

BIBLIOGRAPHY

- ADAMS, E. 1975. In-service Education and Teacher's Centre: New York: Pergamon Press.
- ADAMS, G.S. & TORGERSON, T.L. 1964. Measuring and evaluation in education, psychology and guidance. New York. Holt, Renhart and Wilson.
- ADESINA, S. 1990. Teaching an introduction. New York: Mc Graw-Hill.
- ARENDS, R.I. 1991. Learning to teach. New York: Mc Graw-Hill.
- ASHWORTH, S & MOSSTON, M. 1990. The spectrum of teaching style. New York. Longman.
- BADENHORST, D.C. 1987. School management. Pretoria: HAUM.
- BAILEY, W.J. 1991. School-site management applied. Lancaster: Technomic Publishing Company.
- BANFIELD, J. & FEARN, E. 1987. Guidelines for applicants for selectors of staff and similar organisations. *Journal for school organisation*. 7(3):315.
- BARKER, L.L. 1982. Communication in the classroom: original essays. New Jersey. Prentice Hall.
- BARNARD, S.S. 1991. The relationship between educational management and school community relationship. (In: Van der Westhuizen P.C. (ed). *Effective educational management* Pretoria: HAUM.)
- BASSON, C.J.J. 1992. Management and administrative affairs. (In Van der Westhuizen, P.C. (ed.). *Effective educational management*. Pretoria: HAUM.)
- BLASE, J. 1992. Bringing out the best in teachers: what effective principals do. Carlifonia. Corwin Press.
- BLOOM, B.S., MADAUS, G.F. & HATTINGS, J.T. 1981. Evaluation to improve learning. New York. McGraw-Hill.
- BOADOU, N.A.P. 1989. Orientation programmes for new and transferred teachers. *Educamus*, 35(9):16-17.
- BOLAM, R. 1982. School-focussed in-service training. London: Heinemann.

- BONDESIO, M.J. & DE WITT, J.T. 1991. Personnel management. (In: Van der Westhuizen P.C. (ed). Effective educational management. Pretoria: HAUM.)
- BOOKBINDER, R.M. 1992. The principal. Leadership for effective and productive schools. Illinois: Charles Thomas Publishers.
- BOOKS, D.M. 1987. Teacher Induction: A new beginning. Reston, VA: Association of teacher educators.
- BOUD, D. 1988. Professional development and accountability: Working with newly-appointed staff to foster quality. *Studies in Higher Education*, 13(2):165-175.
- BOYNTON, P., GERONIMO, J.D. & GUSTAFSON, G. 1985. A basic survival guide for new teachers. *The Clearing House*, 59(1):101-103.
- BORG, W.R. 1979. Educational research. New York. Longman.
- BRIDGES, E.M. 1986. The incompetent teacher. Philadelphia. The Falmer Press.
- BRUCE, D. 1988. Induction means never having to say you're sorry. *School organisation*, 8(1):63-65.
- BURKE, P.J. 1987. Teachers' development: induction, renewal and redirection. New York. Falmer.
- BURKETT, C.W. 1990. Concepts and practices, New York. Eaglewoodcliffs.
- BURLESSON, R.Y. 1986. Running a successful centre. South Carolina's project, first statewide. *NASSP-Bulletin*, 70(486):11-13. January.
- CALABRESE, L. & TRUCKER-LADD, P.R. 1991. The principal and assistant principal: Mentoring relationship. *Educamus*, 36(10):5-8. May.
- CASTETTER, W.B. 1962. The personnel function in educational administration. New York: MacMillan.
- CAWOOD, J. & GIBBON, J. 1985. Educational leadership: staff development. Cape Town: Nasou.
- SHAMLEY, J., CAPRIO, E. & YOUNG, R. 1994. The principal as a crystalyst and facilitator of planned change. *NASSP-Bulletin*. 78(560):4-5.
- CHANDLER, B.J., POWELL, D. & HAZARD, W.R. 1971. Education and the new teacher. New York: Harper & Row.
- CLARIZIO, H.F. 1980. Toward positive classroom discipline. Canada. John Wiley.

