

CHAPTER 4

4 THE EMPIRICAL SURVEY

4.1 Introduction

In Chapter 1 it has been stated that one of the aims of this study is to investigate and determine what the management task of the principal implies regarding the integration of the newly-appointed non-beginner teacher. A further aim of this research is to prove that proper induction of the newly-appointed non-beginner teacher contributes to a sound management development task of the school principal. Furthermore, the aim of this investigation is find out why a personnel orientation programme is necessary for the newly-appointed non-beginner teacher.

The problems encountered by the the newly-appointed non-beginner teacher were highlighted in Chapter 2, and a literature study was conducted to substantiate the abovementioned matter which needs the attention of the principal in his management task. In Chapter 3 the emphasis was put on the orientation or induction of the newly-appointed non-beginner teacher as one of the the management tasks of the principal (cf. 3.3). Again here, the literature study served as a source of information. In this Chapter, the data supplied by the principals and the newly-appointed non-beginner teachers are empirically analysed and interpreted.

4.2 The questionnaire

To conduct an empirical survey, two types of questionnaires were developed, namely, one type for principals and the other for the newly-appointed non-beginner teachers (see Appendices A and B).

In this research the closed form of questionnaires is used. These questionnaires deal with the management task of the principal. The responses that emanated from these questionnaires determined whether the principal orientated the newly-appointed non-beginner teacher to avoid problems as cited in Chapter 2. The respondents were not expected to write their names or the names of their schools on the questionnaire. It is for this reason that the assumption was made that the respondents would not feel threatened in answering the questions. A four-point scale was used and the respondents were required to make a cross opposite the number in the appropriate column (cf. Appendices A and B). The four-point scale was represented as follows: Never = 1, Sometimes = 2, Often = 3 and Always = 4. To avoid ambiguity or misunderstanding, the questions were formulated to be as brief as possible.

4.3 Purpose of the questionnaires

The purpose of the questionnaires is to collect data which will be used by the researcher to investigate the management task of the principal with regard to the newly-appointed non-beginner teacher. The data collected also guided the researcher to determine whether the non-beginner teacher received induction programmes in the schools where they were appointed.

The detailed discussion of the purpose of the questionnaire will be done in the ensuing paragraphs when the data will be analysed and interpreted.

4.3.1 Biographic data

SECTION A

- * AGE: The aim of this question (cf. Appendix A - question A1) was to rank the principals according to their age groups. The same arrangement was made in the question for the newly-appointed non-beginner teacher. The information derived

from this question will be related to the principal's management task with regard to the newly-appointed non-beginner teacher, to determine the extent of support based on the age of the principals.

The same question answered by the newly-appointed non-beginner teachers will give an indication as to whether they are inducted into their new teaching posts.

- * **SEX:** The purpose of this question (Appendix A - question A1) is to compare the male and female principals concerning their management task regarding the newly-appointed non-beginner teachers. In as far as the question of the newly-appointed non-beginner teachers is concerned, the responses of both sexes are also compared.
- * **CURRENT POST:** The aim of this question is to establish whether the newly-appointed non-beginner teacher has been employed as an ordinary teacher or head of the department (cf. Appendix A - question A3).
- * **CATEGORY:** This question establishes the categories in which the principals as well as the newly-appointed non-beginner teachers fall (cf. Appendix A - question A4). This can help the researcher to verify whether a principal in a higher category can give better guidance to the newly-appointed non-beginner teacher than the one in a lower category.
- * **EXPERIENCE:** This question aims at establishing the number of years for which the principals have been working as principals (Appendix A - question A5). The responses will assist in determining whether the long serving principals excel when compared to novice principals in executing their management tasks with regard to the newly-appointed non-beginner teachers. The responses of the newly-appointed non-beginner teachers will also form a basis for comparison of the teachers with different experience in terms of years spent teaching.

- * **QUALIFICATION:** The aim of this question is to find out what the highest professional qualifications of the respondents are. As far as the principals are concerned, the question establishes their ability to help the newly-appointed non-beginner teacher with professional and administrative problems.

As regards the newly-appointed non-beginner teacher, the question seeks to assess whether the newly-appointed non-beginner teacher can cope with the abovementioned problems if they do not get assistance and guidance from the principals. Qualifications determine the extent of support needed by the teacher.

4.3.2 *Questions on the management task of the principal*

SECTION B

In this section, the questions were formulated on the management task of the principals with a view to ascertain whether the newly-appointed non-beginner teachers do receive induction or guidance in their new posts. The shortcomings which are experienced in the primary and secondary school, according to the literature study, are considered. These questions determine how frequently the principal offers assistance to the newly-appointed non-beginner teacher in relation to the administrative, personal, professional, communication, staff, school community and environmental problems (cf. Chapter 2). In short, the questions were asked where it is believed that the principals did not manage their tasks effectively and efficiently in orientating the newly-appointed non-beginner teachers.

The questions in section B of Appendix A are classified as follows:

- * PERSONAL PROBLEMS: Under this heading, questions B1 and B2 were asked to verify whether the findings of the literature study are congruent with the findings of the empirical study (cf. 2.3).
- * GUIDANCE IN THE TEACHERS' PROFESSIONAL WORK: Under this topic, the questions B2, B10, B18, B19, B33, B14 and B36 were asked to ascertain whether professional help is given to the newly-appointed non-beginner teacher.
- * COMMUNICATION WITHIN THE SCHOOL SYSTEM (organisation): This heading necessitated the following questions: B3 and B4. (cf.2.3.2.2).
- * PARTICIPATION IN DECISION-MAKING PROCESS: The questions B6 and B28 emanate from this heading. The aim of these questions is to find out whether the principals do allow contributions that may be made by the new teachers on the staff (cf. 2.3.2.5).
- * MAINTENANCE OF ACCEPTABLE STANDARDS: The following questions under this topic were asked: B13 and B20. The purpose of these questions is to determine whether the principals give priority to acceptable Standards.
- * MOTIVATION FOR SELF-DEVELOPMENT: Under this heading questions B5, B7, B11 and B24 were asked to assess whether the principals consider teachers' self-development through motivation (cf. 2.3.3.1.3).
- * DELEGATED ADMINISTRATIVE RESPONSIBILITY: Questions B9 and B12 were asked pertinently to find out as to whether the principals delegate and train the new teachers with regard to administrative responsibility.

- * **HANDLING OF SCHOOL-RELATED PROBLEMS:** To verify whether the principals coach the newly-appointed non-beginner teachers to manage disciplinary problems. Questions B15 and B16 were asked (cf. 2.3.3.4).
- * **FURNISHING INFORMATION:** Under this heading, the following questions were asked to prove whether the principals give the new teachers the necessary information regarding professional matters: B17, B21, B22 and B23, (cf. 2.3.3.6).
- * **SCHOOL FINANCIAL RESPONSIBILITY:** The question B25 was asked to find out whether the principals manage the delegated financial responsibilities of the non-beginner teachers (cf. 2.3.3.8).
- * **PROMOTING COLLEGIALITY:** The aim of questions B26 and B34 is to assess whether the principals promote good human relations among the old members on the staff and the newly-appointed non-beginner teachers.
- * **COMMUNITY AND PARENTAL INVOLVEMENT:** The literature study reveals that parents must be involved in the education of their children. To verify this statement, questions B31 and B32 were asked (cf. 2.3.8.1).
- * **INDUCTION INTO THE SCHOOL POLICY:** The purpose of this question is to ensure that the principals interpret and involve the newly-appointed non-beginner teachers in the formulation of the school policy, rules and culture (cf. 2.3.7). These questions are reflected in B27, B29 and B3.
- * **CONSTRUCTIVE FEEDBACK:** From the literature study, it is evident that constructive feedback is important for outstanding performance (cf. 3.7.5). The aim of this heading is to compare the findings of the literature study with the findings of empirical study (cf. B35 and B37).

