

CHAPTER 5

5 THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

In this Chapter emphasis will be put on the findings pertaining to the previous Chapters and finally recommendations will be made. It is in this Chapter that the findings with regard to the shortcomings of the principals will be highlighted in as far as their management task concerning the newly-appointed non-beginner teachers is concerned. The differences in the responses of the two groups will be discussed.

The findings with regard to the literature study form part of the discussion in this Chapter as analysed in Chapter 2. From the findings of the literature study, recommendations will be made for the management task of the principals with regard to the newly-appointed non-beginner teachers.

As far as the empirical study is concerned, the recommendations will be based on the analysis of the questionnaires answered by the principals and the newly-appointed non-beginner teachers. From the above discussions, conclusions will be drawn about the management task of the principals with regard to the newly-appointed non-beginner teachers.

5.2 Findings

As indicated above the emphasis will be based on the findings from the literature study and the empirical investigation and the recommendations will be based on these findings.

5.2.1 Findings with regard to the literature study

In Chapter 2, the literature study revealed that the newly-appointed non-beginner teachers experience problems that are administrative and personal. Some problems are caused by the senior personnel, the school climate, the school culture as well as the school community (cf. 2.1). Furthermore these problems will be aggravated by the principals who do not induct the new member on the staff with regard to the abovementioned issues and other matters that affect the school. Personal problems, as shown by the literature study, can cause adjustment problems to the newly-appointed non-beginner teacher. The result is that the performance of the teacher can be adversely affected (cf. 2.3.2). If the newly-appointed non-beginner teacher lacks self-confidence, he may develop a feeling of insecurity. In the literature study, Burke (1987:65) points out that lack of self-confidence in oneself is among the major ways of inducing failure. In Chapter 2, the literature investigation revealed that the personality of the newly-appointed non-beginner teacher has an impact on the learning process of the pupils. Lack of strong personality, therefore, can cause teaching and learning problems (cf. 2.3.2.3).

Another problem that was revealed in the literature study is communication between the newly-appointed non-beginner teachers and the principals as well as the other teachers on the staff of that particular school. The principal who fails to communicate successfully with his staff can cause communication problems (cf. 3.2.2.3). Arends (1991:494) states that the experiential learning for the newly-appointed non-beginner teacher is the learning that comes from interaction with colleagues and at professional meetings.

The literature study on business management indicated that managers use language as an instrument for disseminating information because language forms the basis for most communication (cf. 2.3.2.2.1.). This implies that the principal, as a manager of his school, also uses language to the newly-appointed non-beginner teachers as a means of communication.

As far as decision-making is concerned, the literature survey showed that it is incumbent on the principal to involve the newly-appointed non-beginner teacher in the decision-making process (cf. 2.3.2.5.2). Basson (1992:460) emphasises that decision-making enables man to have new vision and new approach to things.

In Chapter 2, it is also revealed by the literature study that inconsistent instruction can cause a new teacher to feel out of place (cf. 2.3.3). According to Dunham (1984:53) sometimes the newly-appointed teachers are given administrative duties with little time for implementation of such tasks.

Lesson planning is one of the prerequisites for successful teaching. This idea is revealed in the literature study in that the newly appointed non-beginner teacher may not be up-to-date with new teaching techniques (cf. 2.3.3.2.1.). Glatthorn (1993:2) maintains that the teacher sometimes follows the work programme of the subject he teaches slavishly without collating it with the syllabus. The literature study also pointed out that if the pupils fail to understand the purpose of the lesson, they tend to display negativity. The result is that the lesson can be fruitless. The principal who does not control the lesson planning of the newly-appointed non-beginner teacher creates the abovementioned loophole. The literature study also showed that some principals who do not initiate the newly-appointed teachers into the school system may debar them from taking an active part in the extra-curricular activities (cf. 2.3.3.3.1). According to Rautenbach (1990:11), if the teacher does not motivate the pupils to work hard, the likelihood is that they may be demotivated from showing an interest in the extra-curricular activities.

In Chapter 2 reference was made in the literature study that like any other teacher, the newly-appointed non-beginner teacher comes up against conflicting situations in the school. This teacher may have a problem in dealing with such a situation especially in that some principals are not always ready to identify the problems of such teachers timeously (cf. 2.3.3.4.2). The literature study further brings about the fact that an

ineffective professional guidance to the newly-appointed non-beginner teacher can cause misunderstanding between him and the principal (cf. 2.3.3.4.3).

The newly-appointed non-beginner teacher has to master classroom management. In Chapter 2 (cf. 2.3.3.5) the literature study revealed that to understand matters affecting classroom management, most material provides him with unidimensional strategies. This approach causes disciplinary problems for the newly-appointed non-beginner teacher to manage his classroom.

