

## **CHAPTER 2**

### **2 THE CHALLENGES CONFRONTING THE NEWLY-APPOINTED NON-BEGINNER TEACHER**

#### **2.1 Introduction**

In this chapter an overview will be presented with regard to the problems that are experienced by the newly-appointed non-beginner teacher. The focus is on administrative, personal problems and problems that are caused by the senior personnel, the school climate, school culture and the school community. The principal's contributions to the problems facing the newly-appointed non-beginner teacher are highlighted.

Reference is made to the school policy and regulations. The school community and the financial constraints also come into consideration as factors which contribute to the pitfalls that affect the newly-appointed non-beginner teacher.

Furthermore, the effect which the abovementioned impediments have on the newly-appointed non-beginner teacher with regard to his performance in the school is analysed. In other words, the adjustment problems as experienced by the newly-appointed non-beginner teacher, necessitate his/her induction by the principal.

The purpose of this chapter is to determine who the newly-appointed non-beginner teacher is and to make an inventory of some of the disturbing problems that face him in a school as a newcomer.

## 2.2 Clarification of concepts

The newly-appointed non-beginner teacher is an experienced teacher who may find him/herself in a new situation at the school where he/she is newly-appointed. This teacher needs guidance and integration from the principal and the deputy-principal and the heads of department. Van der Westhuizen (1991:252) supports this idea in that the new staff members do not have homogeneous needs with the result that individualized integration programmes are justified to help the new teacher. This means that the other members on the staff are already acclimatized to the running of school.

In Chapter 1, the newly-appointed non-beginner teacher was referred to as a teacher who may have broken his service for, say one or more years by joining other departments or companies, or may be coming from another school. When this teacher goes back to the teaching field, he experiences adjustment problems because he may have lost touch with professional roles and expectations. The term “newly-appointed beginner teacher” is used to refer to a teacher who was previously employed at other school(s) and has now been appointed at the new school for a period of not more than six months. The principal has, therefore, the task of giving guidance through induction programmes.

The newly-appointed non-beginner teacher, according to Millman *et al.* (1990:104), needs provisions beyond those given to experienced teachers.

A newly-appointed non-beginner teacher must adjust to complex and often puzzling sets of rewards, expectations, roles and relationships. He sometimes sees himself as a misfit in the school where he is newly-employed because of an inability to conform to the expectations and roles he has to shoulder. Such experiences are stressful to the newly-appointed non-beginner teacher. Sikula and McKenna (1984:328) regard stress as the force or stimulus acting on the individual that results in a response of strain.

Stress can be caused by the service conditions of the newly-appointed non-beginner teacher, the behaviour of the pupils, conflict with colleagues, diversity of the pupils, low self-image, role conflict, classroom disciplinary problems and many other causes. One of the reasons for these problems is that the newly-appointed non-beginner teacher is not well versed in the policy and regulations of the school where he is newly-appointed. The knowledge of school policy of his former school may not necessarily be applicable in school B because of the uniqueness of each school. Policy is the thinking at a high level of abstraction which expresses educational goals and the means of achieving them (Endem, 1982:116).

The past experience gained by the newly-appointed non-beginner teacher may not be congruent or acceptable in the school where he is newly-appointed. The example that can be given is that of his creative skill that may not be developed or he may not be accorded a chance by the principal to take part in the decision-making process that affects the school, simply because he is a new man in the school. This teacher may, for example, have creative skill in improvising different teaching aids for different subjects. Burke (1987:241) describes creativity as the ability to see alternatives, to analyse them and to adapt them to the on-going activities. Since he is new to the school, the newly-appointed non-beginner teacher needs to learn about the school organisational standards and customs. Without careful planning by the principal, this learning activity by the newly-appointed teacher can prove to be a futile exercise. For example, the new teacher has to learn what performance Standard of pupils is expected in the school where he is newly-appointed. Van der Westhuizen *et al.* (1992:138) regard planning as an intellectual activity which involves thought process by means of which future activity is pre-enacted to achieve the objectives.

It is important to include the newly-appointed non-beginner teacher when decisions are taken so that he can feel part of the decision and acclimatize himself accordingly in the new situational environment of the school. The fact, however, is that in most cases this teacher is not accorded such an opportunity. The difference between him/her and the other

teachers is that he/se may not know how teachers are involved in this exercise in the school where he/she has been newly appointed.

Bookbinder (1992:64) assumes that decision-making in the school system is inevitably a bargaining process aimed at arriving at solutions that satisfy a number of constituencies. The decision making process demands an increasing degree of professionalism from the newly-appointed non-beginner teacher and the other teachers, as well as the framework within which decisions can be made. For example, decisions are becoming more and more necessary before the lesson, during it, and even after the lesson has been terminated.

The newly-appointed non-beginner teacher may further have to be acquainted with the administrative process of his new school. The principal must therefore find ways to develop the new teacher's loyalty and trust, motivate teacher effort and coordinate the work. The principal should involve his deputy-principal and the heads of department to make this teacher development exercise successful. According to Wayne *et al.* (1987:237) the administrative process is a managerial function, a process that is quantitatively different from teaching. In fact, the educational administration mediates between the teachers and those receiving service - the students and the parents.

The newly-appointed non-beginner teacher may come from a different cultural background. For example, a White teacher who is newly employed in a school for the Blacks may encounter adjustment problems in coping with the expectations of the Black culture, unless he/she is inducted into it.

In this study, the newly-appointed non-beginner teacher will be referred to as the newly-appointed teacher, the non-beginner teacher, the new teacher, the experienced teacher or the newly employed teacher to mean one and the same person, that is, the newly-appointed non-beginner teacher.

## **2.3 Problems experienced by the newly-appointed non-beginner teacher**

### *2.3.1 Introduction*

Reference will be made to the personal problems that face the newly-appointed non-beginner teacher. The relationship between the pupil and the teacher has a direct effect in the rate at which pupils learn and the effectiveness of the teacher (Robinson, 1980:71). Bizarre and unresolved personal problems of the newly-appointed teacher can badly jeopardize good relationships between himself and the pupils (compare 2.3.2.). The other teachers can be affected in the same way.

Communication breakdowns between the new teacher, the staff, the parents and the pupils can also create a barrier in promoting good relations and self-confidence. The principal's as well as the heads of departments' failure to communicate with the newly-appointed non-beginner teacher about the pupils' progress in class and the school policy can also cause adjustment problems (compare 2.3.2.2.). Stressful situations in the school cause adjustment problems for the new teacher and other teachers which can affect his performance in the classroom.

### *2.3.2 Personal problems*

The newly-appointed non-beginner teacher displays different adjustment problems which are peculiar to himself. These problems may cause personality problems which can hamper his work in the classroom in the school where he is newly-appointed.

For example, because of ignorance of the classroom policy of the previous teacher, he may be excessively hypercritical or hypersensitive to the expectations of the pupils who want to cling to the former classroom policy. This misconception can lead him to be bullying or sarcastic and thus create an unpleasant working atmosphere in the classroom. This type of behaviour is brought about by a feeling of insecurity. To be able to

effectively help the children who experience tension and other adaptations, the teacher himself (non-beginner teacher) must have a balanced personality.

De Witt (1991:59) points out that the teacher is expected to detect the problems of the pupil in the classroom in good time because he is usually the first to bring the problem cases to the attention of the principal. The principal may involve his subordinates to resolve the feeling of insecurity on the part of the newly-appointed non-beginner teacher.

### **2.3.2.1 Self-confidence**

The newly-appointed experienced teacher should be self-confident in executing his professional duties. It does happen that this teacher may lose this attribute when joining the new staff in a school where he is newly-appointed because of the unknown expectations facing him (compare 2.3.2.). This idea is explained by Englander (1986:51) when he shows that lack of confidence in oneself is demonstrated by a dependency on others, shyness, defensiveness, unimaginativeness, inflexibility, inability to act under stress and failure as well as underachievement.

The idea of comparing himself with the older members on the staff of the new school may induce a sense of incompetence in the newly-appointed teacher. The result is that at the beginning he will feel lacking when he gives a lesson to pupils who may, as well, lose confidence in him because of his displayed diffidence.

A teacher who has never taught at a farm school, for example, experiences difficulty in adjusting himself or imparting his knowledge and as a result, his self-confidence in teaching pupils from the farm community fades away. The principal should take cognisance of the fact that once the teacher loses self-confidence he will undoubtedly be a poor performer. Bridges (1986:20) elaborates on this idea when he says that many school administrators, like their counterparts in business and the more prestigious professions, are inclined to tolerate and protect the poor performer.

According to Burke (1987:65) lack of confidence in oneself is among the major causes of failure. Lack of self-confidence in the newly-appointed teacher generates a sense of insecurity and even a failure which becomes evident in the frequent hesitation in the way he behaves (compare with the first paragraph 2.3.2.1 above). The principal of the school where the teacher comes from may have experienced lack of confidence in himself to develop his staff.

### **2.3.2.2           Communication**

Communication plays a prominent role because the non-beginner teacher has to communicate with students, the principal, colleagues and parents. If the principal, in his style of management, cannot communicate information with regard to his channels of communication to the newly-appointed teacher, the possibility is that a communication breakdown may ensue. Such unhealthy working relations can bring about depression on the part of the teacher concerned. Barker (1982:14) gives an example of classroom communication which affects the quality and quantity of the teacher-student interaction.

A principal who will communicate with his old staff members in a way that they are used to and taking for granted that the newly-appointed teacher understands, exposes the latter to a situation where he avoids communicating with the principal. He will rather keep aloof or quiet for fear of being criticised by the principal or some of the older teachers for being slow to understand, especially in staff meetings. Van der Westhuizen *et al.* (1991:437) maintain that the real problems are often not identified during meetings or they can be ignored deliberately.

This is one of the problems which face the non-beginner teacher in a school where he is newly employed, for the communication pattern may differ entirely from that of his former school.