4.3.3 *Questions on the guidance given to the newly-appointed non-beginner teachers*

The questions in the Appendix B, section B were formulated to analyse the responses of the newly-appointed non-beginner teachers. These responses will enable the researcher to assess how frequently these teachers enjoy guidance, coaching and training from the principals. The information from the literature study will be related to the findings of the empirical study. The same type of questions formulated for the principals was to be answered by the newly-appointed non-beginner teachers. The difference is that the teachers' responses reveal whether they get help and induction from the principals or not. In short, the aim of these questions is to establish the frequency of assistance the principals offer to the newly-appointed non-beginner teachers with regard to the problems related to personality, human relations, administration and professionalism (cf. Appendix B). These questions range from B1 to B37.

4.3.4 *Qualitative survey*

To get the relevance of the questions with the aim of avoiding unexpected problems, a pilot study was conducted by direct contact with some respondents.

The questionnaires were sent to some of the schools in the Bloemfontein West district and Bloemfontein South districts {N = 123}. Out of 187 schools of both districts only 123 schools were used as stratified random sample.

The responses from both principals and the newly-appointed non-beginner teachers were considered for the empirical study (cf. Appendices A and B).

4.4 Procedure for administration

Permission was asked from the Head of the Free State Department of Education and Culture to conduct a survey by sending the questionnaires to the schools. Permission was granted (see Appendices C and D).

The letter of request addressed to the Head of Education and Culture was accompanied by the copies of the questionnaires to the principals and the newly-appointed non-beginner teachers for scrutiny. Problems were encountered in distributing and retrieving some of the questionnaires because these were either delivered or collected by the researcher. Some questionnaires were sent or received by post from the principals of schools. The result was that not all questionnaires sent were received, as shown below (cf. Table 4.1.).

TABLE 4.1 Responses to the questionnaires

Number of questionnaires			
	Sent out	Received	%
Principals	123	87	71
Non-beginner teachers	280	229	82

From the above Table, it can be seen that out of 123 questionnaires sent out to the principals, only 87 (71%) were received. The questionnaires received from the newly-appointed non-beginner teachers were 229 out of the 280 questionnaires sent to them.

4.5 Population

The population for this research was drawn from the primary and secondary schools as well as the combined schools in the Bloemfontein West and Bloemfontein South districts. The combined schools accommodate pupils from Sub-A up to Standard 10.

The principals who were involved in this research are those who have newly-appointed non-beginner teachers on their school staff.

4.6 Statistical techniques

The findings derived from the stratified random sample of the primary, secondary and combined schools in the Bloemfontein West and Bloemfontein South districts were used to compile the statistical analysis.

4.6.1 *Frequency analysis*

The responses of the principals and the newly-appointed non-beginner teachers were computerised. These responses reflected the frequencies and percentage of the number of times the principals helped the non-beginner teachers. Furthermore they show the percentages of the respondents for every question, including the standard deviation and the mean. The frequencies were done by the Statistical Consultation Service of the PU for CHE who processed the results by using the computer package SAS (SAS - Institute, 1985).

4.6.2 *Determining of effect size*

It was determined how big the difference between the perceptions of the principals and the newly-appointed non-beginner teachers with regard to the help given and received respectively was. The mean for every category was found and to arrive at effect sizes, the standard deviation for every category was determined as well. The formula for effect size is represented as follows:

$$- \quad -$$

$$(X1 - X2)$$

$$d = \frac{\bar{X}_1 - \bar{X}_2}{S}$$

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Where \bar{X}_1 = is the mean for the newly-appointed non-beginner teachers

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 \bar{X}_2 = is the mean for the principals

S = is the standard deviation of the newly appointed non-beginner teachers

d = is then the effect size

Following the calculations of the d-values, the following three cut-off points (Cohen, 1988) were used to indicate the effect differences in the averages of the groups:

$d = 0,2$ small

$d = 0,5$ medium

$d = 0,8$ large

4.7 Interpretation of data

4.7.1 Introduction

To interpret the biographic data, the researcher made use of frequencies and percentages to discuss the sex, age, qualifications categories and experiences of the respondents. Table 4.2 reflects the information pertaining to the biographic data of the respondents.

4.7.2 Interpretation of the biographic data of the principals

TABLE 4.2

Question	Variable	f	%
Age: A1	20 - 29	3	3,5
	30 - 39	23	26,7
	40 - 49	31	36,0
	50 - 59	19	22,1
	60 +	10	11,6
	No response	1	
	TOTAL	87	100
Sex: A2	Male	76	87,4
	Female	11	12,6
	TOTAL	87	100
Current Post: A3	Principal	1	100
	No Response	86	
	TOTAL	87	100
Category: A4	A, B or C	24	27,9
	D = M + 4	30	34,9
	E = M + 5	17	19,8
	F = M + 6	12	14,0
	G = M + 7	3	3,5
	No response	1	
	TOTAL	87	100
Experience: A5	0 - 3	22	25,9
	4 - 8	12	14,1
	9 - 11	14	16,5
	12 - 20	25	29,4
	21 +	12	14,1
	No response	2	
	TOTAL	87	100
Qualification: A6	Teachers' diploma only	33	38,4
	Degree only	1	1,2
	First degree and teachers' diploma	24	27,9
	B.Ed./Honours and teachers' diploma	20	23,3
	Masters degree and teachers diploma	4	4,7
	PHD or D.Ed. and Teachers' diploma	1	1,2
	Other	3	3,5
	No response	1	
	TOTAL	87	

As far as the age of the respondents is concerned, it is evident that most of the principals fall within the age groups of between 40 and 49 years (36%). This is shown in Table 4.2. On the other hand, there are a minimal number of principals whose ages range between 20 and 29 years (3,5%).

There is a remarkable difference between the number of male and female principals as reflected in Table 4.2. For example, 87,4% are male principals whereas the female principals are only 12,6%. This imbalance can be attributed to the old traditional belief that men are endowed more with managerial abilities than women. Nowadays the trend of this thought is changing to accommodate more females in the managerial positions.

From the information reflected in Table 4.2, it can be concluded that most principals fall under categories A - D with 27,9% and 34,9% respectively. Those who fall under category E are 19,8%. Although the information collected shows that most principals have experience in terms of the number of years (29,4%), there are a substantial number (25,9%) of principals who are not experienced in their managerial positions.

Qualification is one of the variables to establish what professional qualifications the respondents hold. According to Table 4.2, a fair number of the principals hold degrees and teachers' diplomas (27,9%). Those who have obtained the teachers' diploma only are in the majority (38,4%), while those who hold master's degrees and diplomas are just a few (4,7%). A reasonable number who passed B ED./Honours degree are shown in this Table (23,3%).

