recording the interview data

According to Leedy and Ormrod (2001:28), a record of the replies of the interviewees should be kept. This is possible when taking full written note down during the interview. As note taking is time-consuming, it always affects and retards the free flow of conversation between the interviewer and interviewee. In this study, even though note taking has few disadvantages, it was used throughout the interview process of the selected principals and it worked fairly well.

All instruments that were used for data collection are reflected on pages 153 (Annexure C1); 154 (Annexure C2); 155 (Annexure D1) and 156 (Annexure D2). Presentation of findings and interpretation are found from pages 114 to 118.

Furthermore, interpretation and findings stemming from literature review are found in Chapter 5, pages 122 to 126.
3.3 PILOT STUDY

According to Legotlo and Teu (1998:9), “the main purpose of the pilot study is to verify whether there are items in which the respondents may have complications in comprehending precisely or misunderstanding. It is therefore, critical to determine any ambiguity, vagueness and leaning questions through pre-testing the questionnaire prior to the filed study”.

To overcome any ambiguity or flaws, Struwig & Smith (2000:49) indicate that “when pre-testing the questionnaire sampled, the respondent must note any ambiguous, vague or confusing items from the instrument. After this, the questionnaire should be improved on lack of clarity indicated by sampled respondents”.

Babbie (2001:180) argues that “comments made by respondents should be considered and certain patterns of reaction should not be ignored. However, the researcher must always distinguish between meaningful and meaningless comments, as it is also impossible to include recommendations made by respondents during the pre-testing”.

Teu (2002:209) argues that “in all cases, it is pertinent that newly designed constructed questionnaires in their semi-final forms, should be intensively pilot tested before being applied in the main investigation”. In this study only ten (10) principals were pre-tested as they were regarded as the experienced ones in the education fraternity. This process of piloting ensured that all errors and pit-falls within the questionnaire were identified and rectified before the data collection process started. For an example, corrected questions were as follows:-

- Are learners’ and educators’ late coming under good control and manageable enough?
- Are teachers’ leave and attendance kept up to date and controlled by the school manager?
- Are class attendance registers kept up to date and controlled by heads of departments?
- Do heads of departments and experienced educators mentor newly appointed
3.3.1 Pre-testing of questionnaires

Questionnaires were pre-tested before the commencement of the field work.

3.3.2 Pre-testing of the interview schedule

The interview schedule was pre-tested prior to the commencement of the actual and intended interviews. According to White (2002:44), a careful pilot study is the best insurance which the researcher has against bias and flaws in design. A pilot study offers the researcher an opportunity to evaluate and improve the interview procedure before any research data for the main study, are collected.

The pilot study also gives the interviewer an opportunity to evaluate his/her methods of recording the interview data to determine whether adequate information is being noted, whether the interview situation and the mechanism for reporting, can be improved.

3.4 IMPORTANCE OF THE COVERING LETTER

The covering letter is one significant part of the survey that relates questionnaires to the respondents persuading them to complete the questionnaire (Colley, 2002:96). It also guides the respondents regarding the completion of the questionnaire, direction about where the questionnaire should be returned and guarantees the anonymity of the participation (Legolo, 1996:168).

The covering letter is a tool employed to introduce the researcher to the respondents. The purpose of the covering letter is to do the followings:

- Identify the person conducting the study;
- Tell why the study is important and should be conducted;
- Tell why it is important that the respondent answer the interview; and
- Assure the respondents that there are no right or wrong answers, that he/she will not be identified and that his/her answers will be treated confidentially.

It is therefore imperative that the covering letter should be simple, clear and straightforward. Its intention is to provide guidance, as misunderstanding may impact
negatively on the expected results/outcomes of the study. The letter should also address the issue of confidentiality.

3.4.1 Administrative procedure

Permission to access schools was first secured from the Area Project Offices and the regional offices (Bophirima). From the information provided, that is, on the geographical location, the researcher went to the selected schools. The location to these schools was also obtained from the regional office. The ISCs' within those two Area Project Offices assisted to identify the location of sampled schools.

Principals of these selected schools were informed in advance. The researcher visited the schools and explained the objectives of the study and the nature of the data to be collected from all participants. The questionnaires were administered during the fourth term of the year (i.e.: 2008). Most participants expressed their full understanding regarding the questionnaires. The interviews were specifically conducted to ten (10) selected principals and the focus was also related to the completion of the questionnaire by fifty (50) identified participants in those selected schools. These participants comprised twenty (20) HODs' and thirty (30) novice educators. The researcher administered the whole process personally within a period of two weeks.

3.5 TRUSTWORTHINESS OF THE STUDY

Trustworthiness, according to Lincoln and Guba in Schwandt (2001:258), refers to a simple set of criteria that has been provided for judging qualitative investigation. Guba's trustworthiness model was used to establish the validity and reliability of the qualitative research (Vali, Raths, and Rennert-Ariev, 2001:266). The four criteria for trustworthiness are as follows:

- truth value determined by using the qualitative approach of credibility;
- applicability determined by using the qualitative approach of transferability;
- consistency determined by using the qualitative approach of dependability; and
- neutrality determined by using the qualitative approach to confirm ability (Poggenpoel, 1998:349-350).
3.5.1 True-value

True-value establishes how confident the researcher is with the truth of the findings based on the research design, informants and context (Vali et al. 2001: 275). The truth-value of this study was determined by using the qualitative approach of credibility. According to Vali et al. (2001:275), a qualitative study is credible when it presents such accurate descriptions or interpretation of human experiences that people who share that experience or perception, would immediately recognize. In this research study, truth-value was enhanced by employing triangulation (Paragraph 3.2.4) and structural coherence.

3.5.1.1 Structural coherence

Structural coherence refers to the assurance that there are no unexplained inconsistencies between the data and their interpretations (Vali et al. 2001:276). In this research study, structural coherence was enhanced focusing on school management team as leaders in our schools.

3.5.2 Credibility

Credibility is the accountability for the whole research process. Aspects such as the authority of the research are also honoured and respected. Credibility is the accountability for the whole research process which has to do with the use of credible tools, such as questionnaires, literature reviews and interviews, to measure the extent of the problem and answers to the problem in a certain area. The authority of the research was taken into consideration, as questionnaire and interview need precisely to measure what they are intended to do (Struwig & Stead, 2001:69).

3.5.3 Applicability

Applicability refers to the degree to which the findings can be applied or transferred to other similar contexts and settings or with other the groups (Poggenpoel, 1998:349). Research meets the transferability criterion “when the findings fit into contexts outside
the study situation that are determined by the degree of similarity or goodness of fit between the two contexts" (Vali et al., 2001:276).

As qualitative research is contextual and because each situation is unique, the findings may be transferred but may not be generalized. According to Lincoln and Guba in Vali (2001:279), the responsibility for applicability or transferability lies with the person who wants to transfer the results. Therefore, the researcher has to present sufficient descriptive data to allow comparison.

3.5.4 Transferability

The extent to which the results of the research can be applied in similar contexts is called transferability of the study. If a study was conducted in an area project office (e.g.: Greater Taung or Taledi as situated in the Bophirima Region in the North West Province), it should be easy for us to transfer the study to other regions in South Africa and similar results would be yielded (Struwig & Stead, 2001:69).

3.5.5 Consistency

Consistency refers to the degree to which the findings of the research remain consistent should the research be replicated with a similar sample and in a similar context (Vali et al., 2001:283).

3.5.6 Triangulation

Marshall (1995:146) defines “triangulation” as a combination of methodologies in the study of the same phenomenon, such as, human behaviour, that is a way of bringing together one source of information to highlight one fact. These methods might be taken from methods and approaches, such as different types of data collection strategies (Creswell, 1994:174-175). These methods can, therefore, be employed with qualitative and quantitative methods and would allow for the study to be reliable and valid.
3.6 ETHICAL CONSIDERATION

All ethical guidelines of the research, practices and principles, were adhered to, during the process of the research. The Constitution of South Africa (1996) states that all people have the right to information. Firstly, the respondents were informed beforehand so that they could be involved with their thorough knowledge and consent. The researcher had to secure informed consent from the subjects before they participated in the research (McMillan and Schumacher, 2001:197).

3.6.1 Protection from harm

Information from the subjects was held confidentially. This was reinforced by creating an understanding with them that the information would only be used for the purpose of the study and not to do any harm to them or their respective institutions. Their names and names of their institutions would never be divulged without their consent/permission.

3.6.2 Informed Consent

The respondents were given enough opportunity to ask questions before the study was commenced, as well as during the investigation (De Vos, 1998:26). The investigator informed the subjects of all aspects of the research that might have had influenced their willingness to participate and answered all queries from the subjects on features that might have had negative effects or consequences (McMillan and Schumacher, 2001:196). Through this strategy, openness from respondents was directly encouraged and aroused.