- COLE, M. & WALKER, S. 1989. Teaching and stress. Philadelphia: Open University Press.
- CUNNIGHAM, W.G. & GRESSO, D.W. 1993. Cultural leadership: The culture of excellence in education. Boston, Mass.: Allyn & Bacon.
- DALIN, P., ROLFF, H. & KLEEKAMP, B. 1993. Changing the school culture. London. Redwood books.
- DARESH, J.C. & PLAYKO, M.A. 1992. Induction programmes: meeting the needs of the beginning administrator. *NASSP-Bulletin*, 76(546):81-83. October.
- DEAL, T.E., KENT, D. 1990. The role of the principal in shaping school culture. New York. Longman.
- DEAN, J. 1991. Professional development in school. Milton Keynes: Open University Press.
- DEPARTMENT OF EDUCATION AND TRAINING. 1990. A guide for principals of secondary schools. Pretoria: Government Printer.
- DE ROCHE, E.F. 1981. An administrator's guide for evaluating programmes and personnel. Boston: Mass.: Allyn & Bacon.
- DE WITT, J.T. 1991. Professional orientation for teaching profession. Durban: Butterworths.
- DUBE, M.H. 1990. Principals stifle creativity in schools. *Educamus*, 36(10):8-11. May.
- DUKE, D.L. 1990. Teaching: an introduction. New York: Mc Graw-Hill.
- DUNHAM, J. 1984. Stress in education. London. Croom Helm
- ENDEM, D.A. 1982. Introduction to educational administration in Nigeria. New York: John Wiley.
- ENGELBRECHT, D.E. 1988. Integration of new staff members. Part of principal's management task. *Educamus*, 34(1):12-13. Feb.
- ENGLANDER, M.E. 1986. Strategies for classroom discipline. New York: Praeger.
- FIDLER, B. & COOPER, R. 1992. Staff appraisal management in schools and colleges: A guide to implementation. London: Longmans.
- FIELDING, G. & SHAUGHNESSY, J. 1990. Improving student assessment: Overcoming the obstacles. *NASSP-Bulletin*, 74(529):90-98. Nov.

- FONTANA, D. 1987. Classroom control. New York: Methuen.
- FRASE, L.E. & SORESON, L. 1992. Teacher motivation and management, *NASSP Bulletin*, 76(540):39.
- FREEMAN, A. 1988. Teaching without stress. London. Paul Chapman.
- FRESHOUR, D.J. & HOLLMAN, R.W. 1990. Orienting new teachers for maximum effectiveness. *NASSP-Bulletin*, 74(527):78-83. Sept.
- FULLAN, M.G. 1992. Successful school improvement. Philadelphia: Open University Press.
- GIBBON, J. 1987. How are we faring with the beginner teachers? *Educamus*, 33(2):10-15. Mar.
- GIBSON, R.O. & HUNT, H.C. 1965. The school personnel administration. Boston: Houghton Mifflin.
- GLATTHORN, A.A. 1990. Supervisory leadership. Introduction to supervision. London: Glenview.
- GLATTHORN, A.A. 1993. Teacher planning: A foundation for effective instruction. *NASSP-Bulletin*, 77(551):2-6. Mar.
- GOSS, J.E. 1990. The first year of teaching. *Educational journal*, 90(3):16-18.
- GRAY, H. & FREEMAN, A. 1988. Teaching without stress. London: P.C.P.
- GRISWALD, P.A. 1990. Assessing relevance and reliability to improve the quality of teacher-made tests. *NASSP-Bulletin*, 74(523):20-26. Jan.
- GORTON, R.A. 1976. School Administration. Dubuque, Iowa: Brown Company.
- HALLER, E.J. & STRIKE, K.A. 1980. An introduction to educational administration. Social, legal ethical perspectives. New York: Longman.
- HANNA, J.L. 1988. Disruptive school behaviour. New York: Homes & Meier.
- HARGREAVES, D.H. & HOPKINS, D. 1991. The empowerment school: The management and practice of development planning. London: Redwood Books.
- HARZELL, G.N. 1991. Induction of the experienced assistant principals. *NASSP-Bulletin*, 70(533):80-82. Mar.
- HATHWAY, W.E. 1989. Educational facilities. *Education Canada*, 28(4):35-45.
- HEAP, J. 1992. Productivity management: A fresh approach. New York: Cassell.

