

CHAPTER 1

1 ORIENTATION

1.1 Introduction

In the primary, secondary and state-aided (rural) black schools there are teachers who have been newly-appointed to school which are different from the schools where they had previously been employed. Although there are relatively few newly-appointed non-beginner teachers in each school, it is this group that will have a substantial effect on the future progress and success of that particular school if they can receive timely and proper integration into the school.

The principal has a very important management task to perform, that is, to orientate, integrate and develop every teacher to the maximum of his potential. This idea is expressed by Wood, Nicholson and Findley (1985:130) when they say that the new teachers can be inducted and orientated in many ways. The principal plays a critical role at this stage of a new teacher's training and induction. All staff members in fact have an important role to play in this regard.

The activities of the induction programme remain the prime responsibility of the principal.

Much ground has been covered already in research on the induction of the beginner teacher, but in this study the focus will be on the newly-appointed non-beginner teacher. By the "newly-appointed non-beginner teacher" reference is made to the teacher who may change from one school to another - from School A to School B - through a transfer or a resignation. Reference is not necessarily made to the beginner teacher as such.

Attention will be focused on identifying the problems facing the newly-appointed non-beginner teachers in the new posts or schools and the proposed solution to the problem in question. The demarcation of the area of research will be made clear. Furthermore, methods and programmes used in the study will be elucidated.

The relevant concepts relating to teacher development, planning, management, compiling and establishment of the personnel orientation programmes and strategies will come under scrutiny.

2 STATEMENT OF THE PROBLEM

The management task of the principal in personnel development of the newly-appointed non-beginner teacher necessitates some form of orientation and familiarization to the post or school in question so as to equip the teacher with the necessary knowledge of his post in a new school. This does presuppose that the new member appointed in a school will have adjustment problems (which may vary in degree). Such problems prompt the principal of the school to plan for the integration of new member on the staff.

Some teachers may have become rusty because of an interruption or break of service by taking up jobs with other departments, companies or industries. The other members may have gained experience in other schools but may be inexperienced in the new and different school they are newly-employed. The newly-appointed non-beginner teacher may be ignorant of the school policy, school rules, the community in which the school is situated, the school culture and the climate of the new school.

Some of the related problems facing the newly-appointed non-beginner teachers are the following:

- * Not knowing what is expected of them;
- * establishing co-operative relationships with other teachers on the staff;

- * lack of knowledge of the organisational workings of the school;
- * dealing with disciplinary problems.

All the abovementioned impediments bring about stress on the part of the newly-appointed non-beginner teacher who receives little specific guidance or information prior to the commencement of his duties.

In the execution of his management task, the principal of a school should carefully integrate the new teacher into his school system. Orientation requires sensitive planning and careful implementation. It is during the orientation period that the new staff members gather their first impressions concerning the school policies, objectives, leadership and methods of operation (Lloyd *et al.*, 1965:287). This can also affect the experienced teacher who may get a promotion post for which he has no knowledge or experience.

After the new member on the staff has been appointed, the process of induction or orientation should begin immediately (Gorton, 1976:159). This is particularly the problem that has to be addressed in the schools that belonged to the former Department of Education and Training (D.E.T.) in the Free State Province. However, the former D.E.T. has made provision for the *Guide for Principals of Schools*, the *Top-Down Programmes* and the *Modules for Farm Schools* to equip the principals with management skills. The following are examples of the *Top-Down Programmes* and the *Farm Schools Modules*:

- * Top-Down, No. 1: Self-management
- * Top-Down, No. 2: Managing subordinates' outputs
- * Top-Down, No. 3: Managing your team
- * Module No. 1: Managing yourself
- * Module No. 11: Managing pupils' learning

These programmes do not suffice to bridge the gap of orientating the newly-appointed non-beginner teacher in the new school. In short, no provision is made for special training, guidance or orientation programmes for this particular purpose. The problem can also be attributed to the principal's ineffectiveness and ignorance of this development skill or to the fact that there is often a remarkable communication breakdown between the principal and his staff, especially those who need guidance or orientation in particular. Very often the principals regard orientation as simply meaning introducing the newly-appointed teacher to the staff and the pupils. Integration, however, is far more than that.

