

**THE INDUCTION OF NEWLY APPOINTED EDUCATORS: AN
INVESTIGATION OF THE SITUATION AT FOUR RURAL SECONDARY
SCHOOLS IN THE PORT SHEPSTONE REGION, KWAZULU-NATAL,
2001-2003**

by

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with the requirements for the
Master's Degree in Technology: Education (Management)
at the Durban Institute of Technology**

DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used or quoted have been acknowledged by means of complete references.

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JULY 2003

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DATE

DEDICATION

To the memory of my late mother, Josephine, u-Mamteshane, who always believed in my abilities.

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ABSTRACT

This research investigates the induction of newly appointed educators at four selected rural secondary schools in the Port Shepstone Region KwaZulu-Natal during the period 2001 to 2003. This study explores the notion of induction as a means of allaying fear, insecurity and uncertainty and any sense of unfulfilled expectations that newly appointed educators experience. This study also intends to apprise education departments of the need to make induction a more effective professional experience for the benefit of newly appointed educators.

It is the duty of the Human Resource Management Section, KwaZulu-Natal Department of Education and Culture, superintendents and principals to ensure that both newly appointed beginner educators and newly appointed experienced educators undergo a process of induction in their new posts. However the research revealed that the Port Shepstone Region provides induction programme to newly appointed experienced educators leaving the newly appointed beginner educators to "pick it up as they go along, to sink or swim".

The qualitative research method was used for gathering information. The investigation included observation, a review of the related literature and structured interviews.

Recommendations to improve induction programmes included the appointment and training of mentors. A holistic approach, which

includes interviews, recruitment, orientation and induction of newly appointed educators should be used.

TABLE OF CONTENTS

Dedication	i
Acknowledgements	ii
Abstract	iii
Table of contents	v
Appendices	ix

CHAPTER ONE

1.1	Introduction	1
1.2	Analysis of the term "induction"	2
1.3	Motivation and purpose of the study	4
1.4	Survey of existing programmes	5
1.5	Background of the study	6
1.6	Method of investigation	7
1.7	Scope of the study	8
1.8	Outline of the study	9
1.9	Conclusion	9
1.10	Summary	10
1.11	List of References	11

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	12
2.2	The need for induction programmes for newly appointed educators	12
2.3	Problems faced by newly appointed beginner educators	13

2.3.1 Personal problems	13
2.3.2 Problems with learners	13
2.4 Problems faced by experienced educators	15
2.4.1 Personal problems	15
2.4.2 Management problems	15
2.5 Focus on induction	16
2.5.1 Objectives of induction programmes	16
2.5.2 Benefits of induction programmes	17
2.5.3 The process of induction	18
2.5.3.1 Mentorship as part of the induction process	19
2.5.4 Models of induction in England and Wales	21
2.5.4.1 Turner's and Bash's model of induction	22
2.5.5 Locally designed models of induction (South Africa)	22
2.5.5.1 Sehlare's model of induction	23
2.5.5.2 The model of induction of Carrell, Elbert, Hatfield, Grobler, Marx and van der Schyf	24
2.5.5.3 Conclusion	25
2.6 Induction in the Port Shepstone Region	26
2.6.1 Introduction	26
2.6.2 The induction programme of the KwaZulu-Natal Department of Education and Culture	26
2.7 Conclusion	30
2.8 Summary	31
2.9 List of References	32

CHAPTER THREE: DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.1	Introduction	34
3.2	Data collection	34
3.3	Data analysis and interpretation	35
3.3.1	Appendix 3, Question 1:What do you think an induction programme for newly appointed educators should achieve?	35
3.3.2	Appendix 3, Question 2: What do you feel you gained from your induction programme? and Question 3:Would you say your induction programme helped you to adapt to the way your school was organised	36
3.3.3	Appendix 3, Question 4: Was someone appointed to mentor or guide you?, Question 5: If so, what did that person do for you? and Question 6: Is there anyone else you would have preferred as a mentor or guide?	38
3.3.4	Appendix 1, Question 5: What arrangements do you have in place for the mentoring of newly appointed principals?	39
3.3.5	Appendices 1 and 2, Question 1: What do you feel newly appointed educators get out of your induction workshops?	40
3.3.6	Appendices 1 and 2, Question 2: In what way does your induction programme try to help a newly appointed educator adapt to the organisational culture of a new school?	41

3.3.7 Appendix 3, Question 8: Who do you feel should be involved in an induction programme? and Question 9: Were any of them involved in your induction programme?	42
3.3.8 Appendix 3, Question 10: How long would you have liked your induction programme to last?	43
3.4 Conclusion	44
3.5 Summary	45
3.6 List of references	47

CHAPTER FOUR: RESEARCH FINDINGS AND RECOMMENDATIONS

4.1 Introduction	48
4.2 Planning a successful induction programme	49
4.3 Recommendation for planning of an induction process	50
4.4 Recommendations for an induction programme for all newly appointed educators	51
4.5 Recommendations for an induction programme for heads of department	53
4.6 Conclusion	54
4.7 Summary	54
4.8 List of References	56

BIBLIOGRAPHY	57
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APPENDICES

Appendix 1 : Structured interviews with newly appointed educators	60
Appendix 2 : Structured interviews with superintendents	61
Appendix 3 : Structured interviews with a member of The Human Resource Management Section	62
Appendix 4 : Informed consent form	63
Appendix 5 : Letter to request permission from the Port Shepstone Regional Office to conduct interviews	64
Appendix 6 : Letter to request permission from the Scottburgh District Office to conduct interviews	65
Appendix 7 : Letter to request permission from the Sayidi District Office to conduct interviews	66

CHAPTER ONE

1.1 Introduction

Individuals should not be expected just to 'pick it up as they go along'. If you adopt a philosophy of 'sink or swim' management by throwing your new recruits in the deep end, you must be prepared to fish out the floating corpses of the non-swimmers

(Skeats, 1991: 12).