- HILL, A., JENNINGS, M. & MADGWICK 1992. Initiating mentorship training programme: (In Wilkin M. Mentoring in schools. London:Kogan Page.)
- HODGETTS, R.M. 1990. Management. Theory, processes and practices. New York: Harcourt Brace, Jovanovich.
- HOVERSTEN, C. 1990. How principals inspire teachers. *NASSP-Bulletin*, 76(542):102-108. Mar.
- HOY, K.W., TARTER, C.J. & BLISS, J.R. 1990. Organisational climate. *NASSP-Bulletin*, 26(3)261-268. Aug.
- HOY, WAYNE K. & MISKEL, C.G. 1987. Education administration. Theory, research and practice. New York: Random House.
- HULLING-AUSTIN, L. 1987. Teacher Induction. (In Brooks D. *ed.* Teacher induction: A new beginning. Reston, VA.: Association of Teacher Educators. p98-99.)
- HUNT, D.W. 1986. Teacher induction. An opportunity and responsibility. *NASSP-Bulletin*, 52(330):130. Mar.
- JACOBSON, P.B., LOGSDON, J.D., WIEGMAN, R.R. 1973. The principalship: Perspectives. New Jersey: Prentice Hall.
- JAMES, L., OLIVERO, J.L. & HECK, J. 1994. Staff evaluation: Putting the teachers together for a strategic advantage. *NASSP-Bulletin*. Vol. 78, no. 565.
- JANSON, C.A. 1989. Die inskakeling van die nuutaangestelde hoof van die sekondêre skool. Potchefstroom: PU vir CHO (Skripsie - M.Ed.)
- JASON MILLMAN. 1983. Handbook of teacher's evaluation. London: Sage Publications.
- JENKINS, H.O. 1991. Getting it right. A handbook for successful school leadership. London: Blackwell.
- JONES, V.F. & JONES, L.S. 1981. Responsible classroom discipline. Boston, Mass.: Allyn & Bacon.
- JONES, F.H. 1987. Positive classroom discipline. New York: McGraw-Hill.
- JORDAN, K.F., McKEOWN, M.P., SALMON, R.G. & WEBB, L.D. 1985. School business administration. London: Sage Publications.
- KAISER, J.S. 1985. The principalship. New York: MacMillan.

- KOK, J.C. Persoonlike en professionele ontwikkeling van die onderwysstudent. *South Africa Journal of Education*, 9(1):98-106.
- KROON, J. 1992. General Management. Pretoria: HAUM.
- KRUGER, J.O.A. 1990. Skoolklimaatskepping as bestuurshandeling van die departementshoof Opvoedkundige Leiding. Potchefstroom: PU vir CHO. (Skripsie - M.Ed.)
- KYRIACOU, C. 1986. Effective teaching in schools. Hong Kong: Blackwell.
- LASLETT, R. & SMITH, C. 1984. Effective classroom management. A teacher's guide. New York: Nicholas Publishing Company.
- LEHMANN, I.J. & MEHRENS, W.A. 1987. Using standardized tests in education. New York: Longman. 307p.
- LEMLECK, J.K. 1988. Classroom management: Methods and techniques for elementary secondary teachers. New York: Longman.
- LLOYD, E., Mc CLEAR & STEPHEN, P. 1965. Secondary school administration. Theoretical basis for professional practice. New York: Dodd, Mead & Co.
- LOMBARD, B.J.J. 1990. Guidelines for supervisory teachers during teaching practice. *Educamus*, 36(3):12-13. Nov.
- LOUW, W.J. 1993. Classroom practice. An orientation. Pretoria: Academia.
- LUNENBURG, F.C. & ORNSTEIN, A.C. 1991. Educational Administration. California: Wadsworth.
- MacDONALD, F.T. 1982. Study of induction programmes for beginner teachers. Executive summary. Berkeley: Educational testing.
- MAKHOKOLO, K.J. 1989. Management development of principals of black schools with special reference to Top-Downs. Potchefstroom: PU vir CHO. (Dissertation - M.Ed.).
- MANUAL FOR SCHOOL ORGANISATION. 1990.
- MARKWEEL, D.S. & ROBERTS, T.J. 1969. Organisation of management development programs. London: Grower Press.
- McLAUGHLIN, M.W. & PHEIFER, R.S. 1988. Teacher evaluation. Improvement, accountability and effective learning. New York: Teachers' College Press.