In the literature study, mention is made that big class sizes or too many subjects allocated to the new teacher can create problems for this teacher (cf. 2.3.3.5.2). This idea is accentuated by Fielding *et al.* (1990:96) when they say that when the newly-appointed teacher is loaded down with non-instructional duties, his efforts for improvement may be constrained.

Regarding the testing of the pupils, the literature study states that the problem of testing the students can be caused by lack of knowledge of instructional content taught already by the predecessor of the newly-appointed teacher. The result is that this may bring about ambiguity in the interpretation of the questions (cf. 2.3.3.6).

The conditions of service were highlighted in the literature study. Here it was pointed out that although the working conditions can be interpreted in various ways from school to school, there are some common problems to many schools. In some schools the newly-appointed non-beginner teacher is not informed about such conditions and as a result he may fall prey to some form of misconduct (cf. 2.3.3.6.1).

When discussing the role expectation of the newly-appointed non-beginner teacher, the literature study revealed that the role expectations are seldom stated fully and explicitly. The result is that the newly-appointed non-beginner teacher will experience role conflict.

It has also been indicated in the literature study that the senior personnel have a tendency of delegating certain duties to the newly-appointed non-beginner teacher even if this teacher may not be capable of performing such duties. Consequently, this type of management can cause friction between the senior teacher and the newly-appointed non-beginner teacher (cf. 2.3.4).

In Chapter 2, the literature study indicated that the type of school climate and the management style of the principal can impact greatly on the newly-appointed non-beginner teacher (cf. 2.3.5). A closed type of climate, for example, causes adjustment problems for this teacher.

When discussing the school culture, norms and values it became evident that the nature of the school culture has a powerful influence on the newly-appointed non-beginner teacher. Ignorance of the norms and values of the school can bring about a feeling of unacceptability.

The literature study revealed that lack of knowledge of the community where the school is situated can cause adjustment problems for the newly-appointed non-beginner teacher (cf. 2.3.8).

5.2.2 Findings concerning the assistance the principal offers to the newly-appointed non-beginner teacher

It is the responsibility and the prerogative of the principal to assist and induct the newly-appointed non-beginner teacher with a view to avoid adjustment problems of the latter.

The literature study indicated that some principals have to take cognizance of the fact that there are areas which need their attention regarding the newly-appointed non-beginner teachers. For example, in question B1 (cf. Appendix A), there are principals who responded negatively to helping the newly-appointed non-beginner teachers with their

personal problems. The findings also revealed that some principals display unwillingness, in their management responsibilities, to offer assistance to the newly-appointed non-beginner teachers (cf. 4.7.3).

On the other hand, it became evident that some principals offer the necessary help to these teachers. The findings revealed that the responses of the newly-appointed teachers to certain questions, confirmed that they do receive help from the principals. Tables 4.6 and 4.7 substantiate the above argument.

In the literature study, it was found that the principal who does not exercise control over his staff as well as the newly-appointed non-beginner teacher will never put his school on a sound footing (cf. 2.3.9).

5.2.3 Findings with regard to the empirical survey

The empirical survey which came under focus in Chapter 4, brought about significant revelations with regard to the problems encountered by the newly-appointed non-beginner teachers. These teachers, as a result, need support, help and coaching from the principals, the deputy-principals and the H.O.Ds where they are newly appointed.

To acquire more knowledge and insight empirically into the management task of the principal with regard to the newly-appointed non-beginner teacher, two types of questionnaires were formulated. One questionnaire was to be completed by the principals and the second one was to be completed by the newly-appointed non-beginner teachers (see Appendices A and B). These questionnaires were distributed to selected primary, secondary, private and combined schools in the Free State Province.

The responses to these questionnaires serve as a yardstick to make it possible for the researcher to arrive at certain conclusions. For example, in Table 4.3, it was discovered that most principals placed their crosses (X) under "sometimes" in response to question

B25 that deals with school financial matters. Contrary to this, the newly-appointed non-beginner teachers placed their crosses under the column "never" (cf. Table 4.5). Although the principals claim that they sometimes offer help to the newly-appointed non-beginner teachers in this regard, the majority of the teachers feel that some principals fail to fulfil their management tasks.

Furthermore, the empirical survey reflected that there is a general consensus in the views of the principals and the newly-appointed non-beginner teachers regarding the principals' motivation to the newly-appointed teachers to seek help from the mentors (cf. question B34 in Tables 4.3 and 4.5). Most principals and the newly-appointed non-beginner teachers placed their crosses (X) in the column indicating "always".