Appointment of new staff, both as beginners and on promotion, is an important concern for education management and therefore, great care should be taken in selecting the best candidates. However, qualified newly appointed candidates are, they still need to undergo a process of induction to acquire the specific professional skills required in an institution and to get to know what is expected of them: otherwise they will “sink”. However, the importance of induction tends to be overlooked by education departments in South Africa, and this results in professional frustration and poor performance by educators, whether newly appointed to a school or to a position in a school. “Newly appointed educators” in this dissertation will refer to beginner educators, who are appointed for the first time after completing their college or university training and also means experienced educators (who have been less than three years in their posts), newly appointed to heads of department positions in the same schools or to other schools. For both categories the term “newly appointed educators” will be used.

Research reveals that most district offices, circuit offices and schools do not induct their newly appointed educators, despite the fact that it is their

duty and in their best interests to provide a well organised induction programme to support educators. This study is concerned with showing the benefits to both educators (new to their schools or positions) and to the institutions they serve. It will also reveal that beginner educators are not included in the induction programmes conducted in the Port Shepstone Region. This results in newly appointed educators suffering fear, insecurity, uncertainty and a sense of unfulfilled expectation because the KwaZulu-Natal Department of Education and Culture, regional education specialists and schools ignore their professional needs: professional needs which include knowing new procedures and also establishing relations with co-workers (Carrell et al., 1996).

This research is an investigation of the benefits of a thorough induction programme as well as the reasons why it has been ignored. The researcher will also establish the contributions of mentors and supervisors in the induction process. Finally, recommendations for an effective employee induction programme will be made.

1.2 Analysis of the term "Induction"

According to the International Encyclopaedia of Sociology of Education (Saha, 1997: 683) induction means the process of supporting and training newly appointed educators, which normally takes place in the first year of teaching. Induction is used as the means of improving the retention rate, and reducing absenteeism and turnover of beginner educators. Induction may also be viewed as:

...the process of introducing new employees to the goals of the organisation, its policies and procedures, its values, the co-workers...and equipment to be used

(Carrell et al., 1996: 204).

Judy Skeats (1991: 9) sees induction as the integration of newly appointed employees so that they become effectively productive as quickly as possible. Skeats lists some features of a good induction. The following have been selected. A good induction should:

- *foster good work habits,*
- *reduce the error rate,*
- *reduce performance problems,*
- *reduce the number of early leavers,*
- *reduce absenteeism,*
- *improve employee morale and enhance positive attitudes,*
- *improve manager/subordinates relationships,*
- *improve understanding of the company rules, procedures, and policies,*
- *motivate newcomers,*
- *develop a sense of belonging .*

(1991: 16-7)

Sehlare, (1993: 18) quotes Tisher (1983: 103) who views induction as the formal introduction of beginner educators into the teaching profession. Unlike the information in the International Encyclopaedia of Sociology of Education (1997: 683), which suggests that induction should cover the first year at school, Sehlare suggests that induction should take place over the initial three years. However, that period is flexible, dependent on a number of circumstances, such as the speed at which a newcomer acquires professional skills, his/her prior experience, the nature of the school and the beginner educator's personality (1993: 19).

These writers (Saha, Sehlare and Skeats) consider induction as an orientation programme intended for effective socialisation, which will lead to positive acculturation within an organisation. All the reviewed stances on induction demonstrate that it is the means of assisting newly appointed educators to adapt to the culture of their new schools in order to function effectively as equal and competent members of staff.

1.3 Motivation and purpose of the study

Before 1996 most beginner educators in South Africa underwent a probationary period of one year before permanent appointment was confirmed. This did not apply in all cases, for example, the researcher was held in probation for five years as a beginner until he was promoted to principal. His permanent appointment as an assistant teacher was never confirmed.

School management teams had, to a great extent, been in charge of this appraisal (Sehlare, 1993:11). Unfortunately, on the negative side nothing was done to assist newly appointed educators in “effectively executing their professional duties”- a prerequisite for termination of probation and confirmation of appointment. From time to time senior teachers, who were sympathetic to beginner educators’ “sink or swim” situation, alone gave the assistance new members received.

In 1998 the Port Shepstone Region acted in accordance with the South African Schools' Act 84/1996 (which advocates providing the best quality teaching and learning) and introduced induction workshops for newly appointed experienced educators, such as heads of department. However the programme is inadequate because it neither addresses a particular school's objectives (as defined in its mission statement) nor provides the benefits of an effective induction programme, but only deals with “general management” as required by the National Department of Education. Moreover, the programme is only implemented at a regional level. Schools and governing bodies are not encouraged to conduct en site (that is, school based) induction for both newly appointed beginner and experienced

educators. Moreover, the induction programme is also a “once off” type with no follow up to gauge its failure or success.

The obvious inadequacies of the programme encouraged the researcher to investigate why so little is done in the way of effective induction in the Port Shepstone Region. The results of this investigation will be used to suggest how induction processes may be made more effective, how newly appointed educators may be acclimatised in the schools and their positions so that they will work more effectively. It is unhelpful to merely inform newly appointed educators of the knowledge, skills, and values required by the National Department of Education (Saha, 1997: 684). This study is intended to assist their induction in the Port Shepstone Region with research-based information.

1.4 Survey of existing programmes

A survey of existing programmes in the KwaZulu-Natal Department of Education and Culture has revealed that some help is offered in inducting newly appointed experienced educators. For example, the researcher was inducted in the Port Shepstone Region as a newly appointed principal. An induction workshop, organised by the Port Shepstone Region for heads of departments, deputy principals and principals promoted in the year 2001, was also conducted in June 2002. Indeed, it appears that some effort, by both the regional and the district offices, has been put into inducting experienced educators and induction workshops have been arranged to induct newly promoted heads of departments, deputy principals and principals. In the next Chapter details of these programmes will be given so that one can judge whether the effort made was sufficient or not.

Induction is most neglected at school level. The researcher has discovered, from interviews with educators and superintendents and in research reports, that schools do not help their new members with an induction programme. Following discussions with some school principals, the researcher realised that some of them did not even understand the concept of induction.

1.5 Background of the study

Up to 1996 new recruits were expected to find their own way during the probationary period. If they could not, they remained on temporary status for an extended period or might even face termination of service, despite the fact that nothing had been done to assist them to acquire the additional necessary knowledge and skills. Judy Skeats, (1991:9) considers the newly appointed educators for whom sufficient care should be provided, to be valuable assets. She also points out that employers frequently pay more attention to new equipment and its care and maintenance than to human resources. In schools, particularly, newly appointed educators are neglected.