- Mc NERGEY, R.F. & CARRIER, C.A. 1981. Teacher development. New York: MacMillan.
- McPHERSON, R.B., CROWN, R.L. & PITNER, N.J. 1986. Managing uncertainty. Ohio: Bell Howell Company.
- MENTZ, P.J. 1992. Meting van organisasieklimaat: Empiriese vergelykende ondersoek. *Suid-Afrikaanse tydskrif vir opvoedkunde*, 12(3):314.
- MOELWYN-HUGHES, J.T. & PINTO, D. 1988. Towards the relevant staff development programmes: Analysing the needs of the newly-appointed staff. *South African journal for higher education*, 2(1):83-92.
- MILLMAN, J. & DARLING-HAMMOND, L. 1990. The new handbook for teacher evaluation assessing elementary and secondary school teachers. California: Sage Publications.
- MOORE, C.E. 1993. Structural schools: How, why do they work. *NASSP-Bulletin*, 77(553):64-66.
- MOSOGÉ, M.J. 1993. Teacher in the management. *Educamus*, 39(1):20-21. Jan.
- NHUNDU, T.J. 1992. Relationship between self and supervisor appraisals with role clarity and job satisfaction. *Journal of educational administration*, 30(1):29-30.
- NICHOLAS, D. & NICHOLAS, T.M. 1992. Accountability, not liability: Planning for emergencies. *NASSP-Bulletin*, 76(546):111-114.
- NIEMANN, G.S. 1991. School business management. (In Van der Westhuizen, P.C., ed. Effective educational management. Pretoria: HAUM p. 413.)
- OLIVERO, J.L. & HECK, J. 1994. Staff evaluation: Putting the pieces together for strategic advantage. *NASSP-Bulletin*, 78(565):66-68. Nov.
- OZIGI, A.O. 1977. A handbook on school administration and management. Hong Kong. Dah Hua.
- PETERSON, K.D. 1990. Assistance and assessment of the beginner teachers: (In Millman J. & Darling-Hammond, 1990: A new handbook of teacher evaluation: Assessing elementary and secondary teachers. California: Corwin Press. p.106-108)
- PIEK, G.C. 1991. School management 1. Cape Town: Maskew Miller Longman.

- PLUNKETT, W.R. & ATTNER, R.F. 1989. Introduction to management. Boston, Mass.:PWS-Kent.
- POSTER, C. & POSTER, D. 1993. Teacher appraisal, training and implementation. London: Routledge.
- POTGIETER, P.C. 1990. Die inskakeling van die nuutaangestelde adjunkhoofde van die sekondêre skole. Potchefstroom: PU vir CHO (Skripsie - M.Ed.).
- PRINSLOO, N.P. & VAN ROOYEN, J.W. 1992. The management of pupil activities. (In Van der Westhuizen, P.C. ed. Effective education management. Pretoria. HAUM. p. 358.)
- PRIORI, F.C. 1978. Technikon academic development with special reference to the newly-appointed lecturing staff. *Educare*, 17(1):166-172.
- RAIKANE, N.E. 1991. Problems encountered by the novice teacher. *Educamus*, 37(7):18-19. Sept.
- RAUTENBACH, S. 1990. The administration of the school athletics programme. *Educamus*, 36(7):11-12.
- REBORE, R.W. 1991. Personnel administration in education . A management approach. New Jersey: Prentice Hall.
- REYES, P. 1990. Teachers and their workplace. London: Sage Publications.
- REYNOLDS, D. 1987. The appraisal and development. A review of key issues. *Journal for school organisation*, 7(3):315.
- RHEEDER, W.L. 1989. Evaluation of history excursions. *Educamus*, 35(7):26-27. May.
- RICHARDSON, M.D., SHORT, P.M. & PRICKETT, R.L. 1993. School principal and change. New York: Garland.
- RICHEY, R.W. 1982. Planning for education. An introduction to education. New York: McGraw Hill.
- ROBINSON, A. 1980. Principles and practice of teaching. London: George Allen & Unwin.
- ROE, W.H. 1961. School business management. New York: McGraw Hill.
- ROGUS, J.F. & DRURY, W.R. 1988. The administrator induction programme: Building or experience. *NASSP-Bulletin*, 72(508):11-16. May.

- ROXE, L.A. 1979. Personnel management for the smaller company. New York: Amacom.
- SANDERS, K.P. & THIEMANN, F.C. 1990. Student costing: An essential tool in site-based budgeting and teacher empowerment. *NASSP-Bulletin*, 74(523):95-101. Jun.
- SARROS, J.C. & SARROS, A.M. 1992. Social support and teacher burnout. *Journal of educational administration*, 7(2):134-136.
- SERGIOVANNI, T.J., BURLINGAME, M., COOMBS, F.D. & THURSTON, F.D. 1980. Educational governance and administration. New Jersey: Prentice Hall.
- SEHLARE, B.P.M.M. 1993. The responsibility of the principal in the induction of the beginner teacher in the high schools in Bophuthatswana. Potchefstroom: PU vir CHO. (Dissertation - M.Ed.)
- SHILLING, J.L. 1986. Developing and operational plan. Maryland's initiative for quality leadership. *NASSP-Bulletin*, 70(486):3-6. Jan.
- SIKULA, A.F. & McKENNA, J.F. 1984. The management of human resources. New York: Wiley.
- SILVER, P. 1983. Educational administration: Theoretical Perspectives on practice and research. London. Harper & Row
- SMITH, D.E.D. 1987. Probleme van, en leiding aan die beginner onderwyser. *Die Unie*, 84(4):107-111.
- SMYTH, J. 1987. Educating teachers, changing the nature of pedagogical knowledge. London: The Falmer Press.
- SQUELCH, J. 1994. Parent participation. How to help your child succeed at school. Pretoria: Acacia.
- STANFORD, B.H. 1992. Becoming a teacher. Boston, Massa.: Allyn & Bacon.
- STONE, T.H. 1982. Understanding personnel management. New York: Dryden Press.
- STUFFELBEAM, D.L. 1988. The personnel evaluation Standards. London: Sage Publications.
- TAYLOR, J.K. & DALE, I.R. 1971. A survey to teachers in the first year of service. Bristol: School of Education.