### 2.3.2.2.1 *Comparison with communication in business management*

Barker (1982:2) indicates that in business and industry, civic organisations, service fraternities, religious and similar groups, communication plays a vital role in informing the group members. In other words, information-sharing among individuals is seldom the primary goal of such groups. A newly-appointed employee from another industry may have a problem in communicating with the old members in the new employment because of the different communication styles applied there. These problems exist in the teaching fraternity.

In the classroom, communication is dynamic because information-sharing among the teachers and the students is a primary goal. The newly-appointed non-beginner teacher may also have adjustment problems in acquainting himself with the communication pattern of the school where he/she is newly employed.

In business management, according to Hodgetts (1990:427), managers use language as a method of interpreting their ideas, for language is the basis for most communications. The chances for communication breakdown here are possible because the newly-appointed employee may interpret the message inaccurately by inference. The reason is that what the receiver infers or assumes may or may not be accurate. Inferences are stumbling blocks to effective communication because the receiver misinterprets the message. The other reason here is that the new employee does not know or may not have been initiated into the manager's communication style.

In the school the communication system employed by the teacher or the principal is of supreme importance (Robinson, 1980:71). Like in the case of business management above in the school management, there is a possibility of communication breakdown where the principal will just take for granted that the newly-appointed teacher understands the message. Through inference, the new teacher will think that he is punished especially when formal orientation and class visiting were not done.

### 2.3.2.2.2 *Communication with pupils*

During his first days in a school, the newly-appointed non-beginner teacher may experience communication problems with the pupils. The reason may be that the pupils are still scared of him or they may be studying his personality.

Thomas, Good and Mulryan (in Millmann and Darling-Hamond, 1990:193) emphasise that the pupil-teacher interaction forms the basis for teacher effectiveness. The opposite thereof is that if there is a miscommunication in the classroom situation, disciplinary problems cannot be avoided. This type of communication will eventually demotivate the newly-appointed non-beginner teacher. Teaching will thus be ineffective and deviant behaviour patterns such as mass disobedience, truancy, noise, restlessness and laziness will be demonstrated by the pupils.

In most classroom communication a message is transmitted orally. Secondary messages may include a nod or a head or controlled bodily movements or facial expressions (Barker, 1982:5). The pupils in the school where the non-beginner teacher is newly-employed may experience problems in transmitting ideas in the abovementioned fashion, especially when such pupils have never been taught in those methods. It must be pointed out here that the position of the teacher as an authority in his classroom makes him communicate verbally more than any participant in the educative process in his classroom (Robinson, 1980:70).

One of the problems facing the newly-appointed teacher is uncertainty about building good relations with the pupils he meets in his new school. The principal may also create problems if he does not introduce the new teacher formally to the pupils or if he neglects to conduct class visits to observe the progress of both the newly-appointed teacher and the pupils. A further problem that faces this teacher is the difference in communicative patterns between the students and teachers who come from different cultural backgrounds

(Wilkinson, 1982:5). A White teacher, for example, may have a problem in coping with the communicative cultural expectations of the Black pupils in the school where he is newly-appointed (cf. 2.2).

#### 2.3.2.2.3 *Communication with colleagues*

The newly-appointed non-beginner teacher may become reticent and withdrawn from contributing towards, for example, a school project, where all staff members are expected to participate fully. This may be attributed to the fact that the group (old teachers in the school) ignores its silent member or tries to force him to talk (Cawood & Gibbon, 1985:99). The result is that his knowledge, experience and expertise may not be exploited for the good of the school. On the other hand, the newly-appointed teacher may keep himself aloof to avoid displaying ignorance for he may have had no opportunity to deal with controversial issues in his previous school. In this way, he will try by all means to escape criticism from his colleagues by remaining passive and communicating no idea of knowledge to anybody (compare 2.3.2.2).

According to Burke (1987:66) the teacher must be selective and evaluative of his own procedures of interpretations and communications as he relates to his colleagues.

According to Arends (1991:494) the experiential learning for the newly-appointed teacher is the learning that comes from interaction with colleagues and at professional meetings. Some principals do not take the initiative of exposing the newly-appointed teacher to such collegial interaction which may bring about communication failure.

This reaction sometimes creates all kinds of emotional side effects for this teacher which in turn might very well be taken out on pupils in the classroom. The new teacher will, therefore, not be aware of the norms that govern many of the relationships between himself and his colleagues.

#### 2.3.2.2.4 *Communication with the administrative staff*

Van der Westhuizen *et al.* (1992:151) state that although the teacher acts or executes his duties on a meso-level, he can also operate on the micro-level of administration. The latter administrative style is the duty of the administrative staff such as the principal, the deputy principal and the heads of department. The newly-appointed non-beginner teacher is therefore held responsible for executing specific administrative duties and at the same time attend to his class teaching effectively.

An example of the administrative duties that the newly employed teacher can be entrusted with are the compilation of the subject file and the updating of the class attendance register and the compilation of the timetable. If the administrative staff cannot properly communicate or monitor this work, they deprive the newly-appointed non-beginner teacher of the opportunity to execute such duties, and the result is that this teacher may feel that he is belittled or he may shy away from taking responsibility or even to seek advice. In this way the principal or his administrative staff will be ignoring this aspect of personnel development. In many of the schools for the Blacks which were under the former Department of Education and Training, the newly-appointed non-beginner teachers were not accorded this personnel developmental opportunity by the principal of the schools and his administrative staff. In a school paralysed by feuding among the staff members, there is no possibility for educative teaching.

The administrative personnel do not function separately from the academic and professional staff (Van der Westhuizen *et al.*, 1992:384). If there is no harmonious collegial relationship among the staff members the risk is that the newly-appointed non-beginner teacher will withdraw into his cocoon and dissociate himself even from taking part in extra-curricular activities (compare 2.3.2.2.3). There are sometimes in the new school attitudes toward preferentialism that get into variability of colleagues which may create unpleasant experiences for the newly-appointed teacher (Burke, 1987:164). There is, for example, a tendency among some heads of department to communicate

information that they gained at the in-service course to the older members of staff and to ignore the newly-appointed teacher. The latter teacher will feel unaccepted immediately he becomes aware of this communication malpractice.

#### *2.3.2.2.5 Communication between the principal and the newly-appointed non-beginner teacher*

The role of the principal of a school is to develop every member of his staff. Invariably, many principals focus their attention on the older teachers in the school by orientating them and leaving out the newly-appointed non-beginner teachers who may not have gained some knowledge at their former schools. The result is that the latter teachers experience problems in adjusting themselves to their new schools (Engelbrecht, 1988:13).

There are principals who find it unpleasant to reprimand the new teacher however guilty he may be. The fear may be that this teacher may feel fed up and regret that the mistakes had come to light. De Witt (1981:164) highlights the fact that such clashes create the opportunity for misunderstanding, communication breakdown and unnecessary faulty relations.

The newly-appointed non-beginner teacher may find it difficult to communicate with the principal for various reasons, especially when he encounters problems in as far as his school work or other duties at school are concerned. Furthermore, the principal will not be prepared to listen with care to this teacher's problems, especially when he labours under the impression that the non-beginner teacher should have gained experience elsewhere. This management style shows communication breakdown between the principal and the non-beginner teacher.

According to Cawood and Gibbon (1985:71) the principal's task is to understand group members as individuals and to win them over to his conception and devotion to the group's cause.

### 2.3.2.3 Lack of strong personality

The personality of the newly-appointed non-beginner teacher makes an impact on the learning process of the pupils. Fontana (1987:57) points out that the manifestation of the teacher's physical characteristics such as an extreme slowness or hesitancy of speech or losing self-image can affect the performance of the newly-appointed teacher. The obvious anxiety of the newly-appointed non-beginner teacher about his new school and pupils that he meets for the first time; the unknown expectations for the principal and his administrative staff, lack of confidence and shyness, may weaken his personality make-up. Fontana (1987:58) mentions the following to accentuate the teacher's lack of strong personality:

- pacing up and down the classroom while talking as if oblivious of the presence of the class;
- failure to look at the students when addressing them because he is not confident about himself in the new school environment;
- muttering or punctuating speech with long pauses and a succession of 'ers' and 'ums' which the pupils delight in counting;
- or a monotonous or accentuated voice that is unfamiliar and confusing to the children.

This type of behaviour is sometimes experienced by a teacher who moves from a primary school and is appointed in the secondary school.

The abovementioned personality factors hamper and influence the degree to which the teacher is able to exercise the necessary class control.

Lack of strong personality can be attributed to personality attributes such as extraversion and introversion. For example, an extraverted teacher may be quite at home in a noisy,

bustling environment. An introverted newly-appointed non-beginner teacher may be affected by this noisy environment, especially when he comes from a school where quietness was the accepted norm. Fontana (1987:62) shows that colleagues who are extroverts will often end up feeling inadequate because of a need for quiet working conditions.

A principal who takes very little account of the newly-appointed non-beginner teacher's personality problems runs the risk of not executing his management task of personnel development. It is, therefore, important that the newly-appointed teacher must possess a sound, strong and balanced personality so that he can adjust himself to his new school (cf. 2.3.1).

#### **2.3.2.4 Safety and security as a cause for uncertainty**

The newly-appointed non-beginner teacher becomes worried about his safety and security in his new school especially when he has not been inducted, in as far as this matter is concerned. This idea is propounded by Reyes (1990:37) by saying that the teacher must feel secure that there is a connection between his personal goals and values and those of the school as a whole. In other words, provision must be made for safety and security of the new teacher especially.

The newly-appointed non-beginner teacher is aware that mishaps occur more often than they should. This is more pronounced in the black schools which were under the D.E.T., especially in the present prevailing political set-up. According to Nicholas *et al.* (1992:111) crimes such as violence, stabbings and others, are no longer confined to the streets but are becoming increasingly common to the schools. Every teacher, including the non-beginner teacher, must be involved in all forms of good emergency planning. The newly-appointed non-beginner teacher who arrives in school B as a new teacher may be easily made apprehensive by any abnormal situation that may crop up in the school.

This is further caused by his lack of knowledge about the school. As a new teacher he may feel insecure and unsafe. The result is that he/she may not be effective in his work.