Wiles and Lovell (1975:236) write that one of the responsibilities of education managers is to make all newly appointed educators feel that they are wanted and that someone cares for them. Seyfarth, (1996:118-120) also suggests that mentors should be selected and trained to take proper care of newly appointed educators.

It is through a programme of induction that newly appointed educators will be helped to overcome problems encountered in either their first year of teaching or promotion to a new position (Bleach, 1999). Writers mentioned

(Bleach, Seyfarth, Skeats, Wiles and Lovell) emphasise the need for the thorough induction of newly appointed educators as a means of enhancing the quality of their performances.

1.6 Method of investigation

The qualitative method of investigation will be used to collect information for this research. This research investigates the induction process, which involves educators, superintendents of education management, learners and parents in relation to the newly appointed educator. Therefore, the qualitative method becomes relevant in that it focuses on how people perceive, interpret and report on a certain event from the participants' viewpoints (Burns, 2000: 11).

In addition, to getting the viewpoints of participants in the induction process, structured interviews were conducted in which newly appointed educators at four rural secondary schools in two districts, superintendents of education management from two districts, a member of the Human Resource Management staff responsible for induction in the Port Shepstone Region and some principals took part.

The four rural secondary schools mentioned above were categorised as follows:

- two districts were selected,
- two secondary schools per district,
- one senior secondary school per district with fifteen educators and

more,

- ❑ a senior secondary school with three beginner educators and one experienced educator,
- ❑ one junior secondary school per district with less than six educators,
- ❑ junior secondary school, two beginner educators and one experienced educator,
- ❑ one principal per district,
- ❑ two superintendents per district.

Attempts were also made to discover existing induction policy documents for the Port Shepstone Region for the purpose of analysis. Unfortunately, it was discovered that these did not exist, so a Provincial Draft on Induction, originating from the KwaZulu-Natal Department of Education and Culture, was consulted and critically analysed. Selected relevant literature on induction (published both in text and on the internet) was also consulted. The researcher also attended, observed and reported critically on a typical induction course organised by the Port Shepstone Region.

1.7 Scope of the study

This study was undertaken in four rural secondary schools in the Port Shepstone Region. It is believed that a similar problem of a lack of induction also exists in primary schools, but the researcher selected secondary schools because of his personal experience. However, the recommendations made, as a result of this research, will be applicable to both primary and secondary schools.

Subjects of this research included both newly appointed beginner and experienced educators, two principals, four superintendents from two districts and a member of the Human Resource Management staff from the Port Shepstone Region.

1.8 Outline of the study

Chapter One dealt with the background of the study, the method used for investigation, motivation and purpose of the study. Chapter Two will review the literature on the induction of both newly appointed beginner and experienced educators. Chapter Three will comprise the analysis and the interpretation of the data collected by the researcher. Chapter Four will include recommendations resulting from the findings of this study.

1.9 Conclusion

Induction is a process aimed at allaying the fears and insecurities of members new to a school or position. Education managers should make induction a more effective professional experience. Mentors should be appointed to cater for the needs of new incumbents. However, district offices tend to acclimatise new comers to the policies of the KwaZulu-Natal Department of Education and Culture rather than encourage school management teams to induct new members into the cultures of their respective schools. This Chapter cautioned against a “sink or swim” philosophy of management when it came to new recruits.

1.10 Summary

In this Chapter the central topic of this research study, the induction of newly appointed educators, was introduced. The researcher outlined the purpose of this study, explained his motivation and indicated the methodology to be applied.

Chapter Two comprises a review of the literature relevant to this study.

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CHAPTER TWO: LITERATURE REVIEW

2.1 *Introduction*

Literature pertaining to the induction of newly appointed educators is reviewed in this Chapter. Selected literature, particularly relevant to this research, was consulted and analysed for the purpose of exploring key issues, such as local and foreign induction programmes, their components, objectives and benefits. Problems facing newly appointed educators were also examined.

2.2 *The need for induction programmes for newly appointed educators*

John Sayer (1988: 39) stresses that initial training cannot adequately prepare newly appointed beginner educators for all school situations, so educators, who are new to a post, require a training programme in their first year at a new school. Sayer emphasises too that all newly appointed educators, whether they are experienced or not, need thorough induction programmes so that they can adjust to their new situations/schools. These educators encounter various problems in their places of appointment, problems that could be addressed if there were thorough induction programmes. Moreover, education management must realise that newly appointed educators:

*...are the building blocks through whom the organisation can lay
the foundation for the future*

(Skeats, 1991: 9).

Therefore, schools should be encouraged to induct new incumbents to make their foundations strong.

2.3 Problems faced by newly appointed beginner educators

Newly appointed beginner educators face a number of problems that are both personal and work related and which could be addressed if there were induction programmes planned for them.

2.3.1 Personal problems

Mokhethi, (1996: 13) points out that newly appointed beginner educators often show a lack of confidence in themselves. They tend to compare their execution of professional duties with that of experienced personnel and this causes a feeling of incompetence in them. Lack of confidence lowers self-esteem, which may contribute to educators' work-related stress. Educators with high self-esteem have more confidence in themselves and so can deal successfully with work related stress (Arnold & Feldman, 1986: 472).

Common problems faced by newly appointed beginner educators are a heavy teaching load, which results in insufficient preparation time. Seyfarth (1996: 117) maintains that newly appointed beginner educators often end up with subjects and learners that senior teachers do not want.

2.3.2 Problems with learners

Sehlare, (1993:124) maintains that newly appointed beginner educators also must deal with unmotivated learners. They become emotionally involved when disciplining these uncooperative learners. Beginner educators should be made aware by school management teams that such

situations may be problematic. One would, therefore, suggest that a principal should never place beginner educators during their induction phase in classes with disciplinary problems.