- THOMAS, L., GOOD, T.L. & MULRYAN, C. 1990. Self-assessment. (*In* Millman J. & DARLING-HAMMOND, L.: New handbook of teacher evaluation, assessing elementary and secondary School teachers. California. Sage publications. 193).
- TSHABALALA, A.S. 1991. Teacher-pupil relationship. *Educamus*, 37(8):4-5. Oct.
- VAN DYK, E. 1993. Extracurricular activities. Motivation for and value of meaningful involvement. *Education bulletin*, 1(1):64-65.
- VAN DER WESTHUIZEN, P.C. 1991, Educational management. (*In* Van der Westhuizen P.C. ed. Effective education management. Pretoria: HAUM. 138-330.)
- VAN DER WESTHUIZEN, P.C. 1991. Perspectives on educational management and explanation of terms. (*In* Van der Westhuizen P.C. ed. Effective education management. Pretoria: HAUM. 41-42p.)
- VAN DER WESTHUIZEN, P.C., LOOTS, Z.B., MENTZ, P.J., OOSTHUIZEN, I.J. & THERON, A.M.C. 1992. Die beginner onderwyser: 'n Bestuurmatig-juridiese perspektief. Durban: Butterworths.
- VILJOEN, J. & MOLLER, T. 1992. School management. Pretoria. Goodwood.
- WALKER, W., FARQUHAR, R. & HUGHES, M. 1991. Advancing education: School leadership in action. London: The Falmer Press.
- WALTERS, R. 1991. School management in teaching practice. Method for student teachers. Cape Town.
- WAYNE, K.H. & MISKEL, C.G. 1987. Educational administration. New York. Random House.
- WEINDLING, D., REID, M. & DAVIS, P. 1983. Teachers' centres: A focus for in-service education. London: School Council Publications.
- WEISS, C.H., CAMBONE, J. & WYETH, A. 1992. Teacher conflict in shared decision-making. *Educational administration quarterly*, 28(3):359-362.
- WILKINSON, L.C. 1982. Communicating in the classroom. London: Academic Press.
- WILSON, J. 1989. The effectiveness of in-service education and training of teachers and school leaders. Amsterdam: Swets & Zeitlinger.

- WOOD, C.L., NICHOLSON, E.W. & FINDLEY, D.G. 1985. The secondary principal. Boston: Allyn & Bacon.
- WITMER, J.T. 1993. Mentoring: One district's success story. *NASSP-Bulletin*, 77(550):71-78. Feb.
- YUKL, G.A. 1990. Leadership in organisations. Englewood Cliffs, New Jersey: Prentice Hall.

APPENDIX A

CONFIDENTIAL

(For office use only)

Quest No

 (1-3)

QUESTIONNAIRE TO THE PRINCIPAL.

HOW TO COMPLETE THE QUESTIONNAIRE

1. Instructions on how to complete the questionnaire for each section are given at the opening/beginning of each section. Please study the instructions very carefully.
2. It will be highly appreciated if you give frank answers.
3. Please DO NOT write your name on the questionnaire.

SECTION A

Indicate your answer by making a cross, an 'X', opposite the number in the applicable square.

A1. Your age falls within the range of:

20 - 29	1
30 - 39	2
40 - 49	3
50 - 59	4
60 +	5

(4)

A2. Sex

Male	1
Female	2

(5)

A3. Your current post

Teacher	1
H.O.D	2

(6)

A4. Category

A. B or C	1
D = M + 4	2
E = M + 5	3
F = M + 6	4
G = M + 7	5

(7)

A5. Experience as a principal.

0 - 3 yrs	1
4 - 8 yrs	2
9 - 11 yrs	3
12 - 20 yrs	4
21 +	5

(8)

A6. Your Highest Qualifications.

Technical Diploma	1	
Teachers Diploma only	2	
Degree only	3	
First degree and Teachers Diploma	4	
B.Ed. or Honours and Teachers Diploma	5	
Masters degree + Teachers Diploma	6	
PHD. or D.Ed. only	7	
PHD. or D.Ed. + Teachers Diploma	8	(9)
Other	9	

SECTION B

Kindly indicate on scale of 1 - 4 with 'X' (cross), to what extent the following statements are true with regard to your experience. Each response statement is represented by a number, e.g.