3.6.3 Right to privancy

White (2002:87) explains that "the right to privacy is the individual’s right to decide when, to whom, and to what extent his/her attitudes, beliefs and behaviour will be revealed. De Vos (2000:61) sees the following as of importance:-

- Under no circumstances should concealed media such as video camera and one-way mirror or microphones be used without the knowledge and (preferably written) consent of the research respondent,
- All means of protecting the privacy of respondents should be applied, and
Trust and honesty of professional colleagues should be respected.

The researcher informed the area project officers and respective schools about this intention to do research in the selected schools. The researcher also provided the respondents with the opportunity to receive the result of the study in which they were participating (McMillan and Schumacher, 2001:198).

For purposes of this study, the instruments that were employed were questionnaires and interview schedules respectively. Berg (1995:98), states that an interview technique assumes that the questions cover much of the information required and that the participants would understand the questions. Furthermore, a questionnaire is a data-collecting instrument that is mostly used in survey (Schnetler, 2003:47). The instruments that were used for gathering data are shown on pages 144 to 149.

3.7 RECORDING OF RAW DATA

During the observation process, the researcher used observational protocols to record the research results. The protocol contains a header summarizing the observational session and includes "descriptive notes" where the researcher recorded a description of activities and a sketch of the physical setting (Creswell, 1994:122).

Recording of raw data of the research through employing strategies that fitted the setting and took account of participants' sensitivities, was only undertaken with the participants' consent. Information gained from the questionnaires and interviews was categorized by coding, so that themes and patterns could be identified (Merriam, 1998:159). The researcher recorded the information during the discussion process. Furthermore, an interview protocol enables the researcher to take notes during the interview regarding the responses in the session. They also assisted the researcher to organize his or her thoughts in terms of headings such as information about starting the interview, concluding ideas, information on ending the interview, and thanking the respondent (Creswell, 1994:126).
3.8 CONCLUSION

The researcher in this study used qualitative research because he dealt with the social phenomena from the management teams' thoughts, beliefs and actions. A qualitative researcher uses interviews, observation, questionnaires and phenomenological approach, to collect data. The research design is a plan to be followed when navigating through a research problem. It is a plan for conducting the whole research study.

The chapter discussed the research design, research paradigm, research methods, recording of raw data, research instruments and sampling which, in essence, justify the validity of the research. Chapter four presents data analysis and interpretation thereof and recording of the findings.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

In Chapter three the research methodology of this study was discussed and relevant literature, where possible, was incorporated. The recording of raw data was clearly explained, while questions and respondents appeared in the Annexure B1. In this chapter, the data obtained from questionnaires and interviews is presented and analyzed, with the emphasis on the meaning as constructed according to the given description of phenomenological research (Maykut and Morehouse, 1994:21). The chapter provides the experiences of Heads of Department, School Managers and novice educators in different institutions. Furthermore, it focuses on the results of the empirical study conducted to determine managing the implementation of an induction programme to novice educators in the Taledi Area Project Offices (A.P.O).

4.2 METHOD OF DATA ANALYSIS

As in Marshall and Rossman (1995:111), the main method of data analysis in this study comprised the process of bringing order, structure and meaning to the mass of collected data. The process of data analysis is defined as a link of sub-processes, which are data reduction, data display and, lastly, verification (Miles and Huberman, 1994:428). The data discovered and collected should always be thoroughly analyzed and verified. Creswell (1994:154) indicated that data analysis not only involved reduction of data but also compared the group to others, evaluated the group in terms of information sharing standards, and made connections between the group sharing, followed by the drawing of conclusions and verifications.

Data analysis also entailed the reduction of data collected into themes, as well as the identification of collected data (Mouton, 1996:161). Qualitative data analysis is a search for general statements about relationships among categories of data; it builds grounded theory (Daft, 2000:103). According to Creswell (1994:153), in qualitative analysis, data analysis is conducted simultaneously with data collection, data interpretation and the narrative report.
The main purpose is to describe, explore and analyze the experience of the individual participant’s life. This is done through condensation of extensive and varied data into a brief summary and through the establishment of clearly defined relationships between the research problem, research objectives and the findings derived from raw data and literature study.

4.2.1 Categorization

Tesch in Chubbuck et al., (2001:381) presented a systematic and explicit overview of qualitative analysis which focuses on computer applications. It states that there are three core steps, namely: developing and organizing system, segmenting the data and making connections. These help the researcher to categorize the themes of the data for interpretation and analysis.

In this research, data collected by means of quantitative approaches were analysed by means of statistical methods (i.e.:-SPSS.15). Data collected quantitatively were analysed by using Textually Orientated Data Analysis method. This is referred to as “TODA”. This is a qualitative descriptive approach which aims at gaining insight and participants are provoked to give their best (Merriam, 1998:46). In this way the researcher is able to place more emphasis on the participants’ perspectives and description of events, beliefs and behaviour.

4.2.2 Data verification and validation

Verification involves the researcher’s interpretation, drawing meanings and conclusions from the given data. It involves comparison, contrast, noting of patterns and themes, clustering of themes and the use of metaphors to confirmatry tactics, which are triangulation, looking for negative cases, following up surprises and checking results with respondents (Department of National Education, 2001:79).

Validation includes checking, questioning and interpretation of research findings. It is a way of verifying the reliability and the precision of the research process (Henning, 2004:148). It entails checking for any bias that can steal into the process of drawing conclusions or for neglect of any research aspect (Miles and Huberman, 1994:438). All
procedures or decisions applied in the research processes were evaluated, reviewed and referred to the aims of this research study.

A total of 60 respondents were identified to take part in the study and fortunately (100%) all of them completed the questionnaires. This outstanding 100% response rate was achieved because all questionnaires were presented in person (personally) by the researcher, completed and collected. The permission letter, which was attached to the questionnaire, served an important role as most principals, heads of department and novice educators were convinced that the study would eliminate the problems related to induction of novice educators.

4.3 PRESENTATION OF FINDINGS AND INTERPRETATIONS FROM QUESTIONNAIRE SCHEDULES

The research findings and interpretations from the questionnaire schedules are presented respectively below as follows:

4.3.1 Gender

The gender category of the principals in the school is stipulated in Table 4.1 below as follows:

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Of the total number of respondents 33 (66%) were males and only 27 (34%) were females. Table 4.1 above, illustrates that more male principals are appointed than female principals.
4.3.2 Age category

Age category of all principals who were sampled is illustrated in Table 4.2 below as follows:

Table 4.2: Age Category

<table>
<thead>
<tr>
<th>Age Category</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-29</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>30-35</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>36-40</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>41-45</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>46-50</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>51 and over</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

A high percentage (26%) of principals was above 40 years of age. People above 40 years of age are more experienced since they have been in the field for a while. It is rare to find a principal with more than 40 years with little or less experience in the field of education. The trend is that principals are largely, if not always, appointed on the basis of their experience.

4.3.3 Years of experience as principal

Years of experience as principal were tabulated below as follow:

Table 4.3: Years of Experience as principal

<table>
<thead>
<tr>
<th>Experience (yrs)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>4 to 6</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>7 to 9</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>10 to 12</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>13 to 15</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>16 and over</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
The high percentage of principals (24%) was between 6-9 years of experience. That could be that most of those principals are regarded as experienced and old horses in this teaching fraternity. The lowest percentage of 6% indicated that most principals with remarkable experienced are leaving the teaching profession due to some reasons like retirement etc.

4.3.4 Position held before becoming a principal

The position before becoming a principal is outlined here under outlined as follow:

Table 4.4: Position held before becoming a principal

<table>
<thead>
<tr>
<th>Position held before becoming a principal</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant teacher</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>HOD</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Acting principal</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

From the sample, 38% of the principals were previously heads of department prior to their appointment as principals. It was alleged that experience and accountability learnt from previous positions capacitated one with advanced leadership skills, since they had been heading the departments. So they were basically experienced enough to be principals.
4.3.5 Academic qualifications

Academic qualifications are displayed in Table 4.6 below as follow:

Table 4.5: Academic Qualifications

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Std 10</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Degree</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>Honours</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11</td>
<td>22</td>
</tr>
</tbody>
</table>

As represented in Table 4.5 above, the majority of the respondents (72%) had passed Std 10 (Grade 12) that simply indicated that many school management teams had acquired the required academic standard. Two percent were still under-qualified because they had surrendered to further their studies due to the fact that they were working in remote area where education opportunities were scarce.

4.3.6 School location

The school location influenced by settlement and contextual factors is displayed in Table 4.6 below as follows:

Table 4.6: School location

<table>
<thead>
<tr>
<th>School Location</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Area</td>
<td>41</td>
<td>82</td>
</tr>
<tr>
<td>Urban Area</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority (82%) of the schools is situated in rural areas, and all of them are public schools. Unfortunately, most of these schools are far away from each other. That could be disadvantageous to the induction sessions for newly appointed educators, as well
as their administrators, especially if such sessions were to take place in the common venues.