4.7.3 Interpretation of the principals' responses on the management tasks

TABLE 4.3

Question	No Response		Never		Sometimes		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
B1 Personal problems affect the work	00	0,00	06	06,9	38	43,7	26	29,9	17	19,5	87	100,0
B2 Gaining confidence in the work	01	0,00	00	0,00	13	14,9	49	56,3	25	28,7	87	100,0
B3 Communication with pupils colleagues and parents	01	1,1	00	0,00	11	12,8	44	51,2	31	36,0	87	100,0
B4 Communicating information and timeously	01	1,1	00	0,00	17	19,5	22	25,3	48	55,2	87	100,0
B5 Creating sense of safety and security	00	1,1	00	0,00	14	16,3	32	37,2	40	46,5	87	100,0
B6 Involvement in decision - making	00	0,00	03	3,4	13	14,9	47	54,0	24	27,6	87	100,0
B7 Encouraging creativity and innovativeness	00	0,00	01	1,1	13	14,9	46	52,9	27	31,0	87	100,0
B8 Coping with stress	00	0,00	08	9,2	29	33,3	34	39,1	16	18,4	87	100,0
B9 Induction into administrative duties	00	0,00	01	1,1	31	35,6	39	44,8	16	18,4	87	100,0
B10 Control of classroom management	00	0,00	00	0,00	10	11,5	42	48,3	35	40,2	87	100,0
B11 Self-evaluation	01	1,1	01	1,2	30	34,9	41	47,7	14	16,3	87	100,0
B12 Caring of physical facilities	00	0,00	02	2,3	15	17,2	33	37,9	37	42,5	87	100,0
B13 Maintenance of acceptable standards	00	0,00	01	1,1	09	10,3	44	50,6	33	37,9	87	100,0
B14 Involvement in extra - curriculum	00	0,00	01	1,1	04	4,6	33	37,9	49	56,3	87	100,0
B15 Managing disciplinary problems	01	1,1	00	0,00	14	16,3	37	43,0	35	40,7	87	100,0
B16 Handling conflict situation	03	3,4	07	8,3	35	41,7	29	34,5	13	15,5	87	100,0
B17 Interpretation of written instruction	00	0,00	04	4,6	12	13,8	37	42,5	34	39,1	87	100,0
B18 Coaching and guidance about new syllabi	00	0,00	03	3,4	23	26,4	42	48,3	19	21,8	87	100,0
B19 Evaluation of pupils on a on - going basis	00	0,00	00	0,00	10	11,5	29	33,3	48	55,2	87	100,0
B20 Consideration of pupil - teacher ratio	04	4,6	04	4,8	24	28,9	31	37,3	24	28,9	87	100,0
B21 Explaining departmental policy	00	0,00	02	2,3	15	17,2	43	49,4	27	31,0	87	100,0
B22 Information about conditions of service	0	0,00	04	4,6	24	27,6	31	35,6	28	32,2	87	100,0

B23 Departmental circulars and newsletters	01	1,1	00	0,00	05	5,8	24	27,9	57	66,3	87	100,0
B24 Explanation of the role expectations	00	0,00	01	1,1	11	12,6	49	56,3	26	29,9	87	100,0
B25 Handling school financial records	03	3,4	17	20,2	29	34,5	23	27,4	15	17,9	87	100,0
B26 Promoting interpersonal relations	02	2,3	01	1,2	21	24,7	29	34,1	34	40,0	87	100,0
B27 Acquaintance with school policy	02	2,3	01	1,2	06	7,1	39	45,9	39	45,9	87	100,0
B28 Participation during staff meetings	02	0,00	01	1,2	16	18,8	41	48,2	27	31,8	87	100,0
B29 Familiarising with the school climate	02	2,3	02	2,4	06	7,1	48	56,5	29	34,1	87	100,0
B30 Orientation of school norms and values	02	2,3	03	3,5	10	11,8	40	47,1	32	37,6	87	100,0
B31 Background information about school community	02	2,3	03	3,5	37	43,5	25	29,4	20	23,5	87	100,0
B32 Parental involvement	02	2,3	01	1,2	24	28,2	39	45,9	21	24,7	87	100,0
B33 Proper allocation of subjects	03	3,4	01	1,2	10	11,9	44	52,4	29	34,5	87	100,0
B34 Seeking help from teacher - mentors	02	3,4	07	8,2	15	17,6	27	31,8	36	42,4	87	100,0
B35 Receive constructive feedback	00	0,00	01	1,1	18	20,7	34	39,1	34	39,1	87	100,0
B36 Constructive class visits	00	0,00	01	1,1	21	24,1	45	51,7	20	23,0	87	100,0
B37 Receive appraisal for good work	00	0,00	01	1,1	16	18,4	28	32,2	42	48,3	87	100,0

4.7.3 *Interpretation of the principals' responses on the management tasks*

In Chapter 2, the problems that may be encountered by the newly-appointed non-beginner teachers were highlighted through the use of the literature study. The management task of the principal with regard to those problems was dealt with in Chapter 3.

According to the responses to question B1 there are a remarkable number of principals who do not see the need to help the newly-appointed non-beginner teachers with their personal problems. Table 4.3 reveals that 50,6% of the principals do not attend to this management task. Obversely, 49,4% of the respondents do show a positive approach towards this responsibility. This problem was evident when the literature study was conducted (cf. 2.3.2.1). The responses to question B8 reflect that 57,5% of the principals believe that they help the newly-appointed non-beginner teachers to cope with stress. 42,5% of the principals show negative responses towards this question (cf. Table 4.3). The literature study proved that organisation stressor can cause negative results for the new teacher (cf. 2.3.2.6).

The questions B2; B10; B14; B18; B19; B33 and B36 (cf. Table 4.3) were grouped together to find out the responses with regard to the guidance given to the newly-appointed non-beginner teachers concerning their professional work, classroom management, coaching and feedback. The responses to these questions reveal that there is no acute problem for the many principals who responded positively. The positive answers to the abovementioned questions are 85%; 87%; 94,2%; 70,1%; 85,5% and 86,9% respectively.

On the other hand the negative responses in Table 4.3 are reflected as: 15% (B1); 11,5% (B10); 6,7% (B14); 29,8% (B18); 11,5% (B19); 13,1% (B33); and 25,3% (B36). Considering these percentages, it can be deduced that the lack of professional guidance to the newly-appointed non-beginner teachers can cause problems for the latter and tis necessitates the intervention of the principal for support and guidance.

Table 4.3 shows that although the majority of the respondents show management ability to communicate with and disseminate information to the newly-appointed non-beginner teacher, other respondents are failing in this management task (cf. responses to questions B3 and B4). Eighty-seven percent and eighty comma five percent of the principals responded positively to questions B3 and B4 respectively. The negative responses to these questions reveal 12,5% (B3) and 19,5% (B4). Communication between the colleagues and the newly-appointed non-beginner teacher becomes a problem in this respect (cf. Arends, 1991:494 and Chapter 2, 2.3.2.2.3).

The responses to question B6 and B28 which were based on involvement of the newly-appointed non-beginner teachers in the decision-making process and participation during the staff meetings (cf. Table 4.3), show that 81,6% and 80% of the principals involve these teachers.

Obversely, the negative responses to questions B6 and B28 are 18,4% and 9,4% respectively. These findings imply that the newly-appointed non-beginner teachers who serve under these principals encounter problems with regard to decision-making and staff meetings. These findings prove the literature study to be correct (cf. 2.3.2.2.5). On the other hand, the majority of the principals do cope in this regard.

When responding to question B13 on maintaining acceptable standards of lesson planning and presentation, the principals gave different answers. The positive responses are 88,5% as against 11,5 negative responses. Although most of the principal manage this aspect of their responsibility, it is evident that it needs attention from those that neglect it.

The response to question B20 on the principal's consideration for the pupil-teacher ratio, 33,8% of the principals noted that they do not help the newly-appointed non-beginner teachers with this problem. The literature study substantiates the fact that the pupil-

teacher ratio is important for effective and efficient teaching and control of discipline (cf. 2.3.3.5).

The positive responses to question B20, on the other hand, reflect that 66,2% of the principals do consider the pupil-teacher ratio which has an influence in the work of the newly-appointed non-beginner teachers (cf. Table 4.3).

The literature study consulted in Chapter 2 (2.3.2.4) has indicated that the teachers want to have a feeling of security and safety in their job. The responses to question B5 concerning safety and security reflected that 83,7% of the principals help the newly-appointed teachers with this management task. From the same question, 16,3% of the respondents show that they do not help the newly-appointed non-beginner teachers to gain a sense of safety and security in the school (cf. Table 4.3). This state of affairs can affect the new teachers emotionally with the result that his work performance may decline (cf. Nicholas, 1992:111).

