

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

by

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Dissertation submitted in fulfilment of the requirements for the degree
Magister Educationis in Comperative Education in the Faculty of
Education of the Potchefstroomse Universiteit vir Christelike Hoër
Onderwys

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Potchefstroom

1996

DEDICATION

The dissertation is dedicated to my late beloved parents, Peneng and Mannini Mokhethi in grateful remembrance of their efforts in my upbringing and for the warmth and encouragement they always gave me to achieve the best in education.

ACKNOWLEDGEMENTS

- * My sincerest heartfelt thanks are directed to the Lord God for sustaining me throughout my studies.
- * I acknowledge with gratitude the untiring, patient and wonderful guidance that was offered by Dr. P.J. Mentz, my supervisor.
- * My special thanks to Mr. J.P. Engelbrecht and Mrs. W. Breytenbach of the PU for CHE for assisting me with the processing and interpretation of the statistical data.
- * Many thanks to the staff of Ferdinand Postma Library for their friendly help and co-operation.
- * A word of thanks to the University of the Orange Free State for allowing me to use its facilities.
- * My sincerest gratitude to Miss V. Heath for the helping hand she extended to me in typing the manuscript.
- * I extend my gratitude to the principals and teachers of various schools for their co-operation in completing the questionnaires and sending them back timeously.
- * Special gratitude goes to my wife, Motlalepule, and the children, Selloane, Peneng, Teboho and Thuso for their endurance and patience when it was impossible for me to be with while I was engaged in my studies.

OPSOMMING

Dit is belangrik dat die prinsipaal, as hy sy bestuurstaak verrig, in gedagte moet hou dat hy hulp aan die nuutaangestelde nie-beginneronderwyser moet verleen. As 'n nuwe lid in die personeel benodig hy leiding in verband met die beleid en verwagtinge van die skool, afgesien van die ervaring wat hy in die vorige skool gehad het. Die bestuurstyl van die prinsipaal van die skool waar hy nuutaangestel is, mag radikaal verskil van dié van die prinsipaal van die vorige skool. Kortom moet die prinsipaal in sy personeelontwikkeling 'n program ontwerp om die nuutaangestelde nie-beginneronderwyser in sy skool in te skakel.

In hoofstuk EEN is die nuutaangestelde nie-beginneronderwyser beskryf as 'n onderwyser wat van een skool af kom en vir die eerste maal 'n pos aanvaar in 'n ander skool. Hierdie onderwyser is iemand verplaas is van of bedank het by skool A en 'n pos aanvaar het by die volgende skool. In hierdie hoofstuk is die probleemstelling geïdentifiseer en die konsepte beskryf.

Die TWEEDE hoofstuk het te doen met die probleme wat deur die nuutaangestelde nie-beginneronderwyser ervaar word. Sulke probleme mag persoonlike probleme wees of probleme wat administratief van aard is of deur die senior kollegas en die prinsipaal veroorsaak word. Die probleme wat deur onkunde omtrent die skoolklimaat veroorsaak word, die skoolkultuur en skoolgemeenskap word ook in hierdie hoofstuk bespreek. 'n Vergelyking word ook gemaak tussen besigheidsbestuurprobleme en die skoolbestuursprobleme.

In hoofstuk DRIE word aandag gegee aan die inskakeling van die nuutaangestelde nie-beginneronderwyser om latere probleme van regstelling te voorkom.. Die rol wat deur die prinsipaal, die adjunkhoof, H.O.D., mentor en die senior onderwysers gespeel word, word beklemtoon.

Die gegewens verskaf deur die prinsipale en die nuutaangestelde nie-beginneronderwysers word empiries geanaliseer en verduidelik in hoofstuk VIER.

Hoofstuk VYF bevat die aanbevelings wat gebaseer is op die bevindinge wat voortspruit uit die vorige hoofstukke.

SUMMARY

It is important that the principal, in his execution of the management task, should take cognisance of the fact that the newly-appointed non-beginner teacher must be offered assistance. As a new member on the staff, he needs guidance regarding the policy and expectations of the school despite the experience he gained in the previous school. The management style of the principal of the school where he is newly employed may differ radically from that of the principal of the previous school. Briefly, in his staff development task, the principal should design a programme for inducting the newly-appointed non-beginner teacher into his school.

In Chapter ONE, the newly-appointed non-beginner teacher was defined as a teacher who comes from one school and accepts a post in another school for the first time. This teacher is the one who may have been transferred or resigned from school A and who has accepted a post in the next school. Furthermore, in this Chapter the statement of the problem was identified and the concepts were clarified.

The SECOND Chapter highlights the problems that are encountered by the newly-appointed non-beginner teacher. Such problems may be personal problems or problems that are administrative in nature or caused by the senior colleagues and the principal. The problems that are caused by ignorance of the school climate, school culture and school community are also portrayed in this Chapter. A distinction is also made between business management problems and the school management problems.

In Chapter THREE the focus of the discussion is based on the induction of the newly-appointed non-beginner teacher to avoid adjustment problems of the teacher. The roles played by the principal, the deputy principal, the H.O.D., mentors and other senior teachers are emphasised.

The data supplied by the principals and the newly-appointed non-beginner teachers are empirically analysed and interpreted in Chapter FOUR.

Chapter FIVE highlights the recommendations based on the findings derived from the previous Chapters.

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