4.3.7 Size of the management team

The size of the school management team is outlined below as follows:

Table 4.7: Size of the Management Team

<table>
<thead>
<tr>
<th>Size of management team</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No HOD</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1. HOD</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2. HOD's</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3. HOD's</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>4. HOD's</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 4.7 above, it is evident that all schools have between one to four heads of departments. Furthermore, from the above Table 4.7, 44% of the schools have three heads of departments which shows that schools could function effectively and efficiently since the principal can delegate work to heads of departments and play the supervisory role, to ensure uniformity on the administration of the school. As part of the school management team, heads of department also need induction or in-service training in order to provide them with advanced skills.

Traditionally, principals used to develop induction programmes for heads of departments, teaching staff, and school administrative, as well, as clerical personnel. Moreover by virtue of their senior position in the schools’ hierarchical structure, principals used to work with and through others (as subordinates), to accomplish school objectives and goals (Van der Westhuizen, 1997:31).

According to Van der Westhuizen (1997:33), the educational leader is insufficiently trained than the subject teacher. The higher the educational leader ascends the promotional ladder, the more the daily tasks s/he has to perform for which he received
no initial training. According to Caldwell and Pinks (1998:123), "they have been so busy with implementing change and providing in-service training for other members of staff that they may have neglected their own professional growth".

Black (2001:47) describes on-the-job training as activities that enable the trainee to gain competence and knowledge experientially. "On-the-job training is about instruction exposed to the participant while he is at work. It is simply learning by doing and it reinforces learning. The participation is expected to implement the principle, skills or newly acquired information in the work situation".

4.3.8 Deputy principal/s

Nowaday schools have deputy principals as they are outlined in Table 4.8 below:

Table 4.8: Deputy Principal/s

<table>
<thead>
<tr>
<th>Deputy Principal</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No deputy principal</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>2. One deputy</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>3. Two deputies</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

The half (50%) of the total number of school had no deputy principals because of the low enrolment of learners in those schools. It should be acknowledged that the creation of the post of deputies depends on one overall enrolment of that school. According to table 4.8 (10 %) schools had two deputies, which implies that there are fewer schools that can qualify for that number.

4.3.9 Time constraints on induction

A vital matter with regard to inducting new educators is time allocated for the induction programme. The teaching profession requires more than enough time, which they will spend on lesson preparation, class attendance etc. It is, therefore, acknowledged that principals have a huge task in attempting to manage time for induction and to ensure
that learners are well attended to. Nowadays there are more documents to be completed and submitted to the Institutional Support Coordinator office and that also has a negative impact towards time available and ultimately that may hinder the implementation of the induction programme. Time constraints on induction are represented in Table 4.9 below:

Table 4.9: Time Constraints on induction

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 New educators view an implementation of an induction as time consuming</td>
<td>f</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>mechanism on their part</td>
<td>10</td>
<td>20</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>9.2. Induction put enormous pressure on principals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>30</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>9.3 Strategies and formulation of induction policies should be planned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>according to time scales.</td>
<td>4</td>
<td>8</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>9.4 An induction programme increases stress on new educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>18</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>9.5 Induction process should be continually monitored according to new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>educator’s progress</td>
<td>11</td>
<td>22</td>
<td>21</td>
<td>42</td>
</tr>
</tbody>
</table>

It is imperatively clear from the outcomes / results pertaining to the above-statement (i.e.: time constraints on induction) that development and good implementation of induction programmes leave much to be desired. It should be emphasized that the implementation of an induction programme promotes consistence to the person in charge who may be able to apply new mechanisms as well as strategies to tackle the rapid changing environment within the education fraternity.

The responses of the respondents are stipulated from item 9.1 to item 9.5 below, as follows:
Item 9.1: New educators perceive implementation of an induction programme as time-consuming mechanism on their part

The respondents disagreed that an induction programme was not time consuming since it played an important role in the orientation of new educators in the workplace. The majority of the respondents (66%) indicated that time management needed to be considered as a very important factor when developing, implementing and conducting an induction programme. Principals had to ensure that the perception of new educators should change, as induction was a very important vehicle for acclimatising new educators with the new environment. Thirty four percent (34%) of the respondents agreed that an implementation of an induction programme was time consuming since time management needed to be considered as a very vital factor. Principals had to ensure that the perception of new educators should change, as an induction programme tended to be an important vehicle for acclimatising new educators with the new environment.

Item 9.2: Induction put enormous pressure on principals

More than half of the respondents (56%) agreed that principals were often made scapegoats if certain objectives of the induction programme were not met or achieved. Whereas 44% disagreed due to the fact that what transpired from the induction evaluation process may be solely placed on the ability and potential of the new educators.

Item 9.3: Strategies and formulation of an induction policy should be planned inter alia with the time scale

The majority of the respondents (66%) disagreed due to the fact that most activities could not be estimated due to certain matters, like role clarification and responsibilities. Thirty four percent of the respondents agreed that sticking to the time scale and adhering to it would restore discipline in conducting induction. That may imply that time span for the induction programme should be flexible enough to counteract any shortcomings. That was where the principal 's time management and organisations skills came into effect.
Item 9.4: An induction programme increases stress on new educators

38% of the respondents agreed that induction increased stress on new educators, since they were unfamiliar with the environment, the work, and the community. Sixty one (61%) percent disagreed due to the fact that new educators were professional enough; and may be capable to handle the new workplace demands.

Item 9.5: Induction process should be continually monitored according to the new educator's progress

The majority of respondents (64%) agreed that there should be a continuous monitoring on the new educators' progress so as to ensure that the induction objectives were achieved. Thirty four percent disagreed with the motion since that would somehow hamper the progress, since new educators would put more effort on trying to perfect the situation.

4.3.10 Discipline

An important factor that determines effectiveness in an organisation is discipline. Maintenance of order within the organisation would assist in creating the team working spirit and cooperation across all role-players. Control and monitoring of discipline strategy was deployed and responses of the respondents are stipulated from item 10.1 to item 10.4 below, as follows:-
### Table 4.10: Discipline

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1. Principals should adhere to strict measures when conducting an induction programme.</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>42</td>
<td>17</td>
<td>34</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>10.2 Deviation from the prescribed induction policies should be dealt with.</td>
<td>4</td>
<td>8</td>
<td>22</td>
<td>44</td>
<td>16</td>
<td>32</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>10.3. Unimpressive results from new educators imply inability from the leadership.</td>
<td>4</td>
<td>8</td>
<td>15</td>
<td>30</td>
<td>21</td>
<td>42</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>10.4 Peer review mechanism should be implemented as an assessment tool.</td>
<td>4</td>
<td>8</td>
<td>17</td>
<td>34</td>
<td>12</td>
<td>24</td>
<td>17</td>
<td>34</td>
</tr>
</tbody>
</table>

**Item 10.1: Principals should adhere to strict measures when conducting an induction programme**

More than half of the respondents (56%) agreed that strict measures should be taken into consideration when conducting an induction programme so as to ensure that formality prevailed in all levels. From the sample 44% disagreed that strict measures would somehow scare new educators and limit their potential. That put more emphasis on the introvert who were more self reserved especially to activities where new educators were expected to present (i.e.; practical observation).

**Item 10.2: Deviation from the prescribed induction policies should be dealt with**

More than half of the respondents (52%) agreed that taking disciplinary measures should be implemented if there was deviation from the policies. That enhanced the importance of an induction programme, whereas 48% disagreed with the view since they believed that would hamper progression on the new educators. That emphasis as the fact that principals always adhered to the prescribed rules and regulations of a developed induction programme, as a way of setting example to newly appointed educators.
Item 10.3: Unimpressive results from newly appointed educators implies inability of the leadership

Less than half of the respondents (38%) agreed with the statement that an unimpressive result from newly appointed educators somehow implied inability of the leadership & mentorship to execute the induction programme. That could be attributed to the fact that outcomes of the induction program were measured in terms of the input by the evaluator. Forty eight percent (62%) disagreed with the view due to the fact that newly appointed educators may depict and present the real potential of being educators and may be responsible enough to account for their actions.

Item 10.4: Peer review mechanism should be employed as an assessment tool.

More than half of the respondents (52%) agreed on employing peer review mechanism as an assessment tool since that would enhance hard work and also develop an urge to perform. Forty eight percent (48%) disagreed with the view due to the fact that would create hostility and unhealthy competition among staff members. That might mean that new educators felt more at ease when being compared to someone similar to him/her in status.

4.3.11 External influence on induction

The school fraternity operates on an open economic system like a business; basically the school is directly and indirectly affected by what happens around it.

The responses of the respondents are stipulated from item 11.1 to item 11.3 below, as follows:
Table 4.11: External influence on induction

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Only in the prescribed school is where induction policy should be</td>
<td>9</td>
<td>18</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>employed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.2 External professionals should be consulted to review / conduct</td>
<td>7</td>
<td>14</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>induction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.3 Principal should amend the provincial and national education</td>
<td>6</td>
<td>12</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>department’s induction policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Item 11.1: Only in the prescribed schools is where an induction policy should be employed.**

More than half respondents (54%) disagreed with above statement that only the prescribed schools induction policy should be employed, since the school might not be operating as an isolated entity. It might be influenced by rippled changes within the economic market. From the sample, 46% agreed with the view to minimize confusion with different policies employed. Furthermore they believed that schools should be unique with regard to policies (i.e.: rules and regulations) available.