In encouraging the newly-appointed non-beginner teachers to be creative and innovative in the classroom, devising means if there are no teaching aids, question B7 was formulated. Sixteen comma one percent of the principals indicated that they do not encourage the newly-appointed non-beginner teachers to be creative. This can, as a result, minimize the aspirations of the new teachers who are innovative and who can be assets to the school. Conversely 83,9% of the respondents reflect positiveness. This implies that the majority of the principals motivate the new teachers to be creative.

According to the responses to questions B11 and B24 about the help that the principals give to the newly-appointed non-beginner teachers with regard to self-evaluation and role expectations (cf. Table 4.3), it is evident that 91% (B11) and 86,2% (B24) of the respondents show that they do execute their work responsibly (cf. 2.3.3.1.3.). To the same questions, 9% (B11) and 13,8% (B24) of the responses are negative. This implies

that these principals do not fulfil their responsibility in this regard as it is expected in comparison with the other mentioned above.

The responses to questions B9 and B12 on the principal's duty to delegate the newly-appointed non-beginner teachers with the administrative duties and care of school facilities, show that 37% and 19,6% of the responses were negative. On the other hand, 63,2% and 80,4% of the principals reflected positive responses (cf. Table 4.3). This implies that the majority of the principals delegate certain administrative duties to the newly-appointed non-beginner teachers.

The literature study in Chapter 2 (2.3.3.) confirms that the help that is given to the new teacher with regard to the abovementioned duties, is of paramount importance.

Questions B15 and B16 (cf. Appendix A) were negatively responded to as follows: 16,3% and 50% respectively. The aim of these questions was to find out whether the principals help the newly-appointed non-beginner teachers to manage conflict and disciplinary problems (cf. Chapter 2, 2.3.3.4.). Despite this shortcoming on the part of the above principals, the majority of the principals responded positively (cf. Table 4.3). This is an indication that the majority of the principals help the new teachers with disciplinary problems whereas others do not.

Questions B17, B21, B22 and B23 were aimed at ascertaining whether the principals give instruction and information to the newly-appointed non-beginner teacher regarding their profession. Table 4.3 reveals that most of the principals responded positively to these questions. The average responses reflect 81%. On the other hand, the negative responses to the abovementioned questions reflect the average of 16,5%. This implies that the respondents who reveal 16,5% need to give serious attention to this management task. The responses to question B25 on school financial responsibility indicate that 37% of the principals do not coach the newly-appointed non-beginner teachers on how to handle the school financial matters (cf. Table 4.3). 63,2% of the respondents answered the

abovementioned question positively. In Chapter 2 (cf. 2.3.3.8.2.), the literature study affirms that the principals and teachers should be accountable for control over financial resources.

To find out whether the principals promote collegiality and a mentor system between the newly-appointed non-beginner teachers and the other teachers, questions B26 and B34 were formulated. The responses to both questions were 26% and 25% respectively. From these percentages it can be deduced that a small number of principals do not assist in this regard (cf. Table 4.3).

Obversely, most of the respondents do help these teachers (cf. Table 4.3).

The responses to question B31 (cf. Table 4.3) reveal that 47,1% of the respondents do not help the newly-appointed non-beginner teachers with information about the school community. These teachers are believed to be new in the community where the school is situated. The converse is that 53% of the respondents were positive in putting the newly-appointed non-beginner teacher in touch with the school community.

To establish whether the principals induct the newly-appointed non-beginner teachers into the school policy, rules culture and climate, questions B27, B29 and B30 were formulated (cf. Appendix A). The responses to these question indicate that 8,2% (B27), 9,4% (B29) and 15,1% (B30) of the principals do not induct the newly-appointed non-beginner teachers into the abovementioned policy. This can create adjustment problems to the new teachers (cf. 2.3.7.).

The average of 89% of the respondents shows positiveness towards induction into the school policy.

The responses to questions B35 and B37 indicate that the majority of the respondents do give constructive feedback to the newly-appointed non-beginner teachers, i.e. 78,2% and

80,5% respectively. A few number of the principals responded negatively to the help that is given to these teachers (cf. Table 4.3).

According to the findings of the literature survey and the empirical study it is evident that the principal, together with his/her management team, should induct the newly-appointed non-beginner teacher in the school.

4.7.4 Interpretation of the biographic data of the newly-appointed non-beginer teachers

TABLE 4.4

Question	Variable	f	%
Age: A1	20 - 29	83	36,2
	30 - 39	93	40,6
	40 - 49	44	19,2
	50 - 59	8	3,5
	60 +	1	0,4
	No response	0	
	TOTAL	229	100
Sex: A2	Male	82	36,0
	Female	146	64,0
	No Response	1	
	TOTAL	229	100
Current Post: A3	Teacher	190	84,0
	H.O.D.	34	15,2
	No Response	5	
	TOTAL	229	100
Category: A4	A, B or C	146	64,9
	D = M + 4	55	24,4
	E = M + 5	13	5,8
	F = M + 6	7	3,1
	G = M + 7	4	1,8
	No response	4	
	TOTAL	229	100
Experience: A5	0 - 3	71	31,6
	4 - 8	56	24,9
	9 - 11	33	14,7
	12 - 20	46	20,4
	21 +	19	8,4
	No response	4	
	TOTAL	229	100
Qualification: A6	Technical diploma	3	1,3
	Teachers' diploma only	151	66,5
	First degree and teachers' diploma	9	4,0
	B.Ed./Honours and teachers' diploma	29	12,8
	Masters degree and teachers diploma	9	4,0
	PHD or D.Ed. and Teachers' diploma	6	2,6
	Other	1	0,4
	No response	19	8,4
	TOTAL	2	
	229	100	

The responses to question A1 confirm that most of the newly-appointed non-beginner teachers fall within the age group of between 30 years and 39 years (40,6%). There are also a noticeable number of these teachers whose ages range from 20 years to 29 years (cf. Table 4.4).

The responses to the question of sex point out that the majority (64%) of the newly-appointed non-beginner teachers are females as against the minority (36%) of their male counterparts (cf. Table 4.4).

With regard to the posts that are occupied by the newly-appointed teachers, Table 4.4 shows that 15,2% of them are newly employed in the posts of Head of the Department. 84% of the respondents are employed in the teachers posts.

From the information noted in Table 4.4, it can be concluded that the majority of the newly-appointed non-beginner teachers in this research fall within the A,B and C categories, i.e. 64,9%.

24,4% are in category D whereas a minimum number of these respondents fall under category G (1,8%).

According to Table 4.4, it is clear that most of the newly-appointed non-beginner teachers have been in the teaching fraternity for at least 0 - 3 years and 4 - 8 years. The percentage of these inexperienced teachers necessitate the induction of the respondents.

Table 4.4 indicates that 66,5% of the respondents are in possession of teachers' diplomas only. About 23,4% of these teachers hold degrees.