The true leader's relationship with his people is determined by what is shared with them by the quality of his personal contacts in the group, by the way he gets through to open up his colleagues (Cawood & Gibbon, 1985:62). It is important that in developing personnel, cognisance must be taken of the fact that the educational leader should first motivate and orientate himself. According to Gibbon (1987:13), this self-orientation goes further to include the knowledge of the educational policy and objectives that are being striven for.

In the Black schools there are also white teachers, heads of departments and principals who have to be initiated or orientated to the school culture. Generally there is a need to orientate them into the school background of the pupils and their black communities so that they can make adjustments and fulfil their roles as educators. On the other hand, the black teachers who are employed in the schools which are predominantly white have to be initiated into the cultural background of the white communities.

The leader can perform no more effective service in attempting to guide and motivate subordinates than to help orientate the individuals to the content and context of their roles (Casterter, 1962:34). Bolam as quoted by Gibbon (in *Educamus*, 1987:12) recommends a developmental framework of induction that focusses on pre-service orientation and on-the-job orientation strategies.

The on-the-job orientation strategy is used on the day before the staff members return to school. This type of information is deficient in many black schools. Consequently, the newly-appointed non-beginner teacher may experience stress, lack of confidence and failure to execute his/her duties as expected.

The shortcomings of orientation or integration of the newly-appointed non-beginner teacher in the black schools make it imperative for the Department of Education to devise personnel orientation programmes for the purpose of good scholastic achievement on the part of the pupils.

1.3 The aim of the study

In this study an attempt has been made to:

- 1.3.1 determine what the management task of the principal is in the integration of the newly-appointed non-beginner teachers;
- 1.3.2 find out why a personnel orientation programme is necessary for the newly-appointed non-beginner teacher;
- 1.3.3 indicate that orientation of newly-appointed non-beginner teachers plays a role in sound management development by the school principal;
- 1.3.4 determine what attitudes exist towards the newly-appointed non-beginner teachers.

1.4 Method of research

1.4.1 Literature survey

Primary and secondary sources have been used. The information collected has been critically analysed and reported on.

A dialog search was conducted with the help of the following keywords:

teacher, H.O.D., principal, orientation, familiarize, school, induction, integration, personnel development, guidance, management, Department of Education and Training, adaptation, introduce and coaching.

1.4.2 Empirical investigation

1.4.2.1 Questionnaire

On the basis of the literature study, a questionnaire was compiled. Through the questionnaire it was possible to determine whether proper orientation or integration of the newly-appointed non-beginner teachers, as part of the principal's management task, can alleviate the anticipated problems and promote healthy personnel development in the school. The data which were collected by means of questionnaires were interpreted and conclusions drawn.

1.4.2.2 The population sample

The population comprised the newly-appointed non-beginner teachers in the selected primary and secondary schools as well as combined and private schools in the Free State Province (N=123). These schools fall under the Bloemfontein West and Bloemfontein South Districts.

1.4.2.3 Statistical method

The SAS-FREQ procedure was used to determine the frequency of the problems encountered by the principals and the newly-appointed non-beginner teachers. To determine the effect size of the differences between the responses of the principals and the newly-appointed non-beginner teachers, statistical methods were applied.

1.5 Demarcation of research

The newly-appointed non-beginner teachers of the selected schools in the Free State were involved. Only the teachers in Bloemfontein West and Bloemfontein South Districts came under scrutiny in this study.

1.6 Chapter arrangement

Chapter 1: Orientation

Chapter 2: The newly-appointed non-beginner teacher

Chapter 3: Induction of the newly-appointed non-beginner teacher

Chapter 4: Empirical investigation

Chapter 5: Summary, conclusion and recommendations