Another problem faced by newly appointed beginner educators is ineffective teaching, which leads to a breakdown in classroom discipline. As an experienced educationist and a principal of a secondary school, the researcher has observed that newly appointed beginner educators left without guidance, experience problems in dealing with the curriculum. When learners become aware of the inadequacies, whether in content or methodology, of a beginner educator's teaching, they begin to challenge his/her abilities and the results may be chaos in the classroom.

Seyfarth, quotes Veenman's (1984) report, which lists nine perceived problem areas commonly perceived by newly appointed beginner educators in North America, Europe, and Australia:

- " 1. *classroom discipline*
2. *motivating students*
3. *dealing with individual differences*
4. *assessing students' work*
5. *relations with parents*
6. *organisation of class work*
7. *insufficient material and supplies*
8. *dealing with problems of individual students*
9. *relations with colleagues"*

(1996: 117).

Veenman in the list above mentions those areas which beginner educators in KwaZulu-Natal also find problematic. The nine areas, which are exposed in Veenman's report, will be examined when the situation of beginner educators is dealt with later in the text.

2.4 Problems faced by experienced educators

Mokhethi, (1996: 147) reveals that newly appointed experienced educators also experience administrative and personal problems. He maintains that school management, school climate and a school's culture, as well as that of the community, cause some of these problems. These problems, he says, can be exacerbated by a school management team, which does not induct its new educators.

2.4.1 Personal problems

In the literature studied and drawing on his ten years' experience, both as a teacher and a principal, the researcher realised that newly appointed or promoted experienced educators found that senior staff members did not, in most cases, want to take orders from them. Some of these senior educators may have been unsuccessful candidates for the newcomer's position and are determined to prove him/her a failure by employing power game strategies to prove incompetence. Experienced educators promoted to management may also face the problem of having to teach and attend meetings held at the same time.

2.4.2 Management problems

As pointed out above, newly appointed beginner educators face problems. However, newly appointed heads of department, also confront many problems. Legotlo lists some technical problems with which newly appointed but experienced educators have to deal. They are:

- *how to evaluate staff,*
- *how to conduct meetings,*
- *how to develop and monitor a departmental budget,*

- *how to organise and conduct parent-teacher meetings,*
- *how to handle issues related to school law particularly relevant to actions of staff members in his/her department, for example, punishment*

(Legotlo, 1992: 92).

These will be referred to and developed later in the text.

Newly appointed experienced educators also lack expertise when faced with general management duties such as decision-making, problem solving and policy formulation, which may require acceptable participatory and democratic methods. They also need communication skills for settling disputes between members of staff in the department and motivation of staff. Legotlo (1992 : 53-109) also points out that experienced educators face technical problems such as budgeting and control of finance (which are limited in the department), completing forms and reports and interviewing educators. Newly appointed experienced educators may also have problems when asked to deal with personal issues faced by staff in their departments.

2.5 Focus on induction

As discussed in Chapter One, writers such as Carrell et al., Saha, Sehlare and Skeats analyse induction in a number of ways, indicating its various components, benefits and objectives.

2.5.1 Objectives of induction programmes

An induction programme has a number of objectives. These were identified in definitions in Chapter One. Induction aims at acquainting newly appointed educators with their new schools and includes helping them to acquire the knowledge, skills and acceptable attitudes that will allow them to work comfortably with their new colleagues (Seyfarth, 1996: 114).

Carrell et al. present the following objectives for induction:

- ❑ *establishing relationship with co-workers and supervisors;*
 - ❑ *acquainting new employees with job procedures;*
 - ❑ *showing employees how their work fits into the overall organisation, thus creating sense of belonging;*
 - ❑ *acquainting new employees with the goals of the organisation;*
 - ❑ *indicating the required behavioural patterns;*
 - ❑ *indicating the preferred means to attain those goals*
- (1996: 204).

Together with those aspects exposed by Veenman above, the researcher will deal with these objectives, pointed out by Carrell and others, during the course of the following Chapter.

The purpose of an induction programme is thus to allay the fears, insecurity and uncertainty of newly appointed educators by integrating them into the organisation and equipping them with the details of their professional duties. An induction programme also serves as a structured way to introduce newly appointed educators to the culture of their new schools by which is meant "the way we do things here", which is encompassed in the ethos, values and norms of their new schools and which are, in most cases, contained in their mission statements.

2.5.2 Benefits of induction programmes

From the objectives listed above one may conclude that their accomplishment should lead to achievement of benefits. It is also imperative to note that an effective induction programme will reduce uneasiness relating to adjustment to a new school. Once self-doubt is eliminated, stress and anxiety are easily controlled. An educator in this state of mind is in a position to commit himself/herself to school goals and values. This in turn will lead to faster adaptation and better performance at

work and so increase job satisfaction, which is likely to reduce absenteeism (Carrell et al., 1996: 208). Research has shown that with educators who are unhappy in their positions and are denied job satisfaction, absenteeism is often a problem.

Above all, an educator who is happy in his/her work develops confidence and self-motivation. A confident educator commits fewer mistakes and so has enough time to care for learners rather than focussing on errors. Finally, an induction programme leads to a better understanding of school policies, goals, rules and procedures, which will improve relationship between the newly appointed educators and school management teams.

2.5.3 The process of induction

Saha, (1997: 684) and Seyfarth, (1996: 30) reveal that most published research studies agree on the components of a successful induction programme. They maintain that newly appointed beginner educators should receive a reduced workload as well as an early release-time from teaching in order to prepare lessons, observe experienced educators teaching, spend time with a mentor and attend induction meetings. Newly appointed beginner educators also need school-based support in the form of experienced educators or mentors, who are assigned to guide and supervise them. Mentors also need to have their teaching time reduced so that they can have sufficient time to assist newly appointed beginner educators. It is important to add that mentors should be trained.

Induction programmes also require planned and systematic school-based activities such as discussion sessions with other newly appointed beginner educators, mentors, and any other relevant persons. Induction should also include systematic externally based activities organised by the Port

Shepstone Region. Above all, newly appointed beginner educators need explicit support from principals and their management teams. Their support comes in the form of summative and formative evaluation and evaluative documentation as well as detailed feedback about progress.