**Item 11.2: External professionals should be consulted to review / conduct induction**

More than half of the respondents (54%) disagreed with the aid of external professional consultation to review induction since they believe that principals were sufficiently equipped to conduct induction, whereas 46% agreed that external professional consultation progression and intellectual capacity are needed. Principals are deemed always as jack of all traits but master of none. That might enhance the reality of the statement because it was previously acknowledged that two heads were better than one.
Item 11.3: Principal should amend the induction policy from the provincial and national education department.

More than half of the respondents (56%) agreed that principal should amend an induction policy from provincial and national education department so as to suit his or her school and the educators. From the sample, 44% disagree with the idea because the aspect of amendment tended to be above the principal's jurisdiction and might ultimately lead to unreliable, invalid and lack of uniformity of results in education.

4.3.12 Planning

Planning is not the most important task that the principal needs to adhere to properly and timeously, since it encompasses mapping out the way forward for an organization to operate with a mission and vision. As indicated in Chapter two, planning is the work a manager does to master the future. Basically this might imply that planning should be seen as reflection of basic or theoretical manner, policy, rules producers, strategies and methods outlined by the educational leader.

The responses from the respondents are stipulated from item 12.1 to item 12.10 below, as follows:
<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>S</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 Principal must plan an induction programme with the school staff.</td>
<td>18</td>
<td>36</td>
<td>9</td>
<td>18</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.2 Use of modern management skills should be in place for conduct induction.</td>
<td>19</td>
<td>38</td>
<td>18</td>
<td>36</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.3 Amendment of an induction programme according to the needs of the school.</td>
<td>6</td>
<td>12</td>
<td>11</td>
<td>22</td>
<td>27</td>
<td>58</td>
<td>4</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.4 Different stakeholders in the school should be co-opted in planning the induction programme.</td>
<td>9</td>
<td>18</td>
<td>25</td>
<td>50</td>
<td>13</td>
<td>26</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.5 An induction emphasizes role responsibilities.</td>
<td>10</td>
<td>20</td>
<td>19</td>
<td>38</td>
<td>19</td>
<td>38</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.6 A provision of a well planned and structured mentorship programme adds value to induction.</td>
<td>14</td>
<td>28</td>
<td>25</td>
<td>50</td>
<td>6</td>
<td>12</td>
<td>5</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.7 Acquiring modern skills by principals enhance development in the school.</td>
<td>20</td>
<td>40</td>
<td>21</td>
<td>42</td>
<td>7</td>
<td>14</td>
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<tr>
<td>12.8 Establishing a good climate for working eases pressure off new educators.</td>
<td>15</td>
<td>30</td>
<td>14</td>
<td>28</td>
<td>6</td>
<td>12</td>
<td>15</td>
<td>30</td>
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</tr>
<tr>
<td>12.9 An open communication environment paves the way for a progressive induction programme.</td>
<td>19</td>
<td>38</td>
<td>19</td>
<td>38</td>
<td>10</td>
<td>20</td>
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<tr>
<td>12.10 Planning of an induction programme should be a sworn policy between the principal, staff, and new educators and the school governing body.</td>
<td>8</td>
<td>16</td>
<td>21</td>
<td>42</td>
<td>12</td>
<td>24</td>
<td>9</td>
<td>18</td>
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</tbody>
</table>
Item 12.1: Principal must plan induction programme with the school staff

More than half of the respondents (54%) agreed that induction should be planned by the principal and staff so as to ensure that transparency prevailed and also to encourage the spirit of “being part of the organization”. That would eliminate unnecessary misunderstanding that might prevail during the process of planning. From the sample, 46% disagreed with co-option when planning induction because that might elongated the process thereof since every member’s contribution should be considered and condoned.

Item 12.2: Use of modern management skills should be in place for induction

Majority of the respondents (74%) agreed with the use of modern management skills to conduct induction to ensure flexibility in terms of management and administration. That condoned the application of new strategies acquired and the promotion of the self-esteem from the management team. From the sample 26% disagreed with the view of utilizing modern management skills, since they might be afraid of change. That might mean that most people were still applying the traditional way of doing things.

Item 12.3: Amendment of induction programme according to the needs of the school

The majority of the respondents (66%) disagreed with the view of amending induction programme according to the school needs, because that might somehow undermine the needs of the new educators, putting the school before the educators. From the sample, 34% agreed with the view because that developed a spirit of teamwork since the common goal was to meet the school objectives. The application would add value to the school functioning to make work effective and efficient more like an organization.
Item 12.4: Different stakeholders in the school should be co-opted in planning the induction programme.

The majority of the respondents (68%), agreed with co-option of different stakeholders on the induction programme, because that would enhance cohesion, co-operation and also shared responsibility. From the sample, 32% disagreed with the view of co-opting different stakeholders, as that might be attributed to perceptions that principals should solely be responsible for induction as they were leaders at schools.

Item 12.5: Induction intensifies role responsibilities.

More than half of the respondents (58%) agreed that induction emphasized role responsibilities, since it clearly simplified roles on new working environment and also encouraged accountability. From the sample 42% disagreed with the motion due to the fact that certain roles might be in conflict with what new educators perceived to be important and what the school induction policy demanded from them.

Item 12.6: A provision of a well planned and structure mentorship programme adds value to induction.

Majority of the respondents (78%) agreed with a provision of a well planned mentorship programme that would add value to induction. That could be attributed to the fact that mentoring eased pressure off new educators and also emphasized the need for orientation on the idealistic world of work. From the sample, 22 % disagreed with mentorship since that would result in overloading personnel with responsibility for mentoring.

Item 12.7: Acquiring modern skills by principals eases pressure off new educators and minimizes repetitive application

The majority of the respondents (82%) agreed that improving skills of principals eradicated repetitive methods of an induction since that would positively depict flexibility and openness to new ideas. From the sample, 18% disagreed with this view as might be the negative perception concerning new ideas and the fear of change.
Item 12.8: Establishing a good climate for working, eases pressure off new educators.

More than half of the respondents (58%), agreed to the statement and supported that good climate for working eased pressure off new educators, since that would result in misinterpretation of the situation by new educators, thinking that workplace was not demanding enough from the type of induction programme organized in the school. It was imperative to understand that favourable conditions within the institutional environment eased pressure off new educators and also assisted in developing a sense of coherence, as a well as sense of belonging on the new employees. From the sample 42% disagreed with the statement because it might not be always be possible to find the institutions deploying an acceptable condition for novice educator/s, whereby good climate in the working place, can eases off pressure from new educators.

Item 12.9: An open communication environment paves the way for a progressive induction programme.

Majority of the respondents (76%) agreed that open communication channel improves progress. This can be attributed to the fact that communication plays a vital role in conveying the information across the school. Furthermore, it also encourages the spirit of co-operation. From the sample 24% disagreed with the view because open communication requires transparency at all levels. This might mean that principals have to realize that time and money for communication play an important role in schools, since every activity needs to be conveyed to all parties concerned in a particular time (duration) and through certain costs.
Item 12.10: Planning of an induction programme should be a sworn policy between the principal, the staff, novice educators and the school governing body.

More than half the respondents (58%), agreed that planning of induction programme should be a sworn policy between the principal, the staff, new educators and all stakeholders within the school environment. This can be attributed to the idea of encouraging cooperation and also sharing responsibilities for the attainment of the school objectives. Planning can furthermore create good working relationship within the community surrounding the school and can also promote self-esteem to the seniors. From the sample 42% disagreed with the view that, planning of induction programme might not be a sworn policy for the school governing body as to minimize the cost that might be engaged thereof but may be a sworn policy for educators, since it will affect the attainment for culture of learning and teaching in the school situation.

4.3.13 Human Relations

Human relation tends to be the aspect that plays a vital role in the educational system. All objectives of the school can be achieved through good human relation. It is therefore acknowledged that human relation prevailing within the institution will promote or demote the achievement of the vision and mission statement of the school (Gokhool, 2007:64).

The responses from the respondents are outlined from item 13.1 to item 13.5 below, as follows:
### Table 4.13: Human Relations

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
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<th>A</th>
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</thead>
<tbody>
<tr>
<td>13.1 The principal has to ensure that integration between new educators and old educators exists with the help of heads of department.</td>
<td>25</td>
<td>50</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>14</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>13.2 Through induction the principal ensures that the cooperative working environment is created for new educators.</td>
<td>7</td>
<td>14</td>
<td>24</td>
<td>48</td>
<td>15</td>
<td>30</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>13.3 New educators are inducted on working environment interactive skills.</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>60</td>
<td>10</td>
<td>20</td>
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</tr>
<tr>
<td>13.4 During induction the principal emphasizes the interaction between new educators, old staff learners and the community.</td>
<td>10</td>
<td>24</td>
<td>23</td>
<td>46</td>
<td>14</td>
<td>28</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13.5 Principal inducts new educators on the negative impact of cliques in the school environment.</td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>28</td>
<td>24</td>
<td>48</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

**Item 13.1:** Principal has to ensure that integration between new educators and old educators exists with the help of heads of departments.