1 = Never 2 = Sometimes 3 = Often 4 = Always

For example :

All students do homework satisfactorily

1	2	3	4
---	---	---	---

I, THE NEWLY APPOINTED NON-BEGINNER TEACHER, RECEIVE HELP FROM THE PRINCIPAL WITH REGARD TO:

	Never	Sometimes	Often	Always	
B1. personal problems that may eventually affect my work.	1	2	3	4	(10)
B2. gaining self-confidence in professional work.	1	2	3	4	(11)
B3. communicating with pupils colleagues and parents.	1	2	3	4	(12)
B4. communicating current information timeously.	1	2	3	4	(13)
B5. creating a sense of safety and security in the school where I am newly appointed.	1	2	3	4	(14)
B6. involving me in the decision-making processes of certain matters that affect the school.	1	2	3	4	(15)
B7. encouraging creativity and innovativeness.	1	2	3	4	(16)
B8. coping with stress which cause maladjustment in the new school.	1	2	3	4	(17)
B9. inducting me into delegated administrative duties and processes of the school.	1	2	3	4	(18)
B10. exercising control of classroom management.	1	2	3	4	(19)
B11. self-evaluation as a developmental activity.	1	2	3	4	(20)
B12. controlling and caring of physical facilities e.g. school buildings, furniture.	1	2	3	4	(21)

	Never	Sometimes	Often	Always	
B13. maintaining acceptable standards with regard to lesson planning and lesson presentation.	1	2	3	4	(22)
B14. involving him/her in extra-curricular activities.	1	2	3	4	(23)
B15. managing disciplinary problems effectively.	1	2	3	4	(24)
B16. handling of conflict situations e.g. unrest situations.	1	2	3	4	(25)
B17. interpreting verbal and written instruction correctly.	1	2	3	4	(26)
B18. constant coaching and guidance about new syllabi, workprogrammes and new teaching methods.	1	2	3	4	(27)
B19. motivating him/her to evaluate pupils on their progress on an on-going basis.	1	2	3	4	(28)
B20. consider pupil-teacher ratio which has influence on the marking of written work.	1	2	3	4	(29)
B21. explaining the departmental policy governing education.	1	2	3	4	(30)
B22. giving him/her information with regard to teachers conditions of service.	1	2	3	4	(31)
B23. distributing information about the departmental circulars and newsletters.	1	2	3	4	(32)
B24. explaining the role expectations or responsibilities that affect him/her.	1	2	3	4	(33)
B25. handling of school financial records.	1	2	3	4	(34)

	Never	sometimes	Often	Always	
B26. promoting interpersonal relations among colleagues and myself.	1	2	3	4	(35)
B27. acquainting me with the school policy, school rules and regulations and giving me opportunity to make contribution.	1	2	3	4	(36)
B28. motivating me to take active participation during the staff meetings.	1	2	3	4	(37)
B29. familarizing me with the school climate, that is,how should I adjust and conduct myself.	1	2	3	4	(38)
B30. initiating me into the cultural norms and values of the school.	1	2	3	4	(39)
B31. giving me background information of the community in which the school is situated.	1	2	3	4	(40)
B32. coaching me to involve parents in matters that affect the school.	1	2	3	4	(41)
B33. allocating me subjects I majored in at the college.	1	2	3	4	(42)
B34. making it possible for me to seek help from teacher-mentors i.e. experienced colleagues.	1	2	3	4	(43)

	Never	Sometimes	Often	Always	
B35. giving him/her constructive feedback after an interview.	1	2	3	4	(44)
B36. encouraging hardwork through constructive class visits.	1	2	3	4	(45)
B37. giving appraisal for good work.	1	2	3	4	(46)

THANK YOU VERY MUCH FOR YOUR COOPERATION.

CONFIDENTIAL

(For office use only)

Quest No

--	--	--

 (1-3)

QUESTIONNAIRE TO THE NEWLY APPOINTED NO-BEGINNER TEACHER.

HOW TO COMPLETE THE QUESTIONNAIRE

1. Instructions on how to complete the questionnaire for each section are given at the opening/beginning of each section. Please study the instructions very carefully.
2. It will be highly appreciated if you give frank answers.
3. Please DO NOT write your name on the questionnaire.

SECTION A

Indicate your answer by making a cross, an 'X', opposite the number in the applicable square.