The success and failure of objectives and benefits of induction, as discussed above, is dependent on how the programme is initiated. That is, how the decision leading to the induction policy formulation is reached. It is important that school management teams follow a policy, which includes the views of all senior experienced members and also knowledgeable young staff who will be able to provide valuable support for the induction process. For example, a school should jointly formulate and design an induction policy - that means involvement of all its educators. An action plan must be put in place stipulating who will do what and when. Skeats (1991: 26) adds that the speed and seriousness at which the programme is presented will indicate to newly appointed educators to what extent they have to follow it. She maintains that those delegated to take part in inducting both beginner and experienced educators should ensure that they do not hurriedly present the programme, because flippancy and haste will be interpreted as meaning that quality and good standards are not important (Ibid.). It is also crucial that an inclusive approach, which includes interview, orientation and induction is adopted because, for example, an unfriendly interviewing panel will be contrary to a well planned induction programme with good presentation, thus creating negative assumptions about the school.

2.5.3.1 Mentorship as part of the induction process

A study of the relevant literature reveals that the success of an induction programme is dependent on a mentor. Seyfarth, particularly, (1996: 119)

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maintains that most educators prefer to seek help from other educators rather than from the school management team. Seyfarth says that preferring to seek assistance from other educators occurs because of the following reasons: firstly, it is always easier to locate a colleague than to find a school management team member; secondly, newly appointed educators are afraid to ask for help from principals because they feel that doing so may raise questions about their competence. Therefore, the most relevant persons to help newly appointed educators are mentors.

There are many definitions of mentoring and views about mentors and their roles in induction programmes. Gordon Shea, makes use of a number of words to define a mentor. He calls mentor a trusted advisor, friend, teacher, wise person, tutor, counsellor and coach (1993: 9). According to Chris Winberg, mentors are also:

“called ‘support teachers’, ‘teacher supervisors’, ‘teacher trainers’, ‘experienced teachers’ or ‘teacher coordinators’”
(1999:2).

All these terms, used by Shea And Winberg, explain the roles of a mentor as far as the newly appointed educator is concerned and also indicate that a mentor should conducts himself/herself towards a newly appointed educator in such a way that the trust of the newcomer is won. A good mentor wins trust because he/she respects the newly appointed educator’s uniqueness; he/she always strives to focus on and enhance the newcomer’s strengths, rather than focussing on weaknesses and negative results (ibid.,1999: 96). He/she also adapts the newcomer’s way of doing things rather than imposing his/her own way. A mentor, according to this view, laboriously strives to help a newly appointed educator acquire practical skills to supplement theoretical knowledge learned during formal training.

Having reviewed some of the definitions of a mentor it may be worthwhile to adopt Winberg's view of a mentor as an educator who helps those, who are less experienced, to improve their teaching practice and develop into independent and critical educational practitioners (1999:2-3). Mentorship also provides newly appointed educators with a good influence for positive acculturation into the ethos of the school, which the "sink or swim" philosophy does not as newcomers end up being negatively influenced often by irresponsible members of the staff.

2.5.4 Models of induction in England and Wales

The system of induction in England and Wales will be used for the purpose of comparison with the South African model as well as to extract from their approach what may be useful for the Port Shepstone Region. Turner and Bash (1999) quote Taylor's and Dale's (1971) National Survey Report on the need for the induction of newly appointed educators. The Report revealed that only one in ten local education authorities were conducting induction for newly appointed educators in 1966. This situation led to the appointment of the James Committee to look into the education and training of teachers. The James Committee Report led to the White Paper, *Education: A Framework for Expansion (DES, 1972b)* which recommended an early release of newly appointed beginner educators in order to attend induction workshops, observe senior teachers and prepare their lessons. The England and Wales education system is also characterised by emphasising that teacher trainees must spend most of their training in schools, because the best way to learn teaching skills is by observing and working with experienced teachers (Turner and Bash, 1999:25-61).

2.5.4.1 *Turner's and Bash's model of induction*

Turner and Bash, (1999: 55-6) make the following suggestions for induction programmes. They maintain that newly appointed educators must be afforded an opportunity to meet their schools' management teams and staff before they actually take up an appointment. Turner and Bash(1999) and Sehlare (1993)point out that information about a school should be made available to newly appointed educators in the form of a staff handbook. Also all the information and documents pertaining to carrying out professional duties should be made accessible to newly appointed educators. This, therefore, means that a newly appointed educator must have all the necessary information about the school, required duties and procedures before the school opens. Having received and studied all the information about the school before it opens will give a newly appointed educator enough time to focus on teaching or managing and liasing with the mentor for assistance, when problems are experienced. Newly appointed educators, especially beginner educators, will also have to observe experienced educators teaching and be observed teaching by the mentor. The reason for being observed is to see where, in a specific area, a beginner educator needs help. Finally, induction programmes must be structured so that newly appointed beginner educators become aware of the role of their schools in the community.

2.5.5 *Locally designed models of induction (South African)*

In the year 2000 the National Department of Education issued a guide (*School Management Teams: Employment, Induction and Orientation of School Based Educators*) on the induction of newly appointed educators, the details of which are described under the heading "*The induction*

programme of the KwaZulu-Natal Department of Education and Culture”
described below.

2.5.5.1 Sehlare’s model of induction

Sehlare (1993: 364) suggests that the National Department of Education should be involved in the formulation of policy for induction programmes in the nine provinces. She has devised a model, which includes the following elements:

- ❑ departments of education should create networks to link all levels concerned in order to ascertain that every region is aware when the model is to be implemented;
- ❑ policies should be made flexible for change when necessary during the implementation stage;
- ❑ district and circuit offices should ensure that all relevant participants are involved in policy formulation;
- ❑ an induction handbook should be made available to newly appointed educators by the school principals. It should include school policy, procedures and community expectations;
- ❑ newly appointed educators, especially beginner educators, should be posted to schools where there is a mentor to guide them;
- ❑ induction instructors must be trained to give national, provincial, or regional induction programmes uniformity. On a national basis and under the National Ministry of Education a policy of training instructors of induction should be formulated and the process detailed. This will result in a uniform standard of induction for the whole country;
- ❑ the content of the induction programme must be established. Such a programme should be adjusted to the individual needs of newly appointed educators. Although uniformity of the induction process is

necessary, there must be an opportunity for schools to include their individual differences;

- ❑ programme evaluators should be included continuously from the planning stage until the programme is completed;
- ❑ mentors, who are selected from schools and trained, should assist newly appointed educators;
- ❑ beginner educators should be allocated those duties that are within their ability range and be supervised when carrying them out;
- ❑ the school's goals should be explained to newly appointed educators;
- ❑ a relaxed atmosphere must be created to encourage active participation in the induction process by beginner educators.