To promote a feeling of safety and security in the teacher, a written policy governing the safety of personnel is important. This is one of the gaps that exists in the black schools in which a non-beginner teacher can be orientated. No school, small or large, rural or urban is immune to these kinds of crisis (Nicholas, 1992:111).

Furthermore this teacher may feel exposed to many kinds of insecurities. For example, there is a sense of threat about losing his post if he does not live up to the expected Standards of the school where he is newly-appointed. He is also hesitant as to whether he will be financially secure when he reaches retirement age.

This feeling of uncertainty is aroused especially when he has broken service before he secures a post in school B. Security is acquired through other individuals like the teachers and not through an individual teacher in the school (Burke, 1987:119). Just as self-esteem is dependent upon reference, so security and safety are acquired through efforts of the other teachers at school.

The tendency is that the newly-appointed non-beginner teacher very often does not enjoy this type of privilege from the older members on the staff. In the event of illness, this threat of insecurity is brought to the picture by the newly-appointed non-beginner teacher especially in as far as financial instability is concerned.

#### **2.3.2.5 Decision-making**

The newly-appointed non-beginner teacher who joins the staff of a school experiences problems in executing the decisions which were made in his absence about changes that affect the school.

This idea is expressed by Freeman (1988:66) when he says that teachers who feel that they are excluded from the decision-making process (however the situation be defined) will feel disadvantaged and will behave in an alienating way as a consequence.

If the non-beginner teacher is not properly initiated into the decision-making process of the school where he is newly-appointed, he will not understand the reasons for changes. This presupposes that the inclusion of this teacher in the decision-making process with other members on the staff is essential.

Collective decisions that draw upon the expertise of many teacher professionals in a given school are superior to decisions made by an administrator (Blase *et al.*, 1992:39). The principal who avoids the participation of the new teacher's participation in decision-making process, exposes the latter to unacceptable decisions that he may take as an individual. Furthermore, the non-beginner teacher's ability to make choices and taking responsibility for the choices made will be reduced. In 2.3.2.5.1 it is pointed out that the experience of the newly-appointed non-beginner teacher may be limited by the authority of the principal who may not be ready to exploit his/her knowledge gained in the previous school.

#### 2.3.2.5.1 *The effect of limited experience in decision-making*

Although the newly-appointed non-beginner teacher is experienced in as far as his professional work is concerned, such experience may be limited in as far as conditions of the school where he is newly-employed are concerned. In other words, he still needs experience of the colleagues and the principal of the school where he is newly-appointed (Charles,1986:211). In short, his experience is lacking in this regard.

For example when a student's misbehaviour flows outside his classroom and affects the others, a team approach toward that student is most beneficial. Chamley *et al.* (1994:4) advocate that when acting in the role of a process consultant, one must aid teachers in

generating valid information in problem-solving and decision-making. The newly-appointed non-beginner teacher also needs such assistance.

Basson (in Van der Westhuizen, 1992:459), emphasises that experience plays an important part in decision-making and can be favourable in making decisions. The non-beginner teacher's experience and expertise may be limited by the authority (principal) at his disposal in making decisions.

In their research on final decision authority, Weiss *et al.* (1992:359) concluded that many teachers are unsure what "making" decision entails and how far they are obliged to go beyond expressing their preferences, especially when they are not given a chance in participatory decision-making. The principal, in other words, may be suspicious that the newly-appointed non-beginner teacher cannot arrive at valid decisions.

#### 2.3.2.5.2 *Creativity in decision-making*

Basson (in Van der Westhuizen *et al.*, 1992:460) points out that creativity enables man to have a new vision and a new approach to things. The newly-appointed teacher has adjustment problems as a new person in the school and may initially, withdraw his creative ability for fear of being regarded to be officious by the older teachers. The principal must see to it that the creative ability of the new teacher is encouraged and exploited to the benefit of the school and its pupils.

Burke (1987:236) maintains that as the individuals (teachers) learn that adaptations to the new situations are dependent on their creative ability, they become motivated to bring about new ideas and discoveries for the benefit of the school.

A newly-appointed non-beginner teacher who is not properly integrated into the administration and policy of the school where he is newly-appointed will not apply his

creative thinking independently. He will not use his free imagination in the process of creativity to contemplate the possible as well as the impossible.

Cawood *et al.* (1985:115) indicate that one of the responsibilities of the teacher is to awaken the talent potential for creative thought in the pupils. If the newly-appointed non-beginner teacher is not motivated and guided by the principal and other members of the staff to encourage his pupils' creative urge, the pupils' creativity will dissipate and disappear completely. The other possibility is that the newly-appointed teacher may not have been accorded the opportunity to exercise his creative skills in the previous school because of lack of knowledge his former principal had. Furthermore, the school may concentrate on the instructional programme and ignore the creative aspect of learning.

#### 2.3.2.5.3 *Incorrect judgement in decision-making*

Van der Westhuizen (1992:460) refers to judgement as the ability to observe correctly, evaluate exactly and to carefully consider its significance.

In his initial days of appointment, the newly-appointed non-beginner teacher is susceptible to wrong judgement in evaluating what is happening in his classroom.

A newly-appointed teacher who is not properly integrated into the administration and policy of the school where he is newly-appointed will not apply his creative thinking independently.

- For example, he may cherish high hopes that the pupils in his classroom were well taught by the previous teacher, especially when pupils do not ask questions during the lesson. On the other hand, he may think that the pupils are trying to test his intelligence when they ask challenging questions.

- To substantiate the above argument, Bridges (1986:54) states that incompetent teachers are likely to attribute their problems to external causes and to have received inaccurate information about their classroom performance prior to the salvage stage. This contributes to misjudgement on the part of the newly-appointed teacher in making decision about performance expectations of the pupils. Sometimes he has to make snap decisions in the course of each day and is not yet sure of the soundness of his judgement which can suit the conditions in his new school (Goss, 1980:16). He has to interpret situations that arise and react in appropriate ways.
- The principal may also be a contributory factor in the newly-appointed teacher's failure to make correct judgements about conditions in the school. One of the reasons that cause inadequacy on the part of the principal to help the newly-appointed non-beginner teacher in this area is that he/se may not know how to go about inducting the teacher or he/she may ignore this responsibility. Some principals gain this knowledge in the actual process of managing their schools.
- For example, a newly-appointed non-beginner teacher who accepts a teaching post in a farm school may make misconstrued judgements about the learning pace and understanding of the pupils as compared to the pupils in his former urban school (Module 3, 1988:5). The difference, for example, is brought about by the fact that the pupils in his former urban school are exposed to the practical examples given in the teaching of science. In a one-teacher farm school the position is even worse because there is little or no guidance or coaching given regularly to the newly-appointed teacher.

#### **2.3.2.6 Stress as a cause for maladjustment**

Teaching can be a stressful job because of the constant legitimate demands of the pupils and the volume of work involved (Fontana, 1987:169).

The newly-appointed teacher has a tendency to brood over unknown and impossible expectations of the principal, colleagues and the students of the school where he is newly-appointed. This feeling can generate stress and an impromptu failure in the new job. This idea is supported by Fontana (1987:171) when he says that if a teacher expects too much from the children and does not control the work of these children constantly, he is in for constant frustration as he finds the task impossible.

The newly-appointed teacher may also be overloaded with unrealistic time schedules as compared with the older teachers in the school. The problem of inability to cope with this insurmountable work-load will surely cause strain for the teacher concerned. Tshabalala (1991:5) says that teachers these days find themselves in a difficult situation in that, on the one hand, parents and principals expect them to follow the traditional teaching methods and produce good results; while on the other hand they face defiant pupils. This attitude prevails mainly in schools for Blacks. When teachers feel pressurized from both sides, their relationships with pupils become strained and this often leads to burn-out situations. Some principals have a tendency of avoiding confrontation with older teachers by not allocating subjects to them that they dislike. They will rather give the new teacher the burden of teaching such subjects. Once the newly-appointed teacher becomes aware of this unfairness, personal tension will mount which will later manifest itself as stress.

Mentz *et al.* (1992:180) point out that specific organisation stressors are found in the quality of the work-place such as the subject in which the teacher is involved as well as the professional relationship with his colleagues, principal and the pupils. The newly-appointed non-beginner teacher's main source of frustration may, for example, be the principal.

### 2.3.3 Administrative problems

The teachers are future managers and must be trained and inducted accordingly. Some administrative duties are delegated to the teacher, e.g. records of pupils' particulars.

- According to Van der Westhuizen *et al.* (1992:151) the teacher is also responsible for executing administrative tasks and responsibilities and for organising that his classes should be taught effectively.
- A newly-appointed non-beginner teacher will find it difficult to execute some of the administrative tasks especially if he has never been orientated in this type of work. His new school may adopt a different way of administrative duties which may not tally with those that he used to do in his previous school.

The principal may also be contributory to this problem because of his ignorance of administrative tasks. The result is that he will not be able to guide the new teacher or even to delegate administrative tasks if the new teacher is not suited for the task. There are principals who strike a fortune of being appointed to this managerial post even if they have never been heads of department or deputy principals. The fact is that such principals lack experience in this regard - like the new teacher (this idea was hinted at in 2.3.2.5.1).

The newly-appointed teachers are sometimes given administrative directions late and with little time for implementation of such tasks (Dunham, 1984:53) - such a teacher might, for example, sometimes be overburdened with extra routine duties of receiving a lot of money for school trips. The new teacher may interpret this as a stumbling block in the completion of his classroom duties. Inconsistent instructions in the school administrative procedures cause a new teacher to feel out of place.

In the school, the newly-appointed non-beginner teacher may be delegated with the administrative duty of distributing the textbooks to other subject teachers. This may be unacceptable to the older members of staff who feel that they are ignored when it comes to this job.

### **2.3.3.1 Exercising control in the classroom**

The newly-appointed teacher has to exercise control in the school duties that have been allocated to him by the principal or the deputy-principal and the H.O.D. Van der Westhuizen (1992:216) explains that the purpose of exercising control is to realise planning, to evaluate planning and if necessary to make adjustments.