A1. Your age falls within the range of:

20 - 29	1
30 - 39	2
40 - 49	3
50 - 59	4
60 +	5

(4)

A2. Sex

Male	1
Female	2

(5)

A3. Your current post

Teacher	1
H.O.D	2

(6)

A4. Category

A. B or C	1
D = M + 4	2
E = M + 5	3
F = M + 6	4
G = M + 7	5

(7)

A5. Experience as a teacher.

0 - 3 yrs	1
4 - 8 yrs	2
9 - 11 yrs	3
12 - 20 yrs	4
21 +	5

(8)

A6. Your Highest Qualifications

Technical Diploma	1	
Teachers Diploma only	2	
Degree only	3	
First degree and Teachers Diploma	4	
B.Ed. or Honours and Teachers Diploma	5	
Masters degree + Teachers Diploma	6	
PHD. or D.Ed. only	7	
PHD. or D.Ed. + Teachers Diploma	8	(9)
Other	9	

SECTION B

Kindly indicate on scale of 1 - 4 with 'X' {cross}, to what extent the following statements are true with regard to your experience. Each response statement is represented by a number, e.g.

1 = Never 2 = Sometimes 3 = Often 4 = Always

For example :

All students do homework satisfactorily

1	2	3	4
---	---	---	---

I, THE NEWLY APPOINTED NON-BEGINNER TEACHER, RECEIVE HELP FROM THE PRINCIPAL WITH REGARD TO:

	Never	Sometimes	Often	Always	
B1. personal problems that may eventually affect my work.	1	2	3	4	(10)
B2. gaining self-confidence in professional work.	1	2	3	4	(11)
B3. communicating with pupils colleagues and parents.	1	2	3	4	(12)
B4. communicating current information timeously.	1	2	3	4	(13)
B5. creating a sense of safety and security in the school where I am newly appointed.	1	2	3	4	(14)
B6. involving me in the decision-making processes of certain matters that affect the school.	1	2	3	4	(15)
B7. encouraging creativity and innovativeness.	1	2	3	4	(16)
B8. coping with stress which cause maladjustment in the new school.	1	2	3	4	(17)
B9. inducting me into delegated administrative duties and processes of the school.	1	2	3	4	(18)
B10. exercising control of classroom management.	1	2	3	4	(19)
B11. self-evaluation as a developmental activity.	1	2	3	4	(20)
B12. controlling and caring of physical facilities e.g. school buildings, furniture.	1	2	3	4	(21)

	Never	Sometimes	Often	Always	
B13. maintaining acceptable standards with regard to lesson planning and lesson presentation.	1	2	3	4	(22)
B14. involving him/her in extra-curricular activities.	1	2	3	4	(23)
B15. managing disciplinary problems effectively.	1	2	3	4	(24)
B16. handling of conflict situations e.g. unrest situations.	1	2	3	4	(25)
B17. interpreting verbal and written instruction correctly.	1	2	3	4	(26)
B18. constant coaching and guidance about new syllabi, workprogrammes and new teaching methods.	1	2	3	4	(27)
B19. motivating him/her to evaluate pupils on their progress on an on-going basis.	1	2	3	4	(28)
B20. consider pupil-teacher ratio which has influence on the marking of written work.	1	2	3	4	(29)
B21. explaining the departmental policy governing education.	1	2	3	4	(30)
B22. giving him/her information with regard to teachers conditions of service.	1	2	3	4	(31)
B23. distributing information about the departmental circulars and newsletters.	1	2	3	4	(32)
B24. explaining the role expectations or responsibilities that affect him/her.	1	2	3	4	(33)
B25. handling of school financial records.	1	2	3	4	(34)

	Never	Sometimes	Often	Always	
B26. promoting interpersonal relations among colleagues and myself.	1	2	3	4	(35)
B27. acquainting me with the school policy, school rules and regulations and giving me opportunity to make contribution.	1	2	3	4	(36)
B28. motivating me to take active participation during the staff meetings.	1	2	3	4	(37)
B29. familarizing me with the school climate, that is,how should I adjust and conduct myself.	1	2	3	4	(38)
B30. initiating me into the cultural norms and values of the school.	1	2	3	4	(39)
B31. giving me background information of the community in which the school is situated.	1	2	3	4	(40)
B32. coaching me to involve parents in matters that affect the school.	1	2	3	4	(41)
B33. allocating me subjects I majored in at the college.	1	2	3	4	(42)
B34. making it possible for me to seek help from teacher-mentors i.e. experienced colleagues.	1	2	3	4	(43)

	Never	Sometimes	Often	Always	
B35. giving him/her constructive feedback after an interview.	1	2	3	4	(44)
B36. encouraging hardwork through constructive class visits.	1	2	3	4	(45)
B37. giving appraisal for good work.	1	2	3	4	(46)