Mokhethi, also points out that:

A concerted effort by all stakeholders to help newly appointed educators will create a spirit of collegiality. On the basis of such harmonious working relations, success will result
(1996: 154).

This means therefore that, as induction is aimed at assisting newly appointed educators to establish relationships with co-workers (as stated under the objectives above) creating a spirit of collegiality is a way of encouraging these good relationships, which need to be established by the new incumbents.

2.5.5.2 The model of induction of Carrell, Elbert, Hatfield, Grobler, Marx and van der Schyf

Carrell et al. (1996: 205-6) maintain that an induction programme must be viewed as an holistic process, involving recruitment and selection, mentorship and plans to develop the newly appointed educator. They also emphasise that induction must be conducted in a language that a newly

appointed educator easily understands and must allow him/her to use his/her own initiative, in making an input. Bombarding the newly appointed educator with too much information at once must be avoided because it confuses him/her. Instead, after the first session, a newly appointed educator should be given time to reflect on what has been discussed.

Induction programmes should be adapted to a particular context, that is a school or a class and should always be specific and individualised, aiming at empowering, not at daunting. Finally, induction programmes should have some specific objectives so that newly appointed educators can be tested on what has been done.

2.5.5.3 Conclusion

The above discussion revealed that induction means assisting newly appointed educators to adapt to the culture of their new schools in order to function effectively as quickly as possible and as competent members of staff. Hence induction should be aimed at acquainting both beginner and experienced educators with procedures to effectively execute their professional duties and acclimatise them to their schools' culture. Such a vital process should not be presented hurriedly because that will create an impression that the programme is not aimed at good quality but at speed. Speedy presentation also leads to bombarding newly appointed educators with too much information to be grasped in one session. That is why induction programme can never be completed over a short period of time.

Furthermore, planners should consider using language which includes familiar terminology in order to encourage active participation from newly appointed educators. Newly appointed educators should be involved in the planning of their induction: a questionnaire may be used to find out what

they would like to be covered in the programme. In addition, an experienced trained mentor should be appointed to help newly appointed mentors improve in the execution of their professional duties. Finally, induction should not be taken as “one occasion” or a “single point in time”, but a holistic process dealing with the newly appointed educators' visible challenges, as well as those that are yet to come.

2.6 Induction in the Port Shepstone Region

2.6.1 introduction

It is important to note that the Port Shepstone Region does not have its own induction programme for newly appointed beginner educators. The KwaZulu-Natal Department of Education and Culture has adapted and used the National Department of Education's induction policy. Therefore, this Section will analyse the KwaZulu-Natal Department of Education and Culture's draft policy document on induction but will also examine the induction programmes that were offered to experienced educators by the Port Shepstone Region. This will be done for the purpose of comparison with the models discussed above. The aim is to discover what would best benefit newly appointed beginner educators from all sources and include this in a proposed induction programme.

2.6.2 The induction programme of the KwaZulu-Natal Department of Education and Culture

As indicated above the Port Shepstone Region does not have its own model of induction, but follows the KwaZulu-Natal Department of Education and Culture's draft policy document on induction. This has the following elements:

- ❑ a senior educator should be appointed as an induction organiser to arrange activities for the inductees;
- ❑ a letter of appointment with position, job description, salary, some details about probation and request for confirmation of acceptance of the appointment should be sent to the newly appointed educators.
- ❑ a social introduction of the new member to staff members and school governing body should be made by the principal.

At an induction meeting of the newly appointed beginner educators the following should take place:

- ❑ “ice breaking” activities aimed at newly appointed educators: introducing themselves to each other;
- ❑ organogram of the school presented to newly appointed educators;
- ❑ introductory information: general information about the school, management structure and the name of a mentor, made available;
- ❑ newly appointed educators assisted to choose their appraisal panels who will play an important role in their professional development; Developmental appraisal panel role includes class visits;
- ❑ a copy of the school policy should be made available to newly appointed educators.

However, the Port Shepstone Region, according to an induction workshop the researcher attended, does not seem to follow this model. Its programme only focuses on management duties. Newly appointed beginner

educators are not included in its workshops. School management team members are not part of the workshop for newly appointed educators.

Moreover, the workshop seemed insufficient for addressing the objectives of induction which should include the following:

- ❑ acquainting new members with job procedures in their new school;
- ❑ establishing relationships with co-workers and supervisors (this was most neglected);
- ❑ showing newly appointed educators how their work fitted into the overall organisation to create a sense of belonging;
- ❑ acquainting newly appointed educators with the goals of organisation, indicating the required behavioural patterns and preferred means to attain school goals.

The workshop programme was as follows:

- ❑ item 1. general management,
- ❑ item 2. records and administration books,
- ❑ item 3. curriculum management,
- ❑ item 4. monitoring and management,
- ❑ item 5. types of meetings.

It is interesting to note that the Port Shepstone Region runs the induction programme for its newly appointed experienced educators in order to acquaint them with the management skills necessary for their positions. However, when one looks closer at their programme, one wonders if it may be called an orientation workshop rather than induction, as it cannot be expected to achieve the objectives of induction. It is also not in a position to acclimatise newly appointed educators into the cultures of their respective new schools. The items at the particular Port Shepstone Region

induction workshop, which the researcher attended, can be analysed as follows:

- item 1. general management and training;
- item 2. Department of Education and Culture induction;
- item 3. Department of Education and Culture induction and management and training;
- item 4. general management and training;
- item 5. general management and training.