A newly-appointed teacher who finds it difficult to ensure positive control will encounter the problem in teaching of evaluating his pupils. The result is that he will not be able to assess his progress and the performance of the pupils in the classroom.

Disciplinary problems will crop up if the new teacher cannot exercise control. This may be brought about by wrong expectations from either the teacher or the pupils. When the new teacher disciplines the pupils, he may be prone to exercise control by aiming at the student and not the problem as such. According to Tshabalalala (1991:5), a bossy approach to teaching seldom stimulates growth and nearly always leads to frustration between teacher and pupil. When the teacher forces his will on unwilling pupils, tension results. This leads to an unequal balance of power in the classroom. The opposite of his approach is mentioned by Van der Westhuizen *et al.* (1992:223) when he says that exercising control is aimed at the actions of the people and achieving objectives and not on the pupils per se.

### 2.3.3.1.1 *Comparison with administrative control in business management*

In business management, according to Plunkett and Attner (1989:210), delegation of specific administrative tasks may become necessary when managers are absent from their jobs or it just may be the philosophy of the manager in order to develop his subordinates. Without guidance and proper control, the employee will be exposed to failure in achieving the expected goal. If the principal does not guide the new teacher, the latter may also fail in his work. The basis for individual personal performance is already established if organisational justice is firm and the style of management control is appropriate and consistent. In the business enterprise the manager who shows no interest in production but focusses attention to allocating too much administrative responsibility to the new employee so as to keep him occupied all the time will experience problems in the end. The fact is that the newly-appointed employee will not manage to control his time well to see to it that work is done effectively and completed. In their investigation, Borg *et al.* (1993:14) concluded that excessive work like paperwork, seeing to a number of things at the same time during working hours may bring about frustration to the worker. Such a manager cannot avoid meeting confrontation from the newly employed worker. In the school, control is not only applied by educational leaders but may also be exercised by a teacher. Van der Westhuizen *et al.* (1992:218) maintain that control takes place while the work is being done to determine whether the planning and organising are being carried out.

It does happen that the principal may allocate too many subjects and classes to a newly-employed teacher. The result is that the teacher may prove to be a failure because he does not get a chance to check on his progress with the pupils due to an unbearable workload.

### 2.3.3.1.2 *Stock control as the duty of the new teacher*

In the school where he is newly-appointed, the non-beginner teacher, like other teachers, is expected to execute other administrative duties such as stock control, especially of his own classroom. The classroom inventory is one of the examples.

Van der Westhuizen *et al.* (1992:151) give as an example of stock control the ordering of school furniture, admission register and summary registers as well as the keeping and controlling of the stock registers. The newly-appointed non-beginner teacher will be maladjusted in the new school to control stock especially if he sees these documents for the first time. Frase and Soreson (1992:39) say the principal should consider personal characteristics, knowledge and even relationships before implementing participatory management on a schoolwide basis. It will therefore be fruitless if the principal allocates control of stock irrationally to the new teacher without this consideration.

If there are no standard procedures laid down by the principal for the issuing of books and other stocks directly to the classroom, the newly-appointed teacher may not be able to control the stock of his classroom well (compare 2.3.3.1.1). The school where a random procedure is applied can be easily abused, especially by a new teacher on the staff (**Manual for School Organisation**, 1990:9). It is, therefore, important that the principal should have a definite procedure for the issuing of stock which complies with all the prescriptions of the Department of Education. The newly-appointed non-beginner teacher may, on the other hand, not know how to control and update the stock register because he may not have been exposed to this responsibility in his previous school.

### 2.3.3.1.3 *Self-evaluation as a developmental activity of the non-beginner teacher*

A committed principal considers a periodic self-evaluation of all school activities to be essential. It is not always easy to determine the success of the teacher in making his pupils learn successfully because the factors which shape human behaviour are numerous

and complex (Endem, 1982:92). Self evaluation activity can help the non-beginner teacher to develop himself. The principal of the school in which the non-beginner teacher is employed may never give the latter the chance to evaluate himself in the work done in class especially when the work is not controlled and feedback given. This may bring about a feeling of incompetence to the teacher and his enthusiasm for self-development may be withdrawn.

The principal who acts in this way either takes for granted that the newly-appointed teacher received some form of coaching from the previous school or he may avoid creating unpleasant working relations. On the other hand, the non-beginner teacher may have experienced problems in his previous school in as far as self-evaluation is concerned.

To substantiate the above argument Burke (1987:48) points out that one of the persisting problems both for the beginner and non-beginner experienced teachers is to face unresolved problems without hiding behind a presumed expertise gained at an institution of higher learning. Self-evaluation in fact becomes an important skill and it reflects the realities of hope that the newly-appointed non-beginner teacher has for himself. Unfortunately this aspect of development is ignored in the majority of the traditionally black schools.

#### *2.3.3.1.4 Maintenance of physical facilities*

Prinsloo and Van Rooyen (in Van der Westhuizen, 1992:358), emphasise that the effective management of the programme of pupil activities is dependent on having the necessary facilities to be able to succeed.

Examples of these facilities are space, school buildings, furniture, apparatus, stationary and text books. The provision of those items makes demands on the newly-appointed teacher to maintain and control them. Hathway (1989:35) poses the idea that in all

probability educational facilities are not neutral but rather aid or inhibit teacher performance, and as a result they need special care and maintenance. For example, nowadays in the schools where there is unrest, it is difficult to maintain and keep the school furniture in a good condition because of vandalism that takes place in other areas and spills over into the classroom. This type of situation makes it difficult for the new teacher and the other teachers to cope with the requirements of controlling physical facilities in his classroom. Because of the unrest situations in the schools, the non-beginner teacher finds it difficult to ensure execution of his duties like cleaning school buildings and grounds.

### **2.3.3.2 Planning as a task of the newly-appointed non-beginner teacher**

Planning is a crucial aspect of effective teaching. Kyriacou (1986:114) maintains that many experienced teachers have a store of wisdom concerning the ingredients of successful lessons. It enables them to spend much less time in planning than is the case with younger teachers or even a newly-appointed teacher. The non-beginner teacher, seeing that he does not know the group of pupils that he has to teach, might find his planning to be crucial in taking account of differences between the pupils. The examples are the learning difficulties of students indicative of special educational needs.

Kyriacou (1986:52) states that poor motivation toward school learning characterises many secondary school pupils in senior years and is the major source of stress for their teacher.

The poorly-motivated pupils will show a poor attitude toward their work which may be the source of stress for the newly-appointed non-beginner teacher.

Family problems may also contribute towards poor performance of the teacher.

### 2.3.3.2.1 *Lesson planning as a prerequisite for class teaching*

When planning for the lesson, provision must be made for the teacher to teach in a manner which guarantees maximum absorption of the desired knowledge, skills and attitudes by the pupils (Endem, 1982:81).

It is crucial that the principal should keep himself up-to-date with information about new approaches towards teaching methods. A newly-appointed non-beginner teacher who broke service for a few years will experience a problem in this regard because he will incline to cling to the old teaching methods (cf. 2.2). Furthermore, this teacher may have a problem of correlating, for example, the use of the current syllabus with the work programme of the subject he teaches. In planning his lesson, the teacher makes plans such as term, unit, weekly and daily lesson (Glatthorn, 1993:2). The teacher does, at times, follow this pattern slavishly without collating it with the syllabus. Among teachers who have improved their academic qualifications while they taught in the primary school there are some who show interest in applying and teaching in the secondary schools. Although such teachers are experienced in lesson planning in the primary school, they need to be guided and coached once they have been appointed in the secondary school. The reason is that the lesson planning techniques differ in this respect. When content, for instance, has not been carefully sequenced for a particular subject or standard, the students will be confused and frustrated (Lemlech, 1988:218). This state of affairs will, as a result, cause classroom problems for the newly-appointed non-beginner teacher. The principal who ignores this management responsibility cannot escape the blame for disciplinary problems in the classroom of this newly-appointed non-beginner teacher.

The teacher, according to Endem (1988:92), will lack confidence in himself and wonder whether his lesson plan makes provision for a clearly formulated introduction, presentation, application and conclusion. The lesson plan may also be affected by the fact that the newly-appointed teacher lacks the knowledge of the individual's academic performance and even such basic essentials as their names. Once the student is aware

that the teacher knows his name, he will easily be attentive during lesson presentation for fear of being asked a question by the teacher. This will also promote the tone of discipline during the lesson presentation.

Another problem that the newly-appointed experienced teacher encounters in planning the lesson is that he may also not be familiar with the scheme of work operating within the school where he is newly-appointed. He lacks the knowledge of the textbooks from which the students are studying, and is not familiar either with the friendship and rivalry patterns within the class (Fontana 1987:64).

#### 2.3.3.2.2 *Lesson presentation as a problem for the newly-appointed teacher*

According to Cawood (1986:296) no learning takes place if the learner does nothing.

The newly-appointed non-beginner teacher may experience problems in the presentation of his lessons as he starts teaching students that he does not know or never taught in the past. Like the beginner teacher, he may find it difficult to pitch his lesson at the correct level or degree of difficulty for the class of pupils and is unsure of how fast to go (Goss, 1980:16). This problem may mislead the newly-appointed non-beginner teacher into trying to work out answers in, for example, Mathematics for the students (Cawood, 1985:196). The beginner teacher in a school where he is newly-appointed, may ask himself the following questions:

- Are the learning activities clearly related to objectives, content and evaluations?
- Is the sequence of learning activities reasonably coherent?
- Does he maintain discipline without relying unduly on compulsion?
- Does he himself maintain acceptable Standards as regards speaking, reading and language usage that are easily understood by the pupils he meets for the first time?
- Is he able to establish rapport with his pupils?

All these questions can be obtained and answered from direct observation of the newly-appointed non-beginner teacher in the lesson-presentation. The principal who does not conduct class visits during lessons taught by a newly-appointed teacher makes it difficult for the latter to evaluate himself as to whether he is effective or not. Lemlech (1988:218) argues that if students fail to understand the purpose of the lesson and are asked to perform in ways that are "out of sequence", they tend to rebel.