4.7.5 Interpretation of the responses of the newly-appointed non-beginner teacher

TABLE 4.5

Question	No Response		Never		Sometimes		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
B1 Personal problems affect the work	00	0,4	55	24,1	104	45,6	39	17,1	30	13,2	229	100,0
B2 Gaining confidence in the work	00	2,2	17	7,6	45	14,9	66	29,5	96	42,9	229	100,0
B3 Communication with pupils colleagues and parents	01	1,3	10	4,4	54	12,8	69	30,5	93	41,2	229	100,0
B4 Communicating information and timeously	01	2	09	4,0	48	19,5	87	38,7	81	36,0	229	100,0
B5 Creating sense of safety and security	01	3,5	08	3,6	38	16,3	69	31,2	106	48,0	229	100,0
B6 Involvement in decision - making	00	0,4	17	7,5	73	14,9	65	28,5	73	32,6	229	100,0
B7 Encouraging creativity and innovativeness	00	0,00	15	6,6	47	14,9	84	36,8	82	36,0	229	100,0
B8 Coping with stress	00	2	43	19,1	67	33,3	74	32,9	41	18,2	229	100,0
B9 Induction into administrative duties	00	2,2	39	17,4	63	35,6	73	32,6	49	21,9	229	100,0
B10 Control of classroom management	00	1,3	12	5,3	46	11,5	56	24,8	112	49,6	229	100,0
B11 Self-evaluation	01	2	30	13,3	51	34,9	81	36,0	63	28,0	229	100,0
B12 Caring of physical facilities	00	1,3	29	12,8	53	17,2	43	19,0	101	44,7	229	100,0
B13 Maintenance of acceptable standards	00	1,0	20	8,8	42	10,3	70	30,8	95	41,9	229	100,0
B14 Involvement in extra - curriculum	00	0,00	14	6,1	47	4,6	56	24,5	112	48,9	229	100,0
B15 Managing disciplinary problems	01	1,0	20	8,8	50	16,3	47	20,7	110	48,5	229	100,0
B16 Handling conflict situations	03	1,3	33	14,6	67	41,7	61	27,0	65	28,8	229	100,0
B17 Interpretation of written instruction	00	0,4	24	10,5	46	13,8	54	23,7	104	45,6	229	100,0
B18 Coaching and guidance about new syllabi	00	1,3	36	15,9	60	26,4	62	27,4	68	30,1	229	100,0
B19 Evaluation of pupils on a on- going basis	00	0,00	09	3,9	37	11,5	62	27,1	121	52,8	229	100,0
B20 Consideration of pupil - teacher ratio	04	1,3	35	15,5	58	28,9	59	26,1	74	32,7	229	100,0
B21 Explaining departmental policy	00	1,0	35	15,4	59	17,2	51	22,5	82	36,1	229	100,0

B22 Information about conditions of service	00	0,00	04	4,6	24	27,6	31	35,6	80	35,2	229	100,0
B23 Departmental circulars and newsletters	01	1,1	00	0,00	5	5,8	24	27,9	139	60,7	229	100,0
B24 Explanation of the role expectations	00	0,00	01	1,1	11	12,6	49	56,3	106	46,3	229	100,0
B25 Handling school financial records	03	3,4	17	20,2	29	34,5	23	27,4	49	21,5	229	100,0
B26 Promoting interpersonal relations	02	2,3	01	1,2	21	24,7	29	34,1	97	42,7	229	100,0
B27 Acquaintance with school policy	02	2,3	01	1,2	06	7,1	39	45,9	104	45,6	229	100,0
B28 Participation during staff meetings	02	0,00	01	1,2	16	18,8	41	48,2	99	44,2	229	100,0
B29 Familiarising with the school climate	02	2,3	02	2,4	06	7,1	48	56,5	93	41,0	229	100,0
B30 Orientation of school norms and values	02	2,3	03	3,5	10	11,8	40	47,1	80	35,2	229	100,0
B31 Background information about school community	02	2,3	03	3,5	37	43,5	25	29,4	68	29,8	229	100,0
B32 Parental involvement	02	2,3	01	1,2	24	28,2	39	45,9	81	35,8	229	100,0
B33 Proper allocation of subjects	03	3,4	01	1,2	10	11,9	44	52,4	29	34,5	87	100,0
B34 Seeking help from teacher - mentors	02	3,4	07	8,2	15	17,6	27	31,8	36	42,4	87	100,0
B35 Receive constructive feedback	00	0,00	01	1,1	18	20,7	34	39,1	34	39,1	87	100,0
B36 Constructive Class Visits	00	0,00	01	1,1	21	24,1	45	51,7	20	23,0	87	100,0
B37 Receive appraisal for good work	00	0,00	01	1,1	16	18,4	28	32,2	42	48,3	87	100,0

In Table 4.5 the percentages of the newly-appointed non-beginner teachers were calculated as follows:

No response + Never + Sometimes = Negative responses

Often + Always = Positive responses

Question B1 (cf. Appendix B) was aimed at finding out whether the newly-appointed non-beginner teachers get help from the principals to solve their personal problems. The responses to this question show that 70% of these teachers claim not to be receiving such help from the principals (cf. Table 4.4.). The literature study in Chapter 2 (cf. 2.3.1.) proves that unresolved personal problems of the newly-appointed non-beginner teachers can badly affect their professional work.

On the other hand, 30% of these teachers responded positively for they believe that they receive help from the principals to solve their personal problems. The figure for the negative responses is greater than those of the positive responses (cf. Table 4.5).

The help that the newly-appointed non-beginner teachers receive from the principals with regard to self-confidence was gauged by the responses to question B2. According to Table 4.5, 72,4% of the responses were positive that the principals do help the new teachers in this regard. 27,6% of the responses were negative. This implies that a small number of the newly-appointed non-beginner teachers do not enjoy help from the principals to win self-confidence.

The responses to question B3 (cf. Table 4.5) reveal that the newly-appointed non-beginner teachers get help from the principals. The positive responses are 71,7% as against 28,3% negative responses.

Creating a sense of safety and security for the newly-appointed non-beginner teachers is one of the management tasks of the principals. This topic was discussed in Chapter 2 (cf. 2.3.2.4.). The responses to question B5 show that 79,2% of the respondents agree that they enjoy help from the principals (cf. Table 4.5). It is only 20,8% of the respondents who indicate that such help is not forthcoming from the principal.

The responses to question B8 (Table 4.5) reflect that 40% of the newly-appointed non-beginner teachers do not receive help from the principals to be involved in the decision-making process of the school. The literature study in Chapter 2 reflects that teachers who are excluded from the decision making process feel disadvantaged and may behave in an alien way (cf. 2.3.2.5.).

Obversely, 60% of the respondents are positive that they are involved in the decision-making process (cf. Table 4.5).

In question B8, 51% of the respondents indicate that the principals help them to cope with stress. On the other hand, 49% of the responses reflect that the principals do not help the newly-appointed non-beginner teachers with the above problem (cf. Table 4.5). The literature study consulted in Chapter 2 reflects the fact that stress can create problems for the new teacher on the staff.

Question B9 (cf. Appendix B) was aimed at establishing whether the newly-appointed non-beginner teachers do gain assistance from the principals regarding delegated administrative duties. Table 4.5 reveals that 54,5% of the respondents reacted positively whereas 45,5% reflected negative responses. The difference between the two groups of respondents is narrow.

The responses to question B10 reflect that 74,4% of the teachers are helped by the principals to exercise control of classroom management. The literature study in Chapter 2 (cf. 2.3.3.5) highlights the importance of classroom management for effective teaching.

Table 4.5 indicates that the responses to this question, however, are negative, i.e. 25,6% of the teachers perceive problems in exercising control over the classroom management; the reason being that the principals do not help them to overcome this hurdle (cf. Appendix B).

According to the responses to question B11 (cf. Appendix B), 36% of the newly-appointed non-beginner teachers do not receive help from the principals for self-development and self-evaluation (cf. 2.3.3.1.3.). This figure warrants an induction programme to assist these teachers with this problem.

64% of the responses to this question indicate that the principals do assist them to develop and evaluate themselves (cf. Table 4.5).