More than half of the respondents (56%), agreed due the fact that by delegating heads of departments for the integration of the new educators, that would ease the induction process on both parties (i.e.-New educators and old staff members). Furthermore heads of departments were deemed to be the relevant and the immediate seniors to new educator as they led various learning-areas in the school. That could be attributed to the fear of taking diverse roles within the school and limiting one’s capabilities. From the sample, 44% disagreed to the above statement that not only principals but all the members of the management team had to oversee that new and old staff might be integrated effectively.
Item 13.2: Through induction the principal ensures that co-operative working environment is created for new appointees.

The majority of respondents (62%), agreed to the above statement, as they believed that induction was the programme that promoted and ensured that cooperation could be maintained if educators were equipped with information, while 38% of the respondents disagreed because they believed that induction might not be the only function that principal could utilized to ensure that co-operative working spirit was promoted and maintained in the workplace.

Item 13.3: New educators are inducted on working environment interactive skills

The majority of respondents (80%), agreed to the above statement because they believed that equipping them with insightful interactive skills helped in understanding the prescribed culture of the school and maintained harmony. From the sample 20% disagreed with the view due to the negative perceptions they had on personal interaction as they viewed it as personal characteristics. That might mean that principals acknowledged that good interpersonal skills would positively improve working relations, since the teaching profession required advanced interpersonal skills for one to make it in the profession.

Item 13.4: During induction the principal emphasizes the interaction between new educators, old staff, learners and the community.

The majority of the respondents (70%), agreed that emphasizing interaction between the new educators, old staff, learners and the community would ensure good working relations among the different stakeholders and would also quicken the achievement of desired objectives. From the sample, 30% disagreed because they viewed human relations might not be important on their goal achievement. This implies that strategies and formulation of an induction policy might be planned inter-alia with the time-scale due to fact that most activities cannot be estimated based on time.
Item 13.5: Principal inducts new educators on the negative impact of clique's formation in the school environment.

The majority of the respondents (64%), disagreed that during induction the principals and new appointees might not discuss matters related to clique formed, as this hampered the essence and effectiveness of the programme of induction. Furthermore, only the assumption based on consequences of clique could be announced briefly. Of the sample, (36%) agreed to the above statement because they condoned that cliques should not be tolerated in the working environment and should be discouraged during the development of the school policy. Only group discussion as the process of sharing ideas that would benefit the school could be condoned.

4.4 PRESENTATION OF FINDING AND INTERPRETATIONS FROM THE INTERVIEW SCHEDULE FOR PRINCIPALS

Presentation of the findings and interpretation from the interview schedule are outlined from Question 1 to 9 (Page.150) in Annexure B1.

Theme 1: The nature and scope of induction programmes

Response: Induction programmes are done sporadically, haphazardly and the content is usually superficially defined or ill defined. I interviewed principal (3) from school (C) and observed his reactions such as his enthusiasm, shyness, eloquence and body language. At the same time I jotted down fieldnoted. Since this study is based on critical emancipatory theory, the researcher conducted an interview in order to elicit and listen to the voices of the participants.

Theme 2: The handling and management of the orientation

Response: Out of ten respondents, four of the respondents reported that novice educators are introduced to the school management team, staff members, learners, school governing body and parents. Heads of departments are furthermore assigned to continue with the orientation.
The respondents show the researcher, that they lack documents that serve as supportive documents like the rota of duties (job-description) that shows the specific work assigned to heads as orientation programme for newly appointed educators. This implies those principals didn’t follow appropriate steps whereby teamwork and good communication could be observed. Furthermore, it might emanate from lack of knowledge and relevant information, related to the planning and implementation process thereof led by principals.

Theme 3: Objectives of an induction of educators

Response: Half of the respondents were able to relate some objectives for inducting novice educators but others were partial, as they were hesitant and not confident.

The principals’ knowledge pertaining to education and training is dependent, inter alia, in support of appropriate induction programme. This implies that gaps still exist in the school management team as to improve the understanding of ongoing educator and development thereof.

Theme 4: Provision of leadership for induction programme

Response: Majority of the principals responded that school principals should have provided leadership for an induction programme by starting it and furthermore ensuring that SMT take the programme further but unfortunately that was not happening. This implies that there were factors that made it impossible for managers to take a leading role in ushering in the implementation of an induction programme. It also indicates that there was still much to be done. These managers might need to be supported and inducted also.

Theme 5: Experience of managers on induction

Response: Out of ten respondents, three presented their experience by saying that an induction programme should be a continual process in schools, whereby supervision and couching is strategically entertained as to improve and add value to the quality of teaching.
The minority of the respondents presented their experience related to induction, which showed that the small number of managers acquired limited knowledge and skills required but alignment should be done as to improve their potentials. Furthermore, this implies that most principals lack knowledge and skills on an induction programme and they really need adequate experience to be able to carry out their duties confidently and properly.

Theme 6: Challenges facing novice educators on an induction programme

Response: All the respondents reported that there are various challenges that novice educators experience in their respective institutions. One of the school managers stated that lack of effective communication, teamwork; co-operation and ongoing support tend to be challenges facing the novice educators, especially principals, in implementing an induction programme. One of the respondents who reported that they did not get support from anybody argued that “when I ask support from my seniors they pass the buck, it is shows almost that, I am weak and can handle issues of my position well and shows again I lack of professional competence”.

The various issues that arose from most of the respondents reveal different challenges that hamper the smooth of this programme of induction. White (2002:17) found that new employees experienced a profound sense of isolation from peers as they move into their roles. New managers often lack confidence, even when they possessed sufficient knowledge to do their work well. This might lead to poor performance by new appointed educators as relationships tend not to be warm and sincere as expected.

Theme 7: Views on management of induction and implementation

Response: Out of ten respondents, seven of the respondents replied that induction programmes could have acted as vital tools to develop them continually, but failed and most of the new managers believed that there were still much to be learned as to boost their confidence and allay their fears. Chubbuck (2001:369), supported this statement by emphasizing that the principal is the key figure at the school, s/he has to demonstrate his/her roles as a key figure.
As it was not accepted by majority of the respondents, it simply implies that they were not satisfied and comfortable with the techniques used in managing the implementation of an induction programme thereof. The interview data suggest that the programme was not effectively monitored and there is a need to improve the strategies of implementation, in order to develop and empower all new educators, so that they acquire necessary skills.

Theme 8: Development of strategies

Response: Majority of the respondents reported that their schools do not have specific and well structured plan in place as to improve the accessibility and effectiveness of newly appointed employees. This suggests that due to lack of plans, the aspects for development of educators are not observed and entertained. This might lead to poor performance of the entire school and poor performance of educators in different fields/activities in the school. One of the respondents, who reported that his school does not have plan or strategy, emphasized the fact that “school managers might need professional development to be able to develop strategies on the implementation of an induction programme.

Theme 9: Improvement of induction programme

Response: Majority of the respondents stated indomitably that an induction programme aimed at developing educators especially novice educators and the school management teams should have bench marks to evaluate or assess the success of an induction programme within the school. Furthermore they indicated that the government should aid schools financially and monitor and enforce a yearly plan on the implementation of the induction programme, to all public employees. This implies that active participation of knowledgeable STMs' and seniors shall improve the implementation of induction programme. Furthermore, the involvement of the Department of Education, the ushering and monitoring might improve this programme extensively.

An interview schedule with novice-educators appears in Annxure D1 and its responses appear in Annxure D2. Furthermore, Annxure B1 and B2 present the interview schedules and responses of other participants.
This chapter outlined the findings of the empirical investigation conducted to determine the importance of the development and implementation of the induction programme for newly appointed educators in the Taledi Area Project Office. In some schools, most principals did not perceive an induction as their important role in school management and organization. They viewed an induction as a burden since it involved assisting newly appointed educators in achieving their goals successfully in the school. As such, they did not see the importance of practical implementation since most principals believed in policies and regulations of the school (i.e.: documentation). In essence, managers ignored the fact that the implementation of good induction programmes would promote ownership towards sharing views for the development of the school and compliance to the school policy.

The research findings revealed that school principals played a major role in communicating the importance of induction, with both newly appointed educators and existing (i.e.: old) educators. From the findings, it was also discovered that school managers, as engineers, encouraged the culture of learning and teaching within the school. Culture of learning encompasses creation of a favourable environment, cooperative working conditions, self-actualization platform, maintenance of healthy communication channel and good interpersonal relationship.