The newly-appointed teacher experiences difficulty in gaining the students' attention and getting the lesson started, especially during the first week of his teaching in a school where he teaches for the first time (Jones *et al.*, 1981:184). The situation is partially due to the fact that students often postpone the beginning of a lesson by socializing and moving about in the room because they believe that the new teacher does not know them or they may be testing his temperament. The amount of time wasted at the start of the lesson can cause disciplinary problems for the teacher. In paragraph 2.3.3.2.2 it has been pointed out that unfamiliarity with regard to the scheme of work that has to be followed can bring about problems in the presentation of the lesson. This state of affairs will demoralise the new teacher. The result is that the students' attention will be lost if the lesson presentation is poor.

### **2.3.3.3 Organising management duties**

Like any other teacher, the newly-appointed non-beginner teacher is expected to organise and manage other duties allocated to him by the principal. Walters (1991:38) affirms that before a teacher starts to plan a trip, he should assess whether it is going to be worth what he will put into it.

If the principal of the school where the non-beginner teacher is newly-appointed cannot help to organise the skills of this teacher, the likelihood is that excursions or extra-mural activities may prove to be a failure.

#### 2.3.3.3.1 *Extra-curricular demands*

Some principals, according to Millman *et al.* (1990:377), believe that the most academically able teachers do not possess the ability or the desire to work in extra-curricular assignments. The fact of the matter is that teachers who supervise pupils in extracurricular activities which take place after school hours are held to the same Standard of conduct as that required during school hours in the classroom.

Because of the adjustment problems that the newly-appointed non-beginner teacher has in his initial weeks of employment, he may not exercise the same high degree of care in supervising such activities and this may be brought about by the fact that teachers and even pupils are ignorant of the advantages of meaningful involvement (Van Dyk, 1993:64). This may be further brought about by the fact that he had not undergone an orientation programme which is the duty of his new principal to provide. Rautenbach (1990:11) emphasised that pupils will not participate in extra-curricular activities if the teacher is not keen and enthusiastic to motivate them. He further states that successful athletic coaching, for example, is as much a promotional job as it is a teaching job.

The other cause of maladjustment in this regard is that this teacher may have had negative attitudes or disinterestedness in the extra-mural activities from his previous school.

If the principal does not conduct induction in this regard, he will not get the opportunity of diagnosing the problem from the outset. To crown it all, the newly-appointed teacher may not have undergone training to take charge of the extra-curricular activities from the Teachers' Training College.

### 2.3.3.3.1 *Subject-related excursions organised by the newly-appointed teacher*

Walters (1991:38) proposes that it is important that if the teacher wishes to take a group of pupils on an educational excursion he should know the policy and the procedures of the education department (cf.2.3.3.6.2). The newly-appointed non-beginner teacher may not have had the chance of organising subject related-excursions in his previous school. The principal, in his induction of the newly-appointed teacher, should ascertain whether such a teacher has the knowledge of organising excursions, otherwise this will prove to be a failure. Rheeder (1989:26) emphasises that the teacher should be able to assess whether an excursion has been successful or not and should be evaluated in terms of the desired pupil change.

An inexperienced newly-appointed non-beginner teacher who has no knowledge of organising subject related excursions may not arrive at the following questions:

- Is the outing likely to provide enough learning for the pupils?
- Do the excursions relate to the work that the class is doing?
- Will the trip really interest the age group for which it is planned?
- Is it easy to reach the place? What will be the costs of the trip?

### 2.3.3.4 **Discipline management as it affects the newly-appointed non-beginner teacher**

According to Jones (1987:119), effective discipline cannot come from the top down. Only effective support for change can come from the top. Effective discipline either happens in the classroom or it does not happen at all and it is imperative for a teacher to promote sound discipline in the classroom at all times.

- The newly-appointed non-beginner teacher may experience a problem in as far as discipline is exercised in his or her new school. His main concern can be whether he will fit in in this regard without creating unnecessary problems. The fact of the matter is that the manner in which discipline is exercised differs from school to school.
- The principal, on the other hand, may not know the experience gained by the new member on the staff in as far as the handling of discipline is concerned. In this way, his task will be that of communication and integrating the newly-appointed teacher.
- The newly-appointed non-beginner teacher may again become concerned about class management and discipline of the school where he is newly employed.
- This teacher may be reluctant to confront misbehaving students for fear of being criticised by pupils and colleagues. He may also be leery of handling difficult problems that might involve the child's parents or older siblings and their friends (Hanna, 1988:64).
- Whether he can handle disciplinary problems or not, the principal will expect the newly-appointed non-beginner teacher to cope with a wide spectrum of students' misbehaviour (Jones & Jones, 1981:4). In some cases these problems may range from serious disturbances such as fights in class to a myriad of forms of less intense, but equally disruptive, classroom behaviour. If the principal does not guide the newly-appointed non-beginner teacher, the possibility is that the teacher will employ classroom management strategies without understanding the students' needs. This will further cause a feeling of ineffectiveness and frustration.

#### *2.3.3.4.1 Pupil-truancy and its consequences*

- In modifying the students' behaviour the non-beginner teacher can expect resistance especially because he does not know all the students well.
- The students tend to play truant especially if the teacher is new because they think he does not know them. The newly-appointed non-beginner teacher may also shun consulting the principal or other colleagues with regard to this deviant behaviour.

- According to Clarizio (1980:84) some of the factors underlying such teachers' resistance to consultative help on classroom discipline are the omniscient attitudes of some consultants (old teachers') and the dearth of practical advice. The example is punishment meted out for truancy and the personal threat of the teacher's sense of competence.
- If the principal does not take action against the pupil who plays truant, the newly-appointed non-beginner teacher's enthusiasm to correct truancy will be minimized. Consequently he may feel like an intruder in the school.
- On the other hand the pupils will regard him as an intruder.

#### 2.3.3.4.2 *Conflict situations in the school*

Conflicts should be accepted as inevitable but definitely also soluble. The newly-appointed non-beginner teacher comes across conflicting situations in the new school where he is appointed. Such conflicts may differ drastically from those that he encountered in the previous school. Consequently, this teacher may have a problem in dealing with conflict situations. The reason is that teachers react differently to differences of opinion and conflict according to leadership style which they adopt (Cawood, 1985:87).

In other words, the principal in School A may differ from the principal at school B as far as the conflict management style is concerned. At the beginning, the newly-appointed non-beginner teacher will have a problem of adjusting himself/herself to the conflict-solving style of his new school. Mosoge (1993:20) highlights the fact that, typically and surely without cause, principals often view teacher participation in management as an erosion of their authority over the teachers, especially in a conflict situation. This may even be worse for the new teacher for he may regard himself as an intruder.

Van der Westhuizen (1992:306) points out that conflict can originate between teachers of certain subjects.

For example, it can arise between Biology teachers and the newly-appointed teacher as a new Biology teacher. This conflict is rather a difference in opinion with regard to the approach to the subject. Conflict becomes dangerous and disruptive when personal glory is the motive and can develop into unhealthy proportions with regard to the newly-appointed teacher. He will further feel like an outcast and not accepted (cf. 2.3.3.4.1.).

#### 2.3.3.4.3 *The effect of wrong guidance to the newly-appointed non-beginner teacher*

Guidance plays a prominent role in giving the newly-appointed non-beginner teacher information about the school. The principal will supply him with information in as far as the school administrative work is concerned.

The abovementioned teacher may encounter a problem in executing delegated administrative activities especially when the principal does not give effective guidance to his administrative staff who will in turn help the teacher concerned (compare with 2.3.2.2.4). This idea is advocated by Van der Westhuizen (1992:445) in that the administrative activities take place by means of guidance through leadership, motivation, communication and implementation.

The newly-appointed non-beginner teacher may not apply the knowledge of effective guidance and the administrative work of the new school if he has not been supplied with the information of such a task from his former school. Furthermore, if care is not taken that instructions are interpreted all efforts will be fruitless (Van der Westhuizen 1992:182). This shows failure on the part of the principal, which may bring about frustration and a feeling of unacceptability on the part of the non-beginner teacher. This can further cause estranged relationships between the principal and his administrative staff. From their research, Aronstein *et al.* (1991:71) concluded that coaching and

guidance from a trusted colleague like a principal or his deputy-principal and head of department, if provided in a non-judgemental and sensitive manner, can result in real growth. The opposite of this can bring about disastrous relationships. For example, ineffective professional guidance to the non-beginner teacher in terms of issues such as subject meetings, lessons and class visits may bring about misunderstanding and unhealthy relations among the principal, his administrative staff and the newly-appointed non-beginner teacher (Van der Westhuizen, 1992:193).

#### **2.3.3.5 Classroom management as a task of the newly-appointed non-beginner teacher**

Classroom management is one of the responsibilities that a teacher has to master if he has to avoid classroom problems manifested by the students. The newly-appointed non-beginner teacher may not have gained enough experience in his previous school in as far as this management skill is concerned.

The principal in the new school may not be aware of this shortcoming and wittingly or unwittingly ignore the necessary coaching to assist the newly-appointed non-beginner teacher.

According to Jones and Jones (1981:1), rather than assisting the teacher (newly-appointed teacher) to understand the issues involved in classroom management, most material provides the teacher with unidimensional strategies for solving discipline problems after they have occurred.

Consequently the newly-appointed teacher will express frustration and anxiety when confronted with the issue of classroom discipline (compare this idea with the sixth paragraph of 2.3.3.4).

According to Bridges (1986:68) the seating arrangement in the classroom seems to make it difficult for some teachers to attend to tasks. For example, the non-beginner teacher who is newly-appointed in a farm school may have a problem in managing a combined class of more than two standards accommodated in one classroom. This is even more of a problem in a one-teacher farm school because he cannot receive immediate guidance from a colleague.

In a two or more teacher farm school the non-beginner teacher may be too shy or proud to request a colleague to assist him with the arrangement or even a time-table if he comes from an urban primary school. This attitude of the newly-appointed teacher can bring about some ineffectiveness and failure in his work.