Question B12 was aimed at finding out whether the principals help the newly-appointed non-beginner teachers with caring and controlling physical facilities. According to Table 4.5, 63,7% of the responses reflect positive answers whereas 36,3% indicate negative responses. According to the responses to question B13 (cf. Appendix B), 72,7% of the newly-appointed non-beginner teachers feel that the principals help them to maintain acceptable standards for lesson planning. There is an exception of 27,3% of the respondents who stated that the principals do not offer them assistance in this regard (cf. Table 4.5). The literature study in Chapter 2 (cf. 2.3.3.2.1.) points out that lack of guidance into the new syllabi, to maintain acceptable standards, will create problems in the classroom for the new teacher.

The responses to question B15 reflect that 30,8% of the newly-appointed non-beginner teachers are not assisted by the principals to manage disciplinary problems. Table 4.5 also reveals that 69,2% of the respondents are offered assistance by the principals to manage disciplinary problems. The literature study in Chapter 2 stresses the importance of the management of discipline (cf. 2.3.3.4.).

Question B16 was aimed at ascertaining whether the newly-appointed non-beginner teachers enjoy help from the principals concerning the handling of the conflict situations (cf. Appendix B). 55,8% of the responses to this question show that the respondents do not receive help from the principals whereas 44,2% reflect negative responses (cf. Table 4.5).

The results to question B18 indicate that 42,5% of the respondents indicated that they do not receive coaching from the principals with regard to new syllabi (cf. Table 4.5).

At the other extreme, 57,5% of the respondents reflected negative responses because the principals do not help them with the coaching and guidance of the syllabi. In other words, the principals and their H.O.Ds manage this task well.

To find out whether the principals encourage the newly-appointed non-beginner teachers to evaluate pupils on an on-going basis, question B19 was formulated (cf. Table 4.5). The positive responses to this question were 79,9%. This implies that the principals offer assistance to these teachers. The literature study consulted in Chapter 2 noted that evaluation of pupils has a tremendous impact on the improvement of teaching and learning (cf. 2.3.3.5.1.). A few teachers indicated negative responses, i.e. 20,1%.

The responses to question B20 (cf. Appendix B) reflected 41,2% of the respondents who felt that the principals do not consider pupil-teacher-ratios which may have adverse results on the newly-appointed non-beginner teacher. The literature study substantiated this idea (cf. 2.3.3.5.2.). It is also important to note that 58,8% of the respondents were positive that the principals help them to resolve the problem of the pupil-teacher ratio.

41,4% of the responses to question B21 revealed that the principals do not explain the policy of the department to the newly-appointed non-beginner teachers (cf. Table 4.5). The evaluation policy was discussed in 2.3.3.5.3. The majority (58,6%) of these teachers

responded positively to this question. They do not encounter a problem of being acquainted with the education department policy (cf. Table 4.5).

With regard to question B22, the responses reflected that the newly-appointed non-beginner teachers do not receive help from the principals concerning information about teachers' conditions of service (cf. Table 4.5 and Appendix B). 41,9% represent the negative responses. 58,1% of the responses were positive. The literature that was consulted points out that as the working conditions vary from school to school, the new teachers must be updated with the new information

The responses to question B24 (cf. Table 4.5) indicate that 71% respondents answered this question positively. The reason for these responses is that the principals explain the role expectations that affect them. A few respondents answered the question negatively (28,8%) because no explanation is made regarding the role expectations that affect them.

In response to question B25 (cf. Table 4.5 and Appendix B) 60,1% of the newly-appointed non-beginner teachers show that the principals do not coach them with regard to the handling of the school financial records. The literature study in Chapter 2 highlights the fact that it is the responsibility of the principal and the teachers to have control over the financial resources. A smaller number of the new teachers (39,9%) responded positively to this question (cf. Table 4.5).

A greater number (67,4%) of the newly-appointed non-beginner teachers responded positively to question B26 regarding assistance they get from the principals in promoting human relations. On the other hand 32,6% responded negatively for they feel that they do not get assistance regarding this problem (cf. Table 4.5).

According to the responses to question B28, 72,8% of the newly-appointed non-beginner teachers noted that the principals motivate them to participate in the staff meetings. They thus get the opportunity to make some inputs during these meetings (cf. 2.3.4.3).

The negative responses of 27,2% (cf. Table 4.5) reveal that these newly-appointed teachers are demotivated to make any contributions in the staff meetings.

The responses to question B31 (cf. Appendix B) show that 42,6% of the respondents do not receive the background information from the principals about the school community. On the otherhand, 57,4% of the other respondents answered this question positively. The literature study notes that lack of knowledge of the school community background can be a major handicap to the new teacher (cf. 2.3.8).

Concerning the responses to question B32 (cf. Appendix B), 62,3% of the newly-appointed non-beginner teachers indicated that the principals coach them to involve the parents in matters that affect the school. The literature that was consulted in Chapter 2 emphasises that the parent participation in the general educational programmes should be encouraged (cf. 2.3.8.1). 37,7% negative responses are revealed by the respondents who feel that they do not undergo coaching by the principals.

Thirty comma seven percent of the responses to question B34 indicate that the respondents are not encouraged by the principals to seek help from the teacher-mentors. On the other hand, 62,3% of the respondents answered this question positively. This means that they do enjoy help from the mentors who have been delegated by the principals to assist them (cf. Table 4.5).

Some principals do not give constructive feedback after an interview with the newly-appointed non-beginner teachers. This statement is confirmed by the 40,1% of the respondents who answered question B35 (cf. Appendix B) negatively. Obversely, the responses to the same question reflect that the newly-appointed non-beginner teachers were positive that they do receive constructive feedback from the principals. This is represented by 59,9% of the responses (cf. Table 4.5). This implies that the principals should give the new teachers more constructive feedback (cf. 3.7.5).

4.7.6 Comparison of the responses of the principals and the newly-appointed non-beginner teachers

TABLE 4.6

Negative responses

TABLE 4.7

Positive responses

	Principals	Newly appointed Non-beginner teacher			Principals	Newly appointed Non-beginner teacher
B1	50,6	69,7		B1	49,4	30,3
B2	15	27,6		B2	85	72,4
B3	12,8	28,3		B3	87	71,7
B4	19,5	25,3		B4	80,5	74,7
B5	16,3	20,8		B5	83,7	79,2
B6	18,4	40		B6	81,6	60
B7	16,1	27,2		B7	83,9	72,8
B8	42,1	49		B8	57,5	51
B9	36,8	45,5		B9	63,2	45,5
B10	11,5	25,6		B10	88,5	74,5
B11	9	36		B11	91	64
B12	19,6	36,3		B12	80,4	63,7
B13	11,5	27,3		B13	88,5	72,7
B14	5,8	26,6		B14	94,2	73,4
B15	16,3	30,8		B15	83,7	69,2
B16	50	44,2		B16	50	55,8
B17	18,4	30,7		B17	81,6	69,3
B18	29,9	42,5		B18	70,1	57,5
B19	11,5	20,1		B19	88,5	79,9
B20	33,8	41,2		B20	66,2	58,8
B21	19,6	41,4		B21	80,4	58,6
B22	32,2	41,9		B22	67,8	58,1
B23	5,8	20,5		B23	94,2	79,5
B24	13,8	28,8		B24	86,2	71,2
B25	36,8	60,1		B25	63,2	39,9
B26	25,9	32,6		B26	74,1	67,4
B27	8,2	29		B27	91,8	71
B28	20	72,2		B28	80	72,8
B29	9,4	31,2		B29	90,6	68,8

B30	15,3	30,4		B30	84,7	69,6
B31	47,1	42,6		B31	52,9	57,4
B32	29,4	37,7		B32	70,6	62,3
B33	13,1	36,3		B33	86,9	63,7
B34	25,8	30,7		B34	74,2	69,3
B35	21,8	40,1		B35	78,2	59,9
B36	25,3	32,4		B36	74,7	67,6
B37	19,5	28		B37	80,5	72

The percentage of the principals and the newly-appointed non-beginner teachers in Tables 4.6 and 4.7 above have been calculated from the percentages in table 4.5 as follows:

Never + Sometimes + No response = negative responses

Often + Always = Positive responses

The above responses were used in the four-point scale in both questionnaires for the principals and the newly-appointed non-beginner teachers (cf. Appendices A and B).