This programme could not help any newly appointed educators to settle into a community and into any particular school culture as a member of staff. The programme is more of an orientation aimed at familiarising newly appointed educators with how the KwaZulu-Natal Department of Education and Culture operates in every school regardless of cultural differences. It dealt with experiences that newly appointed experienced educators encounter in their new positions. Legotlo (1992) raised the same problems referred to by the researcher earlier in this Chapter. Legotlo argues that newly appointed experienced educators lack the necessary skills to conduct meetings in their departments or with parents. However, the Port Shepstone Region induction programme did not tackle these problems which face newly appointed beginner educators nor, according to Seyfarth's concerns (1996), acquainted them with the goals of the school and indicated the preferred means to attain those goals. The Port Shepstone Region induction programme also did not assist new members by indicating how to establish relationships with their co-workers, which would enhance their sense of belonging. Finally, it should be noted that the workshop was only one day and it took place a year after educators were appointed to their positions.

2.7 Conclusion.

Both local and foreign material, which was studied, indicated that an induction programme was needed for all newly appointed educators. Most of the material focuses on newly appointed beginner educators. However, the Port Shepstone Region's induction programme, as observed by the researcher at the workshop held, dealt only with experienced educators, neglecting newly appointed beginner educators. But it is these educators who lack confidence and experience problems in areas listed by Veenman above.

Further, all models of induction presented in this research demonstrated that induction programmes are meant to promote the positive behaviour of newly appointed educators by teaching, with the help of a mentor, the norms, values and culture of a school. The Port Shepstone Region's induction programme makes no mention of this important element in induction programmes. In fact, the literature put out by the KwaZulu-Natal Department of Education and Culture such as the draft guide, *Managing a Self-reliant School: a Manual for Principals and School Management Teams. Module 6: Employment, Orientation and Induction* (Christie and Lotter, 1999) and interviews with relevant personnel revealed that the Port Shepstone Region induction programme left a lot to be desired. This is the reason why the researcher suggested that there was a need for a model of induction that would cater for the needs of all educators that were new to their positions, schools and the profession. This study will make recommendations based on the findings of the research as to how an effective induction programme can be designed to deal with problems of both the beginner and experienced educators at secondary schools in the Port Shepstone Region, KwaZulu-Natal.

2.8 *Summary*

Chapter Two focused on problems faced by both newly appointed beginner and experienced educators. The objectives and benefits of induction were also discussed, followed by a comprehensive analysis of the induction process. Models of induction in England and Wales as well as locally designed models, including the Port Shepstone Region's model of induction, were also discussed.

Chapter Three will critically interpret and analyse the data collected, which formed the primary source for this study.

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CHAPTER THREE: DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.1 *Introduction*

This Chapter reports on the analysis and interpretation of the data collected as well as the method used to collect information. This research dealt with the induction of newly appointed educators, which is a human experience. Since the qualitative method is based on personal meanings that are derived from the participant's direct experience (Burns, 2000: 11), it was seen as the best method to collect information for this research. Writers on research in education maintain that: *"Qualitative research presents facts in a narration with words"* (McMillan and Schumacher, 1993: 14).

Structured interviews were selected to collect information. Interviews allow subjects to verbally express their complete personal experience and understanding about a given topic. (The interview questions used are attached as Appendices, 1, 2 and 3, at the end of this dissertation). All participants signed an Informed Consent Form (example included as Appendix 4) and the researcher assured them of complete confidentiality

3.2 *Data collection*

This study investigated the management of an induction programme in the Port Shepstone Region. This Region in which schools are situated, comprises several districts. For the data to be representative, two districts, each with two secondary schools, were selected.

Three beginner educators and one experienced educator from each of the four schools selected were interviewed. Of the four schools two principals

were randomly selected for interviews. Four superintendents were also randomly selected for interviews, as well as a member of the Human Resource Management Section of the Port Shepstone Region. Of the total subjects interviewed 67% were beginner and experienced educators, 33% were superintendents of education (management) and in addition there was a member of the Human Resource Management Section from the Port Shepstone Region. All subjects were selected because they are important for the research process examining the induction of newly appointed educators.

3.3 Data analysis and interpretation

3.3.1 Appendix 3.

Question 1. What do you think an induction programme for newly appointed educators should achieve?

Both newly appointed beginner and experienced educators generally indicated that induction should do the following:

- ❑ enhance a positive attitude;
- ❑ make them feel at home in their new schools;
- ❑ facilitate comfortable adjustment to their new jobs;
- ❑ acquaint them with work expectations;
- ❑ create a sense of co-operation and belonging;
- ❑ acquaint them with school rules and regulations as to how a school operates;
- ❑ guide them on how to do their work effectively.

A general trend of participating educators was that an induction programme should welcome and help newly appointed educators to fit into the staff and feel like part of one family.

3.3.2 Appendix 3.

Question 2. What do you feel you gained from your induction programme?

Question 3. Would you say your induction programme helped you to adapt to the way your school was organised?

More than 35% of participating educators responded that induction programmes did not exist when they were first appointed either as beginners or experienced educators. Therefore, the researcher was surprised to learn that they had gained from non-existing induction programmes. About 50% of beginner educators implied that they gained some help from induction. Further enquiry elicited the response that they meant site orientation (showing newly appointed beginner educators their classrooms, books and teaching aids) and not induction programmes. Only 15% of newly appointed educators maintained that they gained from their induction programmes. These educators (15%), mentioned above, comprised experienced educators, who enjoyed the privilege of being inducted in the Port Shepstone Region. This confirmed the findings of this research that beginner educators were neglected with regard to induction programmes in the Port Shepstone Region. Of the subjects interviewed some showed a misunderstanding of the concept "induction". One subject responded to Appendix 3, Questions 1 discussed above, that there was no induction but in Question 2, maintained to have gained from the induction programme, which she had already claimed did not exist.

Another example of erroneous comprehension; one subject responded as follows:

- Question 2: that she gained in that she got *“to know the culture of the school”*,
- Question 3: *“There was no induction”*,
- Question 4: “No” (Questions 4 and 5 to be dealt with below)
- Question 5: *“Not applicable”*.

This is an indication that beginner educators are in the dark with regard to the induction process. Question 4 and Question 5 will be examined when the researcher deals with them below.