In response to the question whether the principals help the newly-appointed non-beginner teachers with their personal problems, the majority of these teachers indicated that such help comes "sometimes" (cf. Table 4.5). This indicates that there is a difference in the views of the principals and the newly-appointed teachers in this regard.

Considering the responses of both the principals and the newly-appointed non-beginner teachers to question B25, there is a remarkable difference (cf. Appendices A and B). The question was formulated to find out whether the principals offer help to the newly-appointed non-beginner teacher to be able to handle the school financial records. The majority of these teachers placed their marks in the column indicating "never" whereas most principals responded that they, "sometimes", do offer such help (cf. Tables 4.3 and 4.5). This state of affairs could be attributed to the fact that in some schools the financial books are handled by the school clerks. The result is that this new teacher will not be in the position of knowing how the funds are being handled at that particular school.

Although most of the newly-appointed non-beginner teachers responded positively to the questions regarding the help that they receive from the principals, Table 4.3 of the

responses of the principals differs from the responses of the newly-appointed non-beginner teachers in Table 4.5.

Considering the d-values of the principals and the newly-appointed non-beginner teachers, in most cases the survey revealed that there are no significant differences (cf. Table 4.8). With regard to the P-values of these two groups, it was evident that there are significant statistical differences in the responses (cf. Table 4.8).

5.3 Recommendations resulting from this research project

Some principals labour under the impression that a newly-appointed non-beginner teacher, being experienced, should be in the position to adjust himself/herself easily to the expectations and management style of the principal of a school where he is appointed.

The fact of the matter is that this teacher meets a new principal for the first time. This includes new acquaintances such as colleagues, pupils, school community and the workplace (cf. Chapter 2). It is, therefore, of paramount importance that the principal should plan and devise an induction programme for this new member on the staff. In short, it is the management task of the principal to initiate the new member into his school system and administration.

For this reason, it is strongly recommended that the principal should implement an induction programme as soon as the new teacher assumes duties. The schools that belonged to the former Department of Education and Training should enjoy priority in this regard because of a lack of training to induct the newly-appointed non-beginner teachers.

When planning an induction programme of the newly-appointed non-beginner teacher, the principal should take the following ideas into consideration.

- * The time and place where induction should take place. This should not interfere with the teacher's normal duties.
- * Staff allocation of duties including the newly-appointed non-beginner teacher so that he can take pride in his work.
- * The policy objectives and goals of the school should be clearly spelled out to avoid ambiguity.
- * Diagnosis should be made of the personal problems of the newly-appointed non-beginner teacher together with a method of redressing them.
- * Proper delegation of administrative duties according to the knowledge, ability and interest of the newly-appointed non-beginner teacher.
- * Mentors should be coached so that they can be able to guide and offer the necessary assistance to this teacher.
- * Involving the newly-appointed non-beginner teacher, into active participation in the staff-meetings and decision-making processes.
- * Planning routine class visits to evaluate progress.
- * Promoting sound interpersonal relations with the colleagues at school.
- * Proper and acceptable communication channels should be employed.
- * Cordial working relations among the principal, the deputy principal, heads of department and the mentors in their task to offer help to the newly-appointed non-beginner teacher.
- * Initiating this teacher into the cultural norms and values of the school as well as to the school community.
- * Plan for constructive feedback to the newly-appointed non-beginner teacher.

A concerted effort by all the stakeholders to help the newly-appointed non-beginner teacher will create a spirit of collegiality. On the basis of such harmonious working relations, success will result.

5.4 Conclusion

It is important that the orientation of the newly-appointed teachers should offer a systematic programme for professional integration, induction and guided experience to develop the teaching personnel in the Free State schools, particularly in the former Department of Education and Training. The mentors and senior colleagues can play an important role in the entire development. The problems that face the newly-appointed non-beginner teacher in his new school necessitate effective orientation strategies to equip him with self-confidence and the knowledge of his post.

The pre-service orientation and an on-job orientation strategies are important to adapt the newly-appointed non-beginner teachers in their new posts. It is incumbent upon the principal and the education authorities in the Department of Education to be cognisant of the fact that, in order to achieve good scholastic results, teachers have to be inducted and orientated properly in their posts. This is one of the major tasks of the principals of the schools.

It is, therefore, concluded that although there is, in most cases, a small percentage of significant differences between the responses of the two groups, there are, as a matter of fact, significant statistical differences in the responses of both groups. Consequently, the principals must, in their management task to develop the staff, plan an induction programme for the newly-appointed non-beginner teachers.