#### *2.3.3.5.1 Evaluative function of the newly-appointed non-beginner teacher*

Evaluation of pupils has a tremendous impact on the improvement of teaching and learning. According to Bloom *et al.* (1981:15) evaluation is a method of requiring and processing the evidence needed to improve the students' learning and teaching. The newly-appointed non-beginner teacher has as a task the evaluation of pupils. He has a difficulty in evaluating students that he meets for the first time because the previous teacher may have either applied a different method or worse still, he may have ignored this responsibility. The result is that the pupils' performance will deteriorate. Disciplinary problems will arise and parents may also voice dissatisfaction with the newly-appointed teacher. The teacher will consequently feel depressed and unaccepted. Bridges (1986:138) points out that the principals need to know that the evaluation of probationary teachers or the newly-appointed teacher is of a high priority. The abovementioned problem proves that the principal has been negligent in this regard by not checking or evaluating the work of the newly-appointed teacher under his supervision.

Pretorius (in Louw, 1993:113) says that the teacher in his evaluation should guard against categorising, prejudice and stereotyping with regard to viewing pupils with the weakest performance as unwilling, dull, lazy, inhibited, scared, inattentive and uninterested. Lack of knowledge of the new students that the non-beginner teacher meets for the first time can influence him to be negative towards them if he is not properly integrated.

A newly-appointed principal in a school where a non-beginner teacher is also newly-appointed will encounter a problem in evaluating the latter in terms of his progress in evaluating the pupils in their school work.

#### 2.3.3.5.2 *Written work and marking of pupils' work*

Every teacher has a binding responsibility of giving his pupils enough and regular written work to assess performance and to determine whether what he has taught has been successful. In this way he will assess this type of activity by marking the pupils' written work.

Bridges (1986:68) points out that the teacher will return the students' written work which has been corrected at least weekly in order for parents to be aware of the progress of their children.

In some of the schools that were administered by the former D.E.T., the pupil-teacher ratio was sometimes 1:50. A newly-appointed non-beginner teacher who came from a school with a far lower pupil ratio, might experience difficulty if he/she had to give individual attention - in the marking of the pupils' written work as well. This type of a problem can cause dissatisfaction among the parents to be directed against the newly-appointed teacher.

The other alternative is that the newly-appointed teacher may decide to give less written work to avoid marking too many written exercises. If the teacher shows himself to have

no respect for the pupils' efforts by way of evaluating and marking their written work, he can hardly expect such respect from his class (Fontana, 1987:129). The principal who deceives himself with the idea that the newly-appointed teacher on his staff is experienced and can go on without his work being checked, promotes unacceptable performance by this teacher and the students.

According to McLaughlin *et al.* (1988:64), in the absence of evaluation and careful documentation, that is written work, teachers often rationalize their poor performance, usually by blaming their students for their failure. The principal should guard against this type of behaviour from the newly-appointed teacher.

It does happen in some cases that the principal will overload the newly-appointed teacher who has no knowledge of the work distribution of the school. The result is that the students' written work and the marking thereof will be adversely affected. To substantiate this idea, Fielding *et al.* (1990:96) state that teachers' heavy work-load, including large class sizes, multiple subjects or courses to teach, and pressing non-instructional duties, constrain their efforts to improve assessments and its uses.

In the marking of the pupils' work the newly-appointed non-beginner teacher may use symbols that are not understood by the pupils in the school where he is newly-appointed. It is important that the principal should use the standard method and symbols that are understood by the pupils.

Distorting and discouraging remarks made by the teacher in the exercise books of the pupils are demotivating and can cause unnecessary problems in class.

#### 2.3.3.5.3 *Testing pupils' progress*

Teaching for a test may encourage undue emphasis on cognitive development, the end result being absence of concern for social and emotional development of pupils (Lehman

*et al.*, 1987:307). This problem faces many experienced teachers. The newly-appointed non-beginner teacher is faced with the task of developing his own tests for measuring students' progress towards the immediate objectives of instruction. According to Adams and Torgerson (1964:321), if the teacher-made tests represent the major objectives of instruction, special studying or receiving of tests will reinforce other aspects of teaching. The newly-appointed non-beginner teacher does not know the behaviour of the pupils he meets in the school where he is newly-appointed. In his planning for the tests the non-beginner teacher faces up to such questions as:

- Is the objective of the test realistic?
- What kinds of pupil behaviour will be evidence of progress towards each objective?
- What type of test policy does the school have with regard to testing pupils?
- Will the colleagues be helpful if he needs their assistance?
- How will the principal assess his work?

The problem of testing these students may be doubled by lack of knowledge of the instructional content taught already by his predecessor which may bring about ambiguity in the interpretation of the questions. This idea is explained by Griswald (1990:20) by stating that a poorly written, ambiguous test question is difficult to respond to reliably. The student is more likely to guess.

Lack of knowledge about the pupils' learning ability brings about problems for the newly-appointed teacher to test the pupils especially during the first week of his teaching in the new school.

In some cases the principal becomes too lenient to evaluate the new teacher because he wants to avoid unpleasantness and promote good relationships with the teacher (Bridges, 1986:138).

### 2.3.3.6 Education Department policy

The Education Department has a policy which sets out the rules about how education will be run. A national policy on education is the government's part of its national objectives that can be achieved using education as a tool (Endem, 1982:117).

The newly-appointed non-beginner teacher may not have the knowledge that no policy on education can be formulated without identifying the philosophy and objectives of a nation unless he is initiated in this notion. In the ex-D.E.T. schools the majority of the newly-appointed non-beginner teachers and indeed some of the older teachers do not know the corporate values of the Department and their importance. Their ignorance is caused by the fact that they are never informed and coached about this aspect.

Although some of the newly-appointed teachers have received Top Down training courses in the Department of Education and Training, the majority of such teachers are not aware of the advantages of the Education Department policy such as:

- That education policy facilitates relations between the school and the community.
- That teachers who work in a school system which lacks coordination will be more frustrated than those experiencing coordination that was achieved through joint determination of policy.
- That there are corporate values of the Education Department such as empathy, professionalism, trust.

#### 2.3.3.6.1 *Revised conditions of service for teachers*

Stanford (1992:8) points out that although working conditions vary from school to school, some problems are common to many schools.

The newly-appointed non-beginner teacher therefore may come from a school where the conditions of service are violated by everybody without facing any disciplinary charges. As he joins a school where rules have to be followed to the letter, he may regard that as an unhealthy challenge. It is, therefore, the duty of the principal to explain these conditions to the new teacher on his staff.

As the conditions of service are revised from time to time, the newly-appointed non-beginner teacher must not lag behind with the information. That is, the principal must keep him informed about the new information. For example, he must know the fringe benefits which affect him.

#### *2.3.3.6.2 Interpretation of school policy by the newly-appointed non-beginner teacher*

To interpret the education policy may not be an easy task for the newly-appointed non-beginner teacher, especially when he has never been accorded the opportunity to discuss or ask for clarity from the principal. Van der Westhuizen (1992:151) maintains that policy should be consistent although differences in interpretation may be made. In schools for Blacks, most teachers do not interpret the education policy well. Some of them do not, in fact, know the policy of their education department. Some principals avoid at all costs to inform their staff about the education policy of their department (this problem was mentioned in 2.3.3.6). The reason may be that the principal fears expressing his own opinion on controversial issues without jeopardizing his relations with the teacher of the school.

#### *2.3.3.6.3 Departmental newsletters, magazines, manuals and circulars*

In the Department of Education and Training, newsletters, magazines such as *Educamus* were received by the school. In many schools, the principals do not make such documents available to the teachers. A teacher who comes from such a school shows

lack of knowledge in as far as these documents are concerned. If the principal of the school where the teacher is newly-appointed does not guide him in as far as the application of these documents is concerned, the teacher may adopt the attitude of the previous school.

The departmental circulars are sent to schools from time to time. If the principal does not integrate the newly-appointed teacher into the method of disseminating the contents of the circular or even instructions to the newly-appointed teacher, the latter may feel embarrassed and lacking when the contents of the circular or written instructions are discussed in the meeting. This may bring about a sense of unacceptability to the new teacher. Principals must also accept the fact that their utterances and instructions are no longer regarded as law and accepted unconditionally (Editorial, 1982:5). Information through circulars or instruction by the principal should as a rule not be given to cause embarrassment for the new teacher.

Walters (1991:66) stresses that information is contained in circular minutes and should be circulated to all schools and teachers to whom the circular is directed.

#### **2.3.3.7 Work-analysis-role conflict and expectations of the newly-appointed non-beginner teacher**

Endem (1982:19) points out that role and personality conflicts occur when the role expectations ascribed to a position are at variance with the needs disposition of the incumbent. For example, the behaviour of a newly-appointed teacher who embezzles funds for the excursions is in utter conflict with a role expected of him as a custodian of school property. It does happen that the newly-appointed non-beginner teacher may be expected by the principal to conform simultaneously to more than one contradictory set of expectations. The result will be that conformity to one expectation infringes on another and at the end of the day conflict occurs. For example, a newly-appointed Mathematics teacher may be given Biblical Studies and art classes in addition to his load

and be expected to produce the same good results. The two last subjects may be allocated to him simply because the older teachers are not prepared to teach them. As a specialist in Mathematics, this teacher will undoubtedly focus more attention on Mathematics at the expense of the other two subjects.

A principal who has no skill in delegating duties to the staff can be a cause of role conflict. The work analysis should be the responsibility of the principal. If he fails to do so, the newly-appointed teacher may face conflict with some members of the staff. This may be the result of how the newly-appointed teacher perceived his role in comparison with the role perception of other teachers.

Endem (1982:20) explains role expectation as the way in which the members think they are expected to behave and how others actually expect them to behave. For example, the newly-appointed non-beginner teacher may think that the principal wants him to refer most of his classroom disciplinary problems to him, while in actual fact the principal all along expected that the teacher should solve the problems himself. This conflict is caused by the fact that the principal may not have analysed the job or responsibilities of the newly-appointed non-beginner teacher.

Role expectations are seldom stated fully and explicitly and this short-coming in the school administration brings about role conflict for the newly-appointed teacher. Teachers may experience different expectations of what their role should be, for example, language teachers are confronted with markedly distinct interpretations of their job. Tension between these demands causes stress.