In conclusion, it is evident enough that the induction of newly appointed teachers was a problem to principals. Respondents in item 16.2 and item 16.7 supported that. In essence, the research has shown that development and implementation of an induction programme remains a crucial aspect which enables new educators to handle their stipulated task effectively. The SMT should be equipped with information to be in position to handle their managerial tasks. Furthermore an induction programme will enable new educators to work with confidence and pride without any fear. Therefore, the development and implementation of this function should strategically be handled and effected accordingly and timeously.
CHAPTER FIVE

SYNTHESIS, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In the first chapter, key aspects relating to the background of the research problem, orientation, rationale, aims of the research, research methods, and the demarcation of the research, as well as clarification of concepts were discussed. The results were considered in the light of the theoretical framework (cf. 2.6) in Chapter Two and were aimed at answering the following main questions posed in Chapter One:

- What is the nature and scope of inducting newly appointed teachers?
- Investigating the experiences of principals, heads of department as well as new educators and views on new teacher induction programme in the Taledi Area Project Office and
- Defining and presenting possible strategies for the implementation of an effective induction programme.

This chapter is based on the findings generated in the interviews and questionnaires conducted in the Taledi Area Project Office. This chapter presents a summary of the whole study and further discusses findings or offer critique of the new finding from the literature review and from the empirical research.

A recommendation based on the research findings as well as recommendations for future research are presented. This is followed by the concluding remarks.

5.2 OVERVIEW OF THE WHOLE STUDY

The main aim of the study was to contribute to the strategies for managing implementation of induction programmes based on the challenges facing educators, especially senior educators, in implementing such programmes. The study was motivated by the fact that though most educators displayed positive attitudes towards induction, traditional induction was still practised within the Taledi Area Project Office.
and that had encouraged a negative attitude amongst some of the educators towards that type of orientation as a strategy and guidelines for developing and managing induction programmes in schools. Hence the need exists to introduce a model of induction that could constitute a strategy for managing the implementation of the induction programme in Taledi Area Project Office. The intention of the study was to uncover the greatest challenges facing management teams in implementing such programmes, and to propose a suitable model for the Area Project Office.

The responses given by the senior educators and the reactions of the educators in the schools indicated that senior educators tried their utmost to facilitate induction support activities, even if the process was exclusive of an adequate formal coaching / orientation process. Senior personnel also indicated that they were aided by supportive team work, and that their subordinates were effectively committed to and accountable for transformation because they were able to receive whatever guidance and motivation were provided for the improvement of themselves and their learners, including their school at large.

Some respondents indicated that other senior educators practised traditional methods of induction, but not adequately. That was highlighted by some respondents’ negativity towards induction as time for professional development demonstrated the appropriateness of activities to the daily responsibility of novice educators.

There existed, therefore, a dire need for induction to be managed and implemented in order to develop and empower all educators, so that they could acquire skills needed to facilitate and promote new ideas, to enhance quality education in the Taledi Area Project Office. Furthermore implementation of an induction programme would enhance the customer centred leadership.

Chapter One described the background of the research problem, the problem statement and the rationale for the research. Aims and objectives were also stated. The research methodology was briefly explained in this chapter. The last section defined concepts used throughout the study.
Chapter Two presented theories of induction as a strategy for professional development for educators, especially, novice educators. The literature review furnished the basic theoretical aspects of the induction programme. The chapter presented literature reviews, where the researcher applied his mental efforts to analyze the information from various sources.

In chapter Three the research methodology was discussed, as well as the reasons for its selection. Planned questionnaires and focus structured interviews were employed as data collection methods. The chapter clearly depicted the types of approaches employed.

Chapter Four entailed data analysis and the interpretation of data collected. Responses derived from the interviews conducted were summarized into themes for better analysis and interpretation. Finding s were noted but not fully discussed.

5.3 MAJOR RESEARCH FINDINGS

5.3.1 Findings stemming from literature review

Findings on objective 1

From objective 1, this was to determine from the literature the nature and scope of school induction for novice educators.

A vital matter, with regard to inducting novice educators, is developing the scope and nature of the induction process. The scope entails a clear picture of the duration of the induction programme, location and how it is going to be conducted as follows:

❖ Novice educators view induction as a time consuming mechanism on their part;
❖ Induction puts enormous pressure on novice educators;
❖ Effective continuing professional development ensures progress and
❖ Time management seems to be a problem when planning induction programme (cf. 2.4).
A comprehensive professional development framework is based on a foundation of high standard through a coherent system that ensures appropriate and effective professional development for educators of all levels. The professional development for new educators should focus on the following (cf.2.4) as: The following were found:

- **Timing**

Effective practices of professional development should demonstrate the appropriateness of activities to the daily responsibility of new educators. Furthermore, professional development opportunities should be made available to new educators throughout the year (cf.2.4.1).

- **Method of delivery**

All professional development opportunities for new educators should be differentiated, ongoing, and appropriate. Methods of delivery are discussed below as follows (cf.2.4.2):

  - **Differentiated**

Differentiated professional development opportunities should be offered for teachers who are new to the professional fraternity.

  - **Ongoing**

Since there are multiple entry points for new educators, relevant components of professional development should be available throughout the year. These professional developments opportunities should be established as the entry to ongoing professional growth for all educators. Continuity for induction as a strategy for professional development is imperative, and needs to be realized indeed.
Special attention should be paid to designing a manageable professional development programme for new educators that recognizes the new teacher induction programme requirements in addition to the professional development opportunities and programmes that should be offered to all educators.

Findings on objective 2

From objective 2, this is to investigate the experience of principals, HODs’ as well as new educators and their views on the new teacher induction programme.

- Effective professional development

Activities are designed with the vision that who ever has opportunities to learn, reflect, and acquire skills related to their profession, can best provide the opportunities for children. Effective professional development is an essential and indispensable process, without which schools and programmes cannot hope to achieve their desired goals for student achievement. Programmes and initiatives are built on the belief that the continued growth and ongoing development of professionals and other personnel, are both key to the effectiveness of the educational system and critical retaining to the best people in the profession (cf.2.4.8).

- Collegiality and collaboration

Each component of a professional development plan, should strive to facilitate collaboration and building from multiple perspectives (e.g.: stakeholders and philosophy). From needs assessment for evaluation, each programme component should be conducted with teamwork as a critical focus. Educators should be collaboratively involved in planning and applying their own learning experiences (cf.2.4.8.1).
- Developmental principles

For every profession there are certain standards set that are applied as measuring instrument to determine quality differentiation and these are outlined below:

- Compliance of principals to strict measures;
- Maintenance of discipline in conducting induction programme;
- Maintenance of high standards.

Findings on objective 3

From objective 3, this is to define and present possible strategies for the implementation of an effective induction programme.

- Strategies for implementation of an effective induction (cf.2.7)
  - To enhance the performance of educators according to the standards prescribed and the principal administrator performance-based standards. These rules should be provided through mentors and other professionals.
  - To encourage professionalism and educator development according to performance standards.

It is important to acknowledge that senior educators in schools attempt to facilitate the development of their educators, even though it is not possible because of work overload. The findings clearly demonstrate that for the skills development of management to be effective, there is a need for stipulating development outcomes which are at the core of relationship towards induction. Development of skills and competence is one of the major benefits for all involved in educational programmes.

5.3.2 Findings stemming from the empirical research

These are the major findings stemming from this study:

- The induction should not be sporadically or haphazardly done but it should be done continuously.
• Principal, Heads of Department and novice educators should be inducted in relation to their core duties. Furthermore, induction intensifies role and responsibilities since the role of respective members can be clearly simplified and this further encourages accountability and self-esteem (cf.12.5).

• The acquisition of modern skills and adequate experience by principals eases the pressure on the new educators and reduces the challenges thereof, as it promotes flexibility and openness to new ideas (cf. 12.7).

• Principals have to ensure that the integration between the new educators and veteran educators exists with the help of heads of departments. The H.O.Ds’ are the immediate seniors and relevant people who work with novice educators as they are leaders in various learning-areas in the schools. Therefore, the provision of leadership shall be clearly spelt out (cf.13.1).

• During planning, more emphasize can be on the interaction of novice educators, old staff, learners and the community to ensure good working relationship between the different stakeholders and also to quicken the achievement of desired objectives. Strategies and formulation of an induction policy should be planned inter-alia with the time-scale due to the fact that most activities cannot be estimated based on time (cf.13.4).

5.4 RECOMMENDATIONS

The following are recommendations stemming from the study

5.4.1 Recommendation 1

Managing the implementation of an induction programme is necessary as it ensures through its nature and scope that inductees and inductors experiment whilst following strict goal-orientated programmes, coupled with ground for support and self actualization.
Motivation

It is evident that the aim of induction is universal in all organizations. From the study, it is required that schools need special induction models due to the demands of the environment where the schools are situated.

5.4.2 Recommendation 2

Managing the implementation of an induction programme should ensure that the inductors reach the standards set for all novice educators, by making the inductees mentally ready to face the rapid changes in the work environment.