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX C: A LETTER TO THE HEAD OF EDUCATION

3821 MORAKILE STREET
BOCHABELA LOCATION
BLOEMFONTEIN
9323

29 APRIL 1996

THE HEAD
FREE STATE DEPARTMENT OF EDUCATION AND CULTURE
PRIVATE BAG X20565
BLOEMFONTEIN
9300

Dear Sir

REQUEST TO CIRCULATE QUESTIONNAIRES

I am conducting a study entitled:

THE TASK OF THE PRINCIPAL WITH REGARD TO THE NEWLY-APPOINTED
NON-BEGINNER TEACHER

I am studying with the Potchefstroom University for CHE for a
Masters Degree in Education.

I humbly request you to grant me permission to distribute the
questionnaires to the principals and the newly appointed
non-beginner teachers in 160 selected schools in the
Bloemfontein South and Bloemfontein West Districts.

The letter of recommendation from my study leader was faxed by
him directly to Dr Cronje in C.R. Swart Building.

Yours faithfully


M.E. MOKHELE

APPENDIX D: A LETTER FROM THE HEAD OF FREE STATE DEPT. OF EDUCATION
FREE STATE PROVINCIAL GOVERNMENT
PROVINSIALE REGERING VAN DIE VRYSTAAT
MMUSO WA POROFENSI YA FOREISETATA

DEPARTMENT OF EDUCATION AND CULTURE
CN Swart Building, 55 Elizabeth Street, Private Bag X20565, BLOEMFONTEIN, 9300
DEPARTEMENT VAN ONDERWYS EN KULTUUR
CR Swartgebou, Elizabethstraat 55, Privaatsak X20565, BLOEMFONTEIN, 9300
LEFAPHA LA THUTO LE SETSO
Moaho wa CN Swart, 55 Elizabeth Street, Private Bag X20565, BLOEMFONTEIN 9300

Mr W.B. Van Rooyen

0.1/11/3/3

Fax (051) 405-5553
Tel: (051) 405-5501/2/3/4

ires/Navrae/Botsa ho:
Verw./Tshupo:

2 May 1996

Mr M.E. Mokhethi
Bloemfontein South District Office
Private Bag x 20513
BLOEMFONTEIN
9300

Dear Mr Mokhethi

**REQUEST TO CIRCULATE QUESTIONNAIRE TO PRINCIPALS/TEACHERS AT
160 SCHOOLS IN BLOEMFONTEIN SOUTH AND BLOEMFONTEIN WEST
DISTRICTS.**

1. Your letter dated 29 April 1996 refers.
2. Thank you for supplying the additional information and amendments as requested.
3. Permission is granted for your request under the following conditions:
 - 3.1 The names of teachers must be provided by the principal.
 - 3.2 Principals/Teachers participate voluntarily in the project.
 - 3.3 The names of the schools and principals/teachers involved remain confidential in all respects.
 - 3.4 This letter must be shown to all participating persons.
 - 3.5 A report on this study must be donated to the Free State Department of Education and Culture after completion of the project.
 - 3.6 You must address a letter to the Head: Education and Culture, accepting the conditions as laid down.
4. We wish you every success with your studies.

Yours sincerely


Head: Education and Culture

APPENDIX E: A LETTER TO THE PRINCIPALS

3821 MORAKILE STREET
BOCHABELA LOCATION
BLOEMFONTEIN
9323

THE PRINCIPAL

Sir

I am conducting a research study for M.Ed. degree entitled:

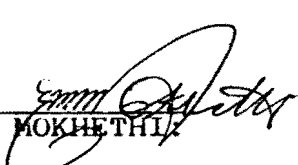
THE MANAGEMENT TASK OF THE PRINCIPAL WITH REGARD TO THE NEWLY
APPOINTED NON-BEGINNER TEACHERS

I have obtained permission from the Head of Free State Department of Education and Culture to distribute the questionnaires to the schools for completion. Your school has been included in the sample and was chosen.

Will you and some members of your staff (the newly-appointed non-beginner teachers i.e. teachers not more than one year at school) be so kind as to complete the relevant questionnaire?.

Please return the completed questionnaires to the above address as soon as possible.

Thank you for your co-operation.


M.E. MOKHELE

NOTE: BY "THE NEWLY APPOINTED NON-BEGINNER TEACHER," IT IS REFERRED TO A TEACHER WHO WAS PREVIOUSLY EMPLOYED AT OTHER SCHOOL(S) AND IS NOW APPOINTED AT THE PRESENT SCHOOL FOR A PERIOD NOT MORE THAN SIX MONTHS.