#### **2.3.3.8 Financial constraints and responsibility of the newly-appointed non-beginner teacher**

Financial constraints can cause personal problems to the new teacher especially when he has to secure a house for his family in a new place. The principal may be ignorant about

this matter especially if he shows no interest in knowing whether the teacher has accommodation in his new place. The principal who does not process the necessary forms in time so that the teacher can receive his salary timeously can bring about low performance levels and ineffectiveness on the part of the newly-appointed non-beginner teacher.

### **2.3.8.1 Delegating of financial responsibility**

Delegated financial responsibility can cause difficulties to the newly-appointed non-beginner teacher. This teacher may, for example, not have had the opportunity in the previous school to collect money for school educational trips. If proper guidance and coaching is not done by the principal of the present school, the trip may fail as a result.

Van der Westhuizen (1991:181) refers to guidance as the management task which gives direction to the common activity of the people to ensure that they execute the tasks to achieve the set goals.

#### *2.3.3.8.2 The record keeping of finances of the school*

This is one of the duties that the newly-appointed non-beginner teacher has to master especially when he is the class teacher who keeps the finance records of his class of pupils. Although the collection of the school fees, for example, may be the responsibility of the school clerk, the daily attendance register is updated by the class teacher. Furthermore, he is expected to complete all the information in the following pages of this register, for example, the amounts paid by the pupils. The newly-appointed teacher may not have been introduced to this type of work. Where financial records are incomplete or inadequate, the oversight is due to the carelessness or lack of awareness as to the necessity of keeping records, rather than deliberate neglect on the part of the school principal. Sanders *et al.* (1990:95) state that if principals and teachers are to be held responsible and accountable for instructional outcomes, they must have control over the

financial resources. While the process of school-based budgeting may be perceived as tedious and time-consuming, it is a method of empowering teachers and administrators.

Van der Westhuizen (1992:381) states that, in the allocation of financial tasks, a school principal should show consideration for his staff as people and take note of their capabilities. It will be pointless, therefore, to assign to the newly-appointed teacher the responsibility of dealing with financial matters if he is incapable of doing so.

#### *2.3.3.8.3 Role of the principal in the distribution of work*

The principal has a significant role to play in determining the control of school finances as well as planning for the financial management of the school. Van der Westhuizen *et al.* (1992:392) elaborate by further saying that the principal should draft control instructions and the way in which the financial performance should be observed. It will be to the detriment of principals' management if the teacher can be delegated with administrative duties where there are no standards and criteria according to which quality of performance can be determined. For example, some principals delegate the compilation of the school composite time-tables to the teachers. The time-table is further displayed in the staff room without having been checked by the principal.

In delegating responsibility, the principal must be careful not to merely increase the teacher's number of tasks (Kaiser 1985:4). An even distribution of work and healthy team work among the teachers promote good performance among the teachers.

#### *2.3.4 The effect of delegated management tasks of the senior personnel*

Walters (1991:40) indicates that the principal delegates certain duties such as extramural activities to the senior personnel to lighten his own work-load.

The heads of department also delegate, both within the range of their duties and within the subjects for which they are responsible. These senior teachers have the tendency of assigning duties to the newly-appointed non-beginner teacher even if such a teacher may not be capable of performing the duty - for example the new teacher may be delegated with the responsibility of seeing to the pupils cleaning the toilets every morning before the beginning of the school day. The H.O.D. may be trying to beg for acceptance from the older members of staff by not assigning this duty to them. This type of management style of an H.O.D. can bring about friction between himself and the newly-appointed teacher. This problem can go on unresolved until it develops into frustration for the newly-appointed teacher.

According to Van der Westhuizen (1992:330) it is evident that the increased demands made on the teacher or a greater extent of role confusion can dramatically increase stress. When the newly-appointed teacher has reached the stressful stage, a sudden decrease in the class teaching proficiency will result because the confidence of the teacher has been undermined. A teacher who has specialised and gained experience in teaching a particular subject may be demoralised if the head of the department in the school where he is newly-appointed, cannot allow him to teach it.

#### **2.3.4.1 Comparison with senior personnel in business management**

In business management, the personnel manager has a line authority over the personnel department for which he is responsible (Sikula *et al.*, 1984:20). In other words, under him there are staff/personnel who have also been delegated with the duty to supervise the workers under them. In educational management, there are senior teachers under the principal who supervise the teachers (as mentioned in 2.3.4). In the school the principal has the deputy-principal who supervises the H.O.Ds who in turn supervise the new teacher together with the other teachers.

As in the case of newly-appointed non-beginner teachers, in the business world there are experienced employees who also experience adjustment problems in the company or organisation where they are newly-employed. They also need orientation programmes from their seniors or manager.

#### **2.3.4.2 Interpersonal relations among colleagues and the new teacher**

Walters *et al.* (1991:43) encourage the idea that teachers' relationships must always be based on professional etiquette. In other words, every teacher should act justly toward the other teachers.

Sometimes the newly-appointed teachers are daunted by the question as to whether they will fit in with the interpersonal relations of the colleagues in the school. This feeling of doubt may be brought about by the fact that he loses self-confidence. To compel him to do a task against his will may estrange the human relations between the new teacher and the principal or the senior personnel like the deputy principal and the heads of departments. Human relations may be further strained if the new teacher realises that he is not listened to about his shortfalls. Raikane (1991:18) points out that nothing is so destructive to human relations as the realization that someone is reluctant to listen to you. The new teacher wishes to know that his colleagues are prepared to accept him. It is important that the friendly relations of the newly-appointed teacher with the pupils, the parents, community and education department authorities should be healthy. An undisciplined class can cause unhealthy teacher-pupil relationships.

#### **2.3.4.3 The staff meeting and its influence on the newly-appointed non-beginner teacher**

It is of vital importance that the principal should communicate with his staff so that he can understand the problems of the staff and the school. According to Kaiser (1985:16), the principal has to conduct the meetings for the school's educational business, not for

socializing. These staff meetings provide the opportunity for communication and exchange of ideas among the staff members.

For the newly-appointed non-beginner teacher, staff meetings may cause him to be withdrawn, reticent and shy to participate in the discussion. He may avoid giving his viewpoint in some of the matters that affect the school because of lack of knowledge in as far as the policy of the school is concerned (cf. 2.3.3.6.2).

Van der Westhuizen *et al.* (1992:157) point out that if the meeting is scheduled, the following questions will be appropriate:

- Which people will be directly affected by the decisions of the meeting?
- Which people have expert knowledge that can be applied to realise the goals set?

The abovementioned questions can influence the principal to exclude the newly-appointed non-beginner teacher for the simple reason that he does not know the new teacher's expertise in as far as the issue at hand is concerned. This reaction may force the newly-appointed non-beginner teacher to be reserved and lack the confidence to be fully involved in the staff meeting. This teacher, therefore, shows no interest in the deliberations (compare with the first paragraph of 2.3.2.2.3). Arends (1991:426) says that in some schools meetings will be terrible, particularly if everyone talks at once or certain people dominate the discussions. Furthermore, if the principal is not able to conduct the staff meetings in a business-like but friendly spirit, the staff relations with the newly-appointed teacher can never improve.

### *2.3.5 The school climate and its impact on the newly-appointed non-beginner teacher*

The behaviour and performance of a newly-appointed non-beginner teacher can be influenced by the type of school climate as well as the principal's management style. In a school where an open climate is prevalent the newly-appointed non- beginner teacher

who comes from a school where a controlled climate was exercised will experience adjustment problems. The reason is that in a school where there is an open climate there is a high spirit and low disengagement on the part of the teachers. Obversely, an atmosphere of hard work is found in the school with a controlled climate, although the *esprit de corps* is quite high (Silver, 1983:184-185).

The principal can also bring about misconceptions about himself to the newly-appointed teacher. For example, the principal may work hard enough to see that things run smoothly but he may not be a model of commitment or dedication.

### **2.3.5.1 Familiar climate and autonomous climate**

The newly-appointed non-beginner teacher may come from a school where a familiar climate prevailed, that is, where teachers are disengaged with respect of work but intimate with their respective lives (Silver, 1983:186). The contrast is that he may be newly-appointed in a school with an autonomous type of climate where there is complete freedom for teachers to conduct their work and fulfil their needs as they feel. The newly-appointed teacher will be a misfit in this situation and worse still, the situation will be aggravated if the principal avoids the process of induction of the new teacher.

### **2.3.5.2 Paternal climate and closed climate**

Looking from another perspective, the newly-appointed non-beginner teacher may be acquainted with the paternal climate where the teachers are overburdened with busy work but do not get along well. His adjustment problems in a school where he is newly employed will arise if there is, for example, a closed type of climate applied. Here the teachers are disengaged and are overloaded with paperwork (Silver, 1983:186).

In this type of a climate he gets no assistance from the principal because the latter is aloof and inconsiderate.

### 2.3.6 *The influence of school culture on the newly-appointed non-beginner teacher*

McPherson *et al.* (1986:125) state that the notion of culture encompasses the values or social ideas and beliefs that organisation members come to share. The nature of the school culture has a powerful influence on the teachers in a school (Basson, in Van der Westhuizen, 1992:627). This influence can be negative or positive on the newly-appointed teacher. The reason may be that the cultural norms and values of the school may differ from those that he knew, understood and accepted from the previous school (cf. 2.3.6.2).

Wayne *et al.* (1987:262) describe the school culture as the shared assumptions, values and norms which must be understood by each member of the teaching staff of a particular school. If the principal does not initiate the newly-appointed non-beginner teacher into the culture of the school, the result is that this teacher may face the following problems:

- He will apply the knowledge of the culture gained from his previous school which may be incongruent with that of the school where he is newly-appointed.
- He may be regarded as not being co-operative.
- His input to effect changes in the school may not be acceptable to the staff and the principal.
- The feeling of unacceptability will inculcate a sense of being an intruder in the school.
- The performance of this teacher will deteriorate. It is the duty of the principal to put the newly-appointed teacher in touch with the school culture specifically as it concerns the norms and values which are valid in that particular school and which should be obeyed.