Motivation

The induction is a very useful way of ensuring that information is imparted to employees when they are welcomed to the institution. The manager should be in position to handle this aspect effectively.

5.4.3 Recommendation 3

Developing an advanced, specialized and intensified induction programme for the principals will make it easy for them (i.e.: principals) to face the challenges presented by the induction of newly appointed educators.

Motivation

Since most of the principals experience uncertainties with regard to induction, a documented induction model, prescribed by the national government would somehow eliminate problems concerning induction, since they (principals) would follow the detailed documented induction model
5.4.4 Recommendation 4

The essence of induction programmes should be enforced by creating an open channel of communication, emanating from good leadership skills by all concerned stakeholders, that is, the existing staff, principal, inductees and external expertise if necessary.

Motivation

Induction is perceived by many as a very complex function to perform, so the planned model for implementation should be shared with other stakeholders. Principals should be trained to be able to implement these models, be able to share ideas and for the successful implementation of the induction programme.

5.4.5 Recommendation 5

The school administration must ensure that regular opportunities are provided for all educators, specially the novice educator.

Motivation

It is imperative for novice educators to meet regularly with their mentors or inductors and various sessions should be devoted to the following:

- The practice of continually reflecting on one’s teaching;
- Specific areas where improvement is needed;
- School-related procedures, assignments and issues;
- Collaborative projects; and
- Plans for other professional development activities.

5.4.6 Recommendation 6

The district should provide annual induction programmes for the novice educators and even school-based educators (as deemed as veteran educators). These components
(educators) are scheduled to receive diagnostic assistance or are scheduled for department to assist, develop and evaluate professional teaching.

Motivation

In essence, the district should provide opportunities for professional growth (e.g.: induction programme seminars, school-based training) that are guided by the established goals of the beginning annual professional growth and development plan.

5.5 RECOMMENDATIONS FOR FURTHER STUDIES

The following areas are recommended for further studies:-

5.5.1: More has to be done in terms of developing an induction programme that allows experiential teaching by inductees

Experiential teaching is a hands-on experience for inductees for, it ensures that inductees are easily and speedily integrated in to the teaching corps.

5.4.2: The national government and independent agencies should enforce implementation of a documented induction programme

A documented induction model, prescribed by the national government, would eliminate problems concerning an induction as all inductors would have a guideline to follow.

5.5.3: Implementation of an advanced, specialized, and intensified induction programme for principals by the national government and independent agencies

An induction programme that is work related and which covers the needs and demands for the incumbent should be planned and largely informed for the improvement of a particular sector.
5.5.4: It is essential to establish a system that can help educators to develop a positive attitude towards professional development

Meyer and Fourie (2004:79) state that the purpose of induction is to aid educators to do better the job they are already doing, trying their best to apply established techniques and rationales, and asserting more intensely the same basic assumptions and practices.

5.5.5: Follow-up meetings should be conducted on a regular basis

If induction is to be worthy of its definition, sufficient time should be set aside for induction activities.

5.6 LIMITATIONS OF THE STUDY (PROBLEMS ENCOUNTERED)

The following are the problems encountered in the study:

- The condition of roads was bad and unfavourable.
- Most principals relied on the assumption that newly appointed educators knew very well what was expected of them after the completion of their training as professional teachers;
- Some newly appointed educators perceived induction as time consuming and also adding more to their workload; and
- Some principals were not sufficiently advanced in terms of conducting induction programmes and incorporating new ideas.

5.7 CONCLUSION

Induction programmes at school level are about maximizing the participation of all stakeholders in the culture and curricular in the educational institutions, uncovering and minimizing barriers to learning and teaching. The National Department of Education, in its endeavour to improve the quality of our education system, deemed it important that all stakeholders should support the government in this regard, as “Education” is undergoing a total metamorphosis.
The findings in relation to effective school-based educators on an induction practice, challenge strongly the isolation and privatization that has traditionally characterized the teaching profession and teaching practice under the fraternity of professional autonomy. There is little doubt that the widespread provision of effective induction support by supervisors and mentors, together with the provision of training and development for these key personnel, is related to the issues of leadership development, school development and the fostering of school environments that value educator enquiry and learning. Workplace learning, restricted to simple hierarchical apprenticeship, only serves to replicate the past and reinforce the conservatism and conformism that has characterized pedagogy in many schools.

The development and growth of novice educators through mentoring practices that promote transactional and transformational learning provides an important foundation for the enhancement of professionalism in teaching. To achieve the objectives of an induction, there should be certain policies and norms to be in place, to ensure effectiveness and efficiency on the entire organization. Most importantly, principals need to be managerially orientated and advanced in many aspects to run the schools effectively. The inability of pre-service training and thorough preparation of managers for leadership position has left schools with problems related to the effectiveness of management.

The ability needed by educational leaders to perform certain administrative and managerial tasks has proved inadequate. Even before the democratic dispensations came into effect, various inadequacies had been identified in the field of educational management training of school principals in South Africa. The researcher has made attempts to highlight the needs, importance and relevance of acquiring managerial skills by principals, in order to improve the effectiveness of their schools and the quality of education in general. Certain needs arise with regard to the challenges facing principals in managing implementation of an induction programme for newly appointed educators. An induction programme should be regarded as a catalyst in creating an acceptance and confident boost between the novice educators towards the school culture.
LIST OF REFERENCES


SHEA, G. F. (2003). The New Employee: How to get the most from your new employees. London: Kogan Page


ANNEXURE A

RESEARCH QUESTIONNAIRE

SECTION A

BIOGRAPHICAL DATA
Make a cross (x) in an appropriate column

1. GENDER

| Gender |  
|--------|---
| Male   |  

2. AGE CATEGORY

| Age Category | Number |  
|--------------|--------|---
| 25-29        |        |   
| 30-35        |        |   
| 36-40        |        |   
| 41-45        |        |   
| 46-50        |        |   
| 51 and over  |        |   

3. YEARS OF EXPERIENCE AS A PRINCIPAL

| Year of experience | No |  
|-------------------|----|---
| 1-3               |    |   
| 4-6               |    |   
| 7-9               |    |   
| 10-12             |    |   
| 13-15             |    |   
| 16 and over       |    |   

4. POSITION HELD BEFORE BECOMING A PRINCIPAL

<table>
<thead>
<tr>
<th>Position held before becoming a principal</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant teacher</td>
<td></td>
</tr>
<tr>
<td>Head of department (H.O.D)</td>
<td></td>
</tr>
<tr>
<td>Deputy principal</td>
<td></td>
</tr>
<tr>
<td>Acting principal</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

5. ACADEMIC QUALIFICATION

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Below Std 10</td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td>Honours</td>
<td></td>
</tr>
</tbody>
</table>

6. SCHOOL LOCATION

<table>
<thead>
<tr>
<th>School Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td></td>
</tr>
</tbody>
</table>

7. SIZE OF THE MANAGEMENT TEAM

<table>
<thead>
<tr>
<th>NO H.O.D</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE H.O.D.</td>
<td></td>
</tr>
<tr>
<td>Two H.O.D’s</td>
<td></td>
</tr>
<tr>
<td>Three H.O.D’s</td>
<td></td>
</tr>
<tr>
<td>Four H.O.D’s</td>
<td></td>
</tr>
</tbody>
</table>

8. DEPUTY PRINCIPAL/S

<table>
<thead>
<tr>
<th>Deputy Principal/s</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>One Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>Two Deputy Principals</td>
<td></td>
</tr>
</tbody>
</table>
## SECTION B

### PRINCIPAL AS SCHOOL MANAGER

Kindly select the code that corresponds with your opinion and indicate by making x in the relevant block.

<table>
<thead>
<tr>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

### 9. TIME CONSTRAINTS ON INDUCTION

<table>
<thead>
<tr>
<th>Statement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1. New educators perceive implementation of an induction as time consuming mechanism on their part</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2. Induction puts enormous pressure on principals</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9.3. Strategies and formulation of induction policies should be planned according to time scales.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9.4. An induction programme increases stress on new educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.5. Induction process should be continually monitored according to new educator’s progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10. DISCIPLINE

<table>
<thead>
<tr>
<th>Statement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1. Principals should adhere to strict measures when conducting an induction programme.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2 Deviation from the prescribed induction policies should be dealt with.</td>
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<td></td>
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</tr>
<tr>
<td>10.3. Unimpressive results from new educators imply inability from the leadership.</td>
<td></td>
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</tr>
</tbody>
</table>
10.4 Peer review mechanism should be implemented as an assessment tool.