The responses to question B36 (cf. Appendix B) indicate that 67,6% of the newly-appointed non-beginner teachers get class visits by the principals. These visits encourage them to work hard (cf. 3.7.2.). The deputy-principal and the H.O.Ds also play a role in this exercise.

The negative responses to this question (B36) reveal that 32,4% of the new teachers are never visited by the principals to encourage and coach them in the classroom (cf. Table 45).

Table 4.6 shows that there is a difference between the negative responses of the principals and the newly-appointed non-beginner teachers. The percentages of the negative responses of the non-beginner teachers are higher than those of the principals (cf. Table 4.6). This implies that the majority of the newly-appointed non-beginner teachers lack adequate assistance from the principals to execute their professional duties effectively and efficiently (cf. Tables 4.6 and 4.7). The reason could be that the newly-appointed non-beginner teachers may not be conversant with the management style of the principal where they are newly appointed. Furthermore, they may not have received induction as such.

According to Table 4.6, the responses to question B1 show that 69,7% of the newly-appointed non-beginner teachers indicated that no assistance was offered to them by the principals. The principals do not help them with their personal problems. On the other hand 50,6% of the principals agree that they do not help them.

In Table 4.7 most of the positive responses of principals are greater than those of the newly-appointed non-beginner teachers. For example, in question B6,81,6% of the principals responded positively, whereas the positive responses of the newly-appointed non-beginner teachers are 60%.

From this analysis, it can be concluded that there is less responsibility among principals in managing the personal problems of the newly-appointed non-beginner teachers.

The responses to question B25 (Table 4.6) reflect that 60,1% of the non-beginner teachers, as against 36,8% (principals) felt that they do not receive help from the principals to handle the school funds. The reason could be that this task is given to the school clerk.

The difference appeared in questions B16 and B31 where the negative percentages of the principals were higher than those of the newly-appointed non-beginner teachers. Compare the percentages in Table 4.6. Questions B16 showed 50% for the principals and 44,2% for the newly-appointed non-beginner teachers. Question B31 reflects 47,1% for the principals and 42,6% for the newly-appointed non-beginner teachers.

Table 4.7 shows a remarkable difference between the positive responses of the principals and the newly-appointed non-beginner teachers. According to Table 4.7, the positive percentage responses of the majority of the principals are higher than those of the newly-appointed non-beginner teachers.

The fact that the figures of the non-beginner teachers are lower than those of the principals indicates that the newly-appointed non-beginner teachers do not receive sufficient help from some of the principals (cf. Table 4.7).

To cite an example, the positive responses (cf. 4.7) to question B11 reflect that 64% of the newly-appointed non-beginner teachers indicated that the principals offer them assistance for self-evaluation and development. Conversely, 91% of the positive responses to question B11 reveal that the principals give the necessary help to the non-beginner teachers for self-evaluation (cf. Table 4.7).

Although there are differences in the responses between the principals and the newly-appointed non-beginner teachers, the slight similarities of responses are realised in questions B8, B16, B22 and B34 (cf. Tables 4.6 and 4.7).

When comparing Tables 4.3 and 4.5 about the responses on the management task from both the principals and the newly-appointed non-beginner teachers the following is realised:

- Although the responses (Table 4.5) of most of the principals reflect that they do help the non-beginner teachers, there are some principals who indicated that they do not assist the newly-appointed non-beginner teachers with management tasks.
- This notion is also shared by the newly-appointed non-beginner teachers who showed that the principals offered them assistance to a certain extent. On the other extreme, some of these teachers disagree and feel that they do not enjoy help offered to them by the principals to resolve some of the management tasks (cf. Table 4.5).

4.7.7 Discussion of effect size of differences between principals and the newly-appointed non-beginner teacher

TABLE 4.8

Variable	X1	X2	Std. Dev 1	Std. Dev. 2	T	P-Value	d
B1	2.62	2.91	0.88	0.95	3.77	0.0002	0.31*
B2	3.14	3.08	0.65	0.97	0.65	0.5142	0.06
B3	3.23	3.08	0.66	0.91	1.59	0.1140	0.16
B4	3.36	3.07	0.79	0.86	2.83	0.0052	0.34
B5	3.3	3.24	0.74	0.86	0.68	0.4966	0.07
B6	3.06	2.85	0.75	0.96	2.01	0.0456	0.22*
B7	3.14	3.02	0.70	0.91	1.20	0.2307	0.13
B8	2.67	2.5	0.88	1.00	1.42	0.1580	0.17
B9	2.8	2.59	0.74	1.02	2.05	0.0411	0.28*
B10	3.29	3.19	0.66	0.94	1.07	0.2845	0.11
B11	2.79	2.78	0.72	0.10	0.04	0.9686	0.00
B12	3.21	2.96	0.81	1.10	2.21	0.0276	0.23*
B13	3.25	3.06	0.69	0.98	1.10	0.0473	0.19
B14	3.49	3.16	0.64	0.96	3.55	0.0005	0.32
B15	3.24	3.09	0.72	1.02	1.51	0.1318	0.15
B16	2.57	2.7	0.85	1.04	-1.10	0.2729	-0.13
B17	3.16	3.04	0.83	1.04	1.0375	0.3008	0.12
B18	2.89	2.72	0.70	1.06	1.53	0.1270	0.16
B19	3.44	3.29	0.69	0.88	1.58	0.1166	0.17
B20	2.9	2.76	0.88	1.07	1.19	0.2362	0.13
B21	3.09	2.79	0.76	1.10	2.74	0.0066	0.27*
B22	2.95	2.8	0.89	1.07	1.32	0.1888	0.14
B23	3.6	3.36	0.60	0.90	2.76	0.0062	0.27*
B24	3.15	3.1	0.67	0.10	0.50	0.6147	0.07
B25	2.43	2.19	1.00	1.10	1.73	0.0844	0.22*
B26	3.13	2.96	0.83	1.08	1.43	0.1535	0.16
B27	3.36	3.12	0.67	0.93	2.54	0.0118	0.26*
B28	3.11	3.09	0.74	0.97	0.12	0.9065	0.02
B29	3.22	3.02	0.68	0.98	2.09	0.0375	0.20*
B30	3.19	2.98	0.78	0.93	2.01	0.0463	0.23*
B31	2.93	2.68	0.86	1.10	0.42	0.6765	0.05
B32	2.94	2.86	0.76	1.04	0.77	0.4440	0.08
B33	3.2	2.93	0.69	1.08	2.58	0.0105	0.25*
B34	3.08	3.11	0.97	1.10	-0.21	0.8309	-0.03
B35	3.16	2.78	0.80	1.13	3.41	0.0008	0.34
B36	2.97	2.99	0.72	0.99	-0.25	0.7994	-0.02
B37	3.28	3.18	0.80	1.05	0.91	0.3646	0.10

$d=0,2$ small

$d=0,5$ medium

$d=0,8$ large

-

X_1 = Mean of first group (principals)

-

X_2 = Mean of second group (newly-appointed non-beginner teachers)

S = Highest standard deviation of the two groups

d = D-value (effect size)

The P-value has to be smaller than 0.05 to indicate that statistically there is a significant difference between the responses of the two groups.

It is important to note that the questions in Appendices A and B are the same and were answered by the principals and the newly-appointed non-beginner teachers respectively. Appendix A was meant for the principals whereas Appendix B was meant for the newly-appointed non-beginner teachers.