### **2.3.6.1 New environment as a cause for unpleasant adaptation**

As individual teachers learn not only to do better what they are prepared to do, they also learn that adaptations to new situations are dependent upon their creative ability (Burke 1987:65). This is the case with the newly-appointed non-beginner teacher because he finds himself in a completely new environment in the school where he is newly-appointed. He does not know the layout of the school, for example. A teacher who has been teaching in a farm school experiences class management problems in his attempt to fit in at the secondary school and the opposite is the same. The reason is that the school environmental conditions differ in this respect.

The principal who abdicates his responsibility to induct the newly-appointed teacher brings about adjustment problems which may further jeopardise the progress of the classroom activity. The physical classroom environment also affects the dynamics of learning, (Lemlech, 1988:164). For example, the arrangement of the desks and chairs in the secondary school and the farm school will differ radically. The newly-appointed non-beginner teacher who manages the farm school for the first time will face problems in the arrangement of different standards in one classroom. This problem can easily hamper the teaching and learning pace of the students.

Classroom environment also plays an important role in the work of the newly-appointed teacher. Walters (1991:47) says that a cold dark classroom is not a pleasant environment in which to teach or to learn. These conditions are experienced by the teachers newly employed in the farm schools. Most of these schools have a very poor lighting system and no electricity.

### **2.3.6.2 Norms and values expectations of the new school**

The teachers of a particular school interact according to the norms and values of their school. Ashworth *et al.* (1990:285) stress that when the principal does not make the

norms and values clear, does not enforce them, and does not note and treat instances of non-adherence to them, discipline problems result among the pupils.

- The actions which are considered to constitute proper and improper behaviour are defined. For example, a newly-appointed non-beginner teacher will have to conform to the norm that every teacher must have good discipline and high professional standards.
- In most Black schools principals do not integrate the non-beginner teacher into the norm expectation of his particular school where he is newly-employed.
- This teacher is totally ignorant of the norms and values of the school. The possibility is that these norms and values may differ from those of his previous school. Moore (1993:64) brought beliefs and values under a spotlight by stressing that all schools have distinctive values, beliefs and aspirations for the students and teachers. A new teacher in a school has to be aware of such values.

Van der Westhuizen (1992:204) maintains that if community values differ from those of the teacher, these community factors will have a demotivating effect on the teacher. A newly-appointed non-beginner teacher is prone to these demotivating factors because he may be a new man in this community where the school is situated. The fact is that he may be ignorant in as far as the norms and values of that community are concerned.

### **2.3.6.3 Difference in culture (schools) as a problem of adjustment**

In Chapter 1 it was mentioned that there are white teachers, HOD's and principals employed in the schools that belonged to the former D.E.T. These teachers come from communities with different cultural backgrounds to those of the Black communities.

Hanna (1988:80) maintains that unsatisfactory social relations between the students and teachers and among students often block the achievement of educational goals. A newly-appointed non-beginner White teacher who has no social background of the schools for

the Blacks will encounter adjustment problems because of lack of experience in teaching the Black pupils. The fact of the matter is that there are differences in both values and their expression of communication between the cultures of the Blacks and Whites (Hanna, 1988:50). This teacher has to learn the black cultural pattern in order to get along with the pupils. The teacher's adjustment problem may be aggravated by lack of or ineffective orientation programmes by the principal. Some of the problems he may come across about pupils' reaction will be, for example, pushing and shoving in and out of the lines formed to move a class room one activity to another; open contempt or complete disinterestedness in the lesson, to mention but a few.

### *2.3.7 School policy and participation of the non-beginner teacher in its formulation*

Barnard (in Van der Westhuizen, 1992:411) states that in making policy, the procedure that has to be followed is determined in the process of planning the school community relationship. In making the policy of the school the principal should analyse and evaluate arguments for and against the policy. Contributions from the staff members about making the school policy should correlate with the goals and objectives. It is important that the newly-appointed non-beginner teacher be involved in the formulation of the school policy otherwise he may not feel part of the decisions taken at that level.

The policy of the school where the teacher is newly-appointed may differ from the one in his previous school. If the principal does not make the policy explicit to the newly-appointed teacher, the problem of misunderstanding cannot be avoided (compare with 2.3.3.6). Barnard (in Van der Westhuizen, 1991:152) shows that if the policy is not flexible it puts a damper on initiative. For this reason, it should be constantly revised and adapted to change. Some principals avoid involving the newly-appointed non-beginner teacher in this process and expect him to be an outsider. The school can lose the expertise and constructive contributions from the newly employed teacher who may have been an asset to his previous school.

### 2.3.7.1 School rules and regulations and their meaning to the new teacher

School rules and regulations of every school are regulative provisions which ensure that the management practices are in line with the policies laid down by the school (Endem, 1982:117). If the principal of the school does not engage the newly-appointed non-beginner teacher in the orientation programme to put him abreast of the rules and regulations of the school, he may experience disciplinary problems with the pupils (cf. 2.3.7). The other possibility is that he may also contravene some other regulations which concern the administration of the school. This lack of knowledge about the school rules may set him at loggerheads with the principal and the staff. The rules must be clear and not too numerous and the pupils should be told what standard of behaviour is expected. A newly-appointed non-beginner teacher may not be vigilant and alert in dealing with the problems relating to his students because of adjustment problem especially when he has not been coached by the principal to deal with disciplinary problems. According to Fontana (1988:32), when rules are accepted by the members of the group because the rules are important in terms of personal values, then groups function efficiently. If the rules are imposed and are meaningless to the teachers, they will not be obeyed.

### 2.3.8 *The effect of ignorance of the school community*

The school community is constituted of the parents of the students and other members of the community. Lack of knowledge of the community in which the school is situated as well as the students background, is a major handicap to the newly-appointed non-beginner teacher (Fontana, 1987:64). The community and the social background from which the students come have an influence on the students' learning progress at school. The newly-appointed teacher may not know the needs of the people, their work circumstances and the requirements of the community. In the Department of Education and Training, the newly-appointed non-beginner teachers from the other racial groups such as Whites or Indians lack the knowledge of the Black community background in which the school is situated (cf. 2.3.6.3). This ignorance causes adjustment problem to

the newly-appointed teacher. He will not be in the position to ascertain that some learning problems of the pupils may be caused by adverse social conditions of the community from which such pupils come.

### **2.3.8.1 Parents and their involvement role in the school**

Lack of parental involvement in the child's behaviour and progress at school where the non-beginner teacher is newly-appointed, demoralises him or her to improve his work performance. For example, some parents are completely indifferent to their child's progress at school and may not take issue with the child who has been creating a bad impression with the newly-appointed teacher (Fontana, 1987:87).

The newly employed teacher has the responsibility of understanding why the parents may respond negatively. Being a new man in the school, the newly-appointed non-beginner teacher may not have the knowledge that some parents themselves experienced the school failure and have negative feelings about the school and the teachers (Jones *et al.*, 1981:84). It is therefore the duty of the principal to see to it that such information is given to this teacher. More often than not, such information is never disclosed by the principal.

The fact that the newly-appointed teacher does not know the parents of the pupils he teaches makes it difficult for him to even understand the problems of their children.

Since the alternative of blaming the newly-appointed teacher or the school is accepting a considerable responsibility for their children's problems, it is not surprising that many parents choose to make the school or the newly-appointed teacher the culprit. If the principal of the school does not encourage the newly-appointed teacher to involve the parents in the education of their children, chances of the students serious disciplinary problems may ensue. Walters (1991:44) points out that the teacher should encourage the parents' participation in the general educational programme so as to enhance the

programme of the school. A newly-appointed teacher who works in the community that he meets for the first time will not be able to discuss the problems of the pupils to the parents especially if they show a negative attitude towards the school. It may also be difficult for him to maintain friendly relations with all the parents if he feels unaccepted in the community. In the farm school, the position is worse because some of the pupils come from the farms which are far from the schools. This makes it difficult for them to know them and discuss the progress of their children with them or even to establish friendly relations within them.

### **2.3.8.2 The school management council**

Members of this council are elected from among the parents of the pupils who attend a particular school. The council as a statutory body has specific duties that it has to perform. Reboire (1991:8) states that the policies of a school board should be incorporated into a manual in order to be easily consulted by administrators, teachers and citizens. This statement does not hold water in the administration of most schools which were under the Department of Education and Training. The reason is that most principals do not acquaint their staff members, including the newly-appointed teacher, with the policies governing the school management councils. Consequent to the abovementioned shortfall on the part of the principal, a member on his staff will move or transfer from his school to another school with this ignorance.

In the schools which are predominantly Black, there is a tendency among the teachers to look down upon the members of the school management councils because of lack of this knowledge.

### **2.3.9 *The principal as a contributory factor to the teacher's problems***

Besides personal inadequacies of the teachers the principal may assign partial blame for the new teacher's present difficulties to the shortcomings of the previous principal

(Bridges, 1986:12). In other words, the latter principal does not want to accept this inability or reluctance to deal with the problems of the newly-appointed non-beginner teacher so that he can be properly adjusted in the new situation he finds himself. Proper orientation programmes must be embarked upon to induct the newly-appointed teacher.

The principal who avoids parental involvement can never be in the position to set his school on a sound footing. Van der Westhuizen (1992:438) says that the principal should be involved in the community activities so that he can clarify the strengths and weaknesses of his school. Teachers must also be involved in the community activities. The newly-appointed teacher may not be able to do so because he may be a new person in such a community. He will, as a result, try to be encouraged by the principal.

### *2.3.10 Conclusion*

From the discussion in this Chapter, it is evident that a newly-appointed non-beginner teacher faces hindrances in a school where he is newly-appointed.

His lack of knowledge of accepted standards, practices, rituals and traditions within the school as well as lack of knowledge of the children's ability and their community background, may well create a handicap for him. The administrative and management style of the principal also add to the maladjustment problems of the newly-appointed teacher. His personal problems such as stress and lack of self-confidence add to his plight in the new school.