11. EXTERNAL INFLUENCE ON INDUCTION

<table>
<thead>
<tr>
<th>Statement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Only the prescribed school induction policy should be employed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.2 External professionals should be consulted to review / conduct induction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.3 Principal should amend the provincial and national education department’s induction policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. PLANNING

<table>
<thead>
<tr>
<th>Statements</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.2 Use of modern management skills should be in place to conduct induction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.3 Amendment of an induction programme according to the needs of the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.4 Different stakeholders in the school should be co-opted in planning induction programmes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.5 An induction emphasizes role responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.6 A provision of a well planned and structured mentorship programme adds value to induction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.7 Acquiring modern skills by principals enhances development in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12.8 Establishing a good climate for working eases pressure off new educators.

12.9 An open communication environment paves way for a progressive induction programme.

12.10 Planning of an induction programme should be a sworn policy between the principal, staff, and new educators and the school governing body.

13. HUMAN RELATIONS

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 The principal has to ensure that integration between new educators and old educators exists with the help of heads of department.</td>
</tr>
<tr>
<td>13.2 Through induction the principal ensures that a cooperative working environment is created for new educators.</td>
</tr>
<tr>
<td>13.3 New educators are inducted on working environment interactive skills.</td>
</tr>
<tr>
<td>13.4 During induction the principal emphasizes interaction between new educators, old staff, learners and the community.</td>
</tr>
<tr>
<td>13.5 Principal inducts new educators on the negative impact of cliques in the school environment.</td>
</tr>
</tbody>
</table>
SECTION C

Please indicate your response to this statement of the problem by:-

Listing some of the problems that principals are facing during the implementation of an induction program in your school.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
ANNEXURE B1.

INTERVIEW QUESTIONS WITH PRINCIPALS

1. Tell me about the nature and scope of an induction programme in your school.

2. Tell me how an orientation programme is handled and managed in this institution?

3. What are your objectives for induction educators?

4. Who provides leadership for the induction program?

5. Can you briefly explain your experience of induction, within the school?

6. What are the challenges facing the novice educators, especially the senior educators in implementing an induction programs?

7. What are the educators’ views on an induction programme?

8. What strategies are in place or can be developed to improve the accessibility and effectiveness of an induction programme?

9. What do you think needs to be done further to have the induction programme more successful?
ANNEXURE B2.

RESPONSES TO THE QUESTIONS BY PRINCIPALS ACCORDING TO THE INTERVIEW QUESTIONS (1-10) AS STRUCTURED ON THE PREVIOUS PAGE.

In some cases the actual words of the interviewees were quoted verbatim but in certain instances the researcher summarized what they have said in his own words.

1. Induction programmes are done sporadically, haphazardly and the content is usually superficially defined or ill defined.

2. Novice educators are introduced to the School Management Team (SMT), Staff members, Learners, school governing body and parents. Heads of departments are furthermore assigned to continue with the orientation.

3. Half of the respondents were able to relate some objectives for inducting novice educators and others were partial, as they were hesitant and not confident. Majority of principals responded that school principals should have provided leadership for an induction programme by starting it and furthermore ensuring that SMTs take the programme further but unfortunately that was not happening.

4. Majority of principals responded that school principals should have provided leadership for an induction programme by starting it and furthermore ensuring that SMTs take the programme further but unfortunately that was not happening.

5. Minority of the respondents presented their experience by agitated that an induction programme should be continual process in schools, whereby supervision and couching could strategically be entertained as to improve and add value to the quality of teaching.

6. All the respondents reported that there are various challenges that novice educators experience in respective institutions. One of the school managers, stated that lack of effective communication, teamwork, co-operation and ongoing support tend to be challenges facing the novice educators, especially principals, in implementing an
7. Most of the respondents (principals) agitated that induction programme could have acted as a vital tool to develop them continuously, but fails and most of the new managers believe that there are still much to be learned as to boost their confidence and allay their fears.

8. School managers agreed that most schools don’t have strategies in place to improve the accessibility and effectiveness of the induction programmes. They further suggested that the following could be used as the effective strategy in place:- School managers might need professional development to be able to develop strategies on the implementation of an induction programme.

9. The school management teams should have benchmarks to evaluate/assess the success of the induction programme. The government should aid schools with their respective programmes and it should not be the bidden of the school only.
ANNEXURE C1

INTERVIEW QUESTIONS WITH NOVICE EDUCATORS

1. Tell me how an induction programme is handled and managed in this institution?

2. Who provides leadership for the induction programme?

3. Who have been helpful during your induction period?

4. Does your school have an induction programme that is based on the state programme?

5. What do you think are the induction programme's goals?

6. How often do you and your head of department meet?

7. What strategies are in place or can be developed to improve the accessibility and effectiveness of an induction programmes?

8. What do you think needs to be done further to have the induction programme more successful?

9. What kind of impact has the school induction programme had on you?
RESPONSES TO THE QUESTIONS BY THE NOVICE EDUCATORS ACCORDING TO THE INTERVIEW QUESTION (1-9).

In some cases the actual words of the interviewees were quoted verbatim but in certain instances the researcher summarized what they have said in his own words.

1. Novice educators are introduced to the School Management Team (SMT), Staff members, Learners, school governing body and parents. Heads of department are furthermore assigned to continue with the orientation.

2. The principal provides leadership for the induction programme by starting it and ensuring that H.O.D’s take the programme further.

3. They are Heads of Department by giving feedback on work controlled and Veteran educators help on questions of teaching methods and subject knowledge.

4. The school induction programme is not based on the state programme as the state has no formal and organized induction programme for novice educators. The schools own induction programme emphasizes reinforcement on suitability of teaching strategies and reading more from periodicals that are learning-area based.

5. Induction programme is done to novice-educators to cope with learning-area knowledge and tested teaching methods /approaches.

6. We meet anytime when there is a need and when he gives feedback after control of work. Furthermore, we meet regularly during planning.

7. Both schools' heads of department indicated that if their institutions can follow the induction policy as required, then fruitful strategies like effective team planning, communication, appointment of induction co-ordinators can be well facilitated and managed.

8. The school management teams should have bench marks to evaluate/assess the success of the induction program. The government should aid schools with their respective programmes and it should not be the bidden of the school only.

9. (a). The School induction programme freed me from fear I had through the advise extended by Heads of Department and Veteran educators;
(b). To some degree it helps me teach and interact well with my learners. Learners understand, enjoy lessons and are doing well in their evaluation/assessment activities.
ANNEXURE D1

INTERVIEW QUESTIONS WITH HEADS OF DEPARTMENT (H.O.D)

1. Tell me how an induction programme is handled and managed in this institution?

2. Who provides leadership for the induction programme?

3. Who have been helpful during your induction period?

4. Does your school have an induction programme that is based on the state programme?

5. What do you think are the induction programme’s goals?

6. How often do you and your head of department meet?

7. What strategies are in place or can be developed to improve the accessibility and effectiveness of an induction programmes?

8. What do you think needs to be done further to have the induction programme more successful?

9. What kind of impact has the school induction programme had on you?
ANNEXURE D2

RESPONSES TO THE QUESTIONS BY THE HEADS OF DEPARTMENT (H.O.D) ACCORDING TO THE INTERVIEW SCHEDULES

In some cases the actual words of the interviewees were quoted verbatim but in certain instances the researcher summarized what they have said in his own words.

1. As School Management Team (SMT), the principal always introduces novice educators to us and then asks the H.O.D in charge to continue with orientation.

2. The school manager leads and delegates H.O.D in charge to give further orientation on learning programme, work schedule, lesson plan and time-tables.

3. As School Management Team, we control and give feedback to develop novice educators.

4. Our South African Government does not have well organized and planned policy-guidelines regarding induction of novice educators. Furthermore, induction programme is school based and promoted as well as directed by school managers.

5. An induction programme is done to introduce novice educators to the schools culture, that is the "how we do it here?"

6. Any time when the novice educator needs help, during learning area meetings, after teaching hours and during breaks.

7. To improve the relationship of the H.O.D. and novice educators through:
   - Effective planning and
   - Sharing and re-visiting an induction policy.

8. The school management teams should have bench marks to evaluate/assess the successful of the induction programme. The government should aid schools with their respective programmes and it should not be the bidden of the school only.

9. (a). The shool induction programme freed me from fear I had through the advise extended by Heads of Department and Veteran educators.

   (b). To some degree, it helps me to teach and interact well with my learners. Learners understand, enjoy lessons and are doing well in their evaluation or assessment activities.
03 May 2007

TO: ALL PRINCIPALS (PUDUMONG CLUSTER)

FROM: INSTITUTIONAL SUPPORT CORDINATOR-
PUDUMONG CLUSTER (TALEDI A.P.O)

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS.

THE ABOVE MATTER BEARS REFERENCE

This serves to inform all Principals in the Pudumong Cluster that this Office has granted permission to Mr. Itumeleng David Maje. To conduct a research in designated Schools in this Cluster.

The research is intended to assist the bearer towards his studies with the University of the North West.

You are therefore requested to provide the necessary valid information and to provide access to your respective Schools.

Your co-operation will make this endeavour successful and the new information and knowledge will further strengthen our education system.

Thanking you in advance.

Kind regards

Loojane M.I

ISC Pudumong