When analysing the d-value of question B1, one realises that 0.31 shows a small effect size (cf. Table 4.8). This, in fact, implies that there is no significant difference between the principals and the newly-appointed non-beginner teachers with regard to their personal problems that may affect their work (cf. Appendices A and B). On the other hand, the P-value of 0.0002 on this question reveal that statistically, there is a significant difference between the responses of these two groups.

Both principals and the newly-appointed non-beginner teachers responded to questions B2 and B3,(cf. Appendices A and B). The d-values for both groups are 0.06 and 0.16 respectively (cf. Table 4.8). This indicates that the effect sizes are small and as a result there is practically no significant difference concerning communication among the principals, non-beginner teachers, pupils, colleagues and parents. In the same vein, the P-values on these questions are 0.5142 for question A and 0.1140 for question B (cf. Table 4.8).

The implication here is that there is no statistical difference between the responses of the newly-appointed non-beginner teachers and the principals.

According to question B4 the principals and the non-beginner teachers were expected to respond as to whether the current information is communicated timeously.

The responses of these two groups show that the effect of 0.34 is small and as a result, there is no significant difference (cf. Table 4.8). Conversely, the P-value of 0.0052 of the above question show that there is a statistical difference between these two groups. In other words, this presupposes that the principals should improve their methods of communicating current information to the newly-appointed non-beginner teacher.

To ascertain whether the principals involve the newly-appointed non-beginner teachers in decision-making, question B6 was formulated. The P-value (0.0456) of the responses of the principals and the newly-appointed non-beginner teachers prove that there is a significant statistical difference. The effect size is 0.22 which shows that the difference is small (cf. Table 4.8). The means of the first and the second groups are 3.06 and 2.85 respectively. This also shows that the difference is very narrow.

The d-value of question B7 and B8 indicates small effect sizes of 0.13 and 0.17. The implication is that there is practically no significant difference between the responses of the principals and the newly-appointed non-beginner teachers to these questions (cf.

Table 4.8). The P-values of these questions are 0.2307 and 0.1580. There is, therefore, no significant statistical difference between the responses of the two groups.

If one takes a look at the d-value of question B9 in Table 4.8, one realises that there is no significant difference between the responses of both groups. In short, 0.28 show that the effect size is small. When one compares it with the P-value of the same question, one realises that there is a significant statistical difference of 0.0456 of the responses from the principals and the teachers. In other words, the newly-appointed non-beginner teacher needs to be included in the delegated administrative duties (cf. Appendices A and B).

The d-values of question B10 show a small effect size of 0.11 which implies that there is no significant difference between the two groups. The P-value on this question is 0.2845 which means that there is no significant statistical difference because it is above 0.05 (cf. Table 4.8).

When the responses of the questions B12,B13 and B14 are compared, there are no significant differences in the views of the principals and the newly-appointed non-beginner teachers. The d-values of these questions are 0.23, 0.19 and 0.32 respectively. This is indicative that the effect sizes of the responses of the groups are small (cf. Table 4.8). On the other hand, their P-values reveal that there is a significant statistical difference from the two groups of the respondents, that is, 0.0276, 0.0473 and 0.0005 (cf. Table 4.8). The principals and the non-beginner teachers differ in their views regarding the control and caring of physical facilities, lesson planning and extra-curricular activities (cf. Appendices A and B).

The responses for question B15 show a small d-value of 0.15 which presupposes that there are no practically significant differences between these respondents in managing disciplinary problems effectively. Table 4.7 shows that the P-value (0.1318) here reflects no significant statistical difference.

The effect sizes of questions B17, B18, B19 and B20 indicate that the principals differ to a small extent from the newly-appointed non-beginner teachers with regard to interpreting verbal and written instruction, constant coaching about new syllabi and teaching methods and evaluation of pupils on an on-going process (cf. Appendices A and B). The effect sizes are 0.12, 0.16, 0.17 and 0.13 respectively. The P-values (0.3008, 0.1270, 0.2362, 0.1166) do not show significant statistical differences.

When considering question B21, it is noticed that the P-value is 0.0066. This concludes that there is a significant statistical difference in the responses of the first and the second group as far as pupil-teacher ratio is concerned (see Table 4.8). The d-value shows a small effect size of 0.27. There is, therefore, no significant practical difference between the responses.

The effect sizes of questions B24 (0.07) and B25 (0.22) do not show significant differences of the respondents with regard to dissemination of information and the role expectations (see Table 4.7 and Appendices A and B). Their P-values, as well, do not indicate significant statistical differences, viz 0.6147 and 0.0844 (cf. Table 4.8).

In question B27, the mean score for the principals is 3.36 and for the newly-appointed non-beginner teachers it is 3.12. This gives the small d-value of 0.26 (cf. Table 4.8). The abovementioned respondents, therefore, differ to a small extent as to how acquaintance is made regarding the school rules and regulations and the contribution that are made by the newly-appointed non-beginner teachers (see Appendices A and B). It should also be taken into account that the P-value of 0.0118 in this question indicates that there is a significant statistical difference between the respondents. The principal should, as a result, give the non-beginner teachers the opportunity to make contributions towards formulating school policy and regulations.

In Question B29, the two groups of the respondents differ to a small extent because of 0.20 d-value (cf. Table 4.8). This question was formulated to ascertain whether the

principals familiarize the newly-appointed non-beginner teachers with the school climate. Conversely, the P-value of 0.0375 confirms that there is, indeed, a significant statistical difference between these respondents.

In question B30 the d-value is 0.23 which means that the newly-appointed non-beginner teachers differ to a small extent in their views regarding initiation into the cultural norms and values of their school. There is, therefore, no significant difference between the responses of the two groups. The P-value is 0.0463 which means that the statistical difference is significant.

The responses to questions B31 and B32 show the d-values of 0.08 respectively (see Table 4.8). This is a clear indication that there is no significant difference in the responses of both groups concerning background information of the school community given to the newly-appointed non-beginner teachers and parental involvement. The effect size is small. The P-values of these are 0.6765 and 0.4440. The interpretation is that there is no significant difference between the responses of both groups (see Table 4.8).

Question B33 was meant to find out whether the principals allocate the subjects according to the specialization of the newly-appointed non-beginner teachers. The d-value of this question is 0.25 which implies that the effect size is small. The responses of the two groups reveal that there is no significant difference (see Table 4.7). Conversely, the P-value of this question shows that there is a significant statistical difference as reflected in Table 4.8 as 0.0105.

It is, however, important that the principals should give feedback after an interview. In line with this argument, question B35 (see Appendices A and B) was asked and both the principals and the non-beginner teachers responded. The d-value on this question is 0.34 (cf. Table 4.8) which means that the effect size is small. The P-value (0.0008) shows a significant statistical difference between the responses of the principals and the newly-appointed non-beginner teachers

4.8 Conclusion

In this Chapter the empirical survey was conducted by interpreting the responses of the principals and the newly-appointed non-beginner teachers to the questions formulated in Appendix A for the principals and Appendix B for the newly-appointed non-beginner teachers (cf. Table 4.8).

The biographic data of both groups of the respondents were also interpreted through statistical techniques. The responses of the principals and the newly-appointed non-beginner teachers were compared according to the degree of difference as indicated in Tables 4.6 and 4.7. The negative responses of the newly-appointed non-beginner teachers show a higher percentage than those of the principals (cf. Table 4.6). The difference is again reflected in Table 4.7 where the principals show a higher percentage of positiveness in their responses.

Furthermore the effect sizes of both groups of respondents were analysed and interpreted according to statistical techniques. In most cases, the d-values showed no significant difference between the two groups of the respondents where as the most of the P-values showed a significant statistical difference.