Although the research revealed that Port Shepstone Region’s induction programmes left much to be desired, there were individual principals and school management teams who provided newcomers with some kind of an assistance, which enabled newly appointed educators to cope with their new schools. This may be seen as the beginning of a rudimentary form of induction.

From discussions held with the principals, it became evident that something was done in the way of induction, although it was not planned and structured according to a formal regulated policy. As a result of this informal induction, 15% of their newly appointed beginner educators responded to Appendix 3 Question 3 that induction helped them fit into the staff and they were able to operate without fear and on equal terms with experienced staff.

3.3.3 Appendix 3.

Question 4. Was someone appointed to mentor or guide you?

Question 5. If so, what did that person do for you?

Question 6. Is there anyone else you would have preferred as a mentor or guide?

Credit must be given to some principals because at least two-thirds out of that 15% of newly appointed beginner educators, who indicated that they had gained from the induction programme, maintained that they were given a mentor to guide them and showed in the interviews that they understood the concept, "induction". 41% of beginner educators answered that there were no mentors appointed to guide them. This was supported by the member of the Human Resource Management Section in the Port Shepstone Region and the superintendents who maintained that mentorship was neglected by schools. 50% of newly appointed educators claim to have had a mentor to help them. However, listening to their responses to other questions, it became evident that they referred to their immediate superiors, heads of department, in the case of a beginner educators, a deputy principal in the case of a promoted head of department, the principal in the case of a deputy principal and a superintendent in the case of a principal, as mentors. They confused the execution of professional duties by superiors with mentorship. Heads of department, who responded to difficulties, which newly appointed educators were experiencing (such as discipline) had not set up a formal programme of mentoring. Even newly appointed educators indicated in Question 6 that they would have preferred someone else to mentor them

because heads of department were responsible for all their staff, which meant that they did not get the personal attention a mentor should give to newly appointed educators.

3.3.4 Appendix 1.

Question 5. What arrangements do you have in place for the mentoring of newly appointed principals?

The member of The Human Resource Management Section in the Port Shepstone Region, who was consulted and the four superintendents all agreed that most school management teams neglected mentorship. They maintained that one of the responsibilities of a school management team was staff development, which included the induction of newly appointed educators. But the extent to which this was happening, the member of the Human Resource Management Section said, was questionable. However, the superintendents claimed to have set up arrangements, in the form of workshops, to mentor principals. According to the relevant literature consulted a mentor is an individual's personal guide, therefore new members cannot be mentored in a group such as in a workshop, because a mentor is a person not a "form of workshop".

A member of the Human Resource Management Section in the Port Shepstone Region maintained that lack of mentoring of experienced educators, such as principals, should be attributed to the fact that principals suspect any visit of superintendents to their schools to be "inspection", which is very unpopular. Perhaps the Human Resource Management and superintendents should understand that mentoring does not need to be done by a school team manager, but that a peer does it

better, because newcomers do not want to expose their incompetence to superiors such as superintendents.

3.3.5 Appendices 1 and 2.

Question 1. What do you feel newly appointed educators get out of your induction workshops?

This category (the member of The Human Resource Management Section and superintendents) demonstrated that they were referring to the once-off induction workshops that were organised for experienced educators in the Port Shepstone Region. 30% of this category clearly indicated that the reference was made to heads of departments, deputy principals, and principals. 50% supported induction programmes because newly appointed educators gained confidence and they would perform their professional duties well and a further 20% mentioned that inducted newly appointed educators manage their classrooms best. These superintendents maintained that induction programmes helped newly appointed educators to deal with *classroom management* and adaptation to their schools' culture. The researcher was surprised to hear superintendents mentioning classroom management, yet they did nothing to induct beginner educators who needed these very skills.

A workshop organised in one Port Shepstone Region's district, which the researcher attended, dealt only with the management duties of a head of department, as required by the KwaZulu-Natal Department of Education and Culture. Nothing was said about the culture of schools to which educators were sent. Also principals and deputy principals of the schools to which new heads of department were appointed, were not represented at

the workshop. At the workshop sessions superintendents and a member of The Human Resource Management Section spoke of what newly appointed educators, especially beginners, should theoretically gain from induction programmes. But what they claimed did not happen, because the data collected revealed that there were no induction programmes organised for newly appointed beginner educators. Furthermore, the workshops that were organised for the school management teams were more related to training in educational management, than inducting newly appointed educators.

Although some management skills were acquired from the once-off workshops organised by the Port Shepstone Region, it could not be concluded that these workshops helped any newly appointed educators to cope with their school communities such as school governing bodies, principals and staff, who, in any case, were not even involved in the programme. Ongoing school planned induction programmes for newly appointed experienced educators did not exist. With regard to newly appointed beginner educators, departmental workshops were never organised for them: they suffered total neglect.

3.3.6 Appendices 1 and 2.

Question 2. In what way does your induction programme try to help a newly appointed educator adapt to the organisational culture of a new school?

The member of The Human Resource Management Section maintained that the Regional Office's induction programmes could not help educators, who were new to their positions or schools, adapt to the cultures of their schools. Only schools themselves could induct their newly appointed

educators to adjust to the cultures of their schools. 83% of superintendents commented on how induction programmes should help in the acculturation of newly appointed educators. Their responses appeared to be in contrast with what educators revealed (as explained earlier through interviews) that there were no school based induction programmes. This again seemed to indicate that what the National Policy and the Provincial Draft on Induction (Chapter Two) stipulated were not applied in the schools. Since superintendents had knowledge of the contents of the National Department of Education policy and the KwaZulu-Natal Provincial Draft on Induction, they expressed what should have resulted from induction, rather than what actually happened, a deficit newly appointed educators had indicated in their interviews.

3.3.7 Appendix 3.

Question 8. Who do you feel should be involved in an induction programme?

Question 9. Were any of them involved in your induction programme?

Almost all the respondents mentioned that newly appointed educators, school management teams and superintendents should be involved in the induction of newcomers. Staff members, parents and learners were not mentioned by any of the interviewed personnel. Leaving out such key elements of a school may lead to newly appointed educators being unable to adapt their schools' culture because community members, who play a major role in the formation and manifestation of a school's culture, were not represented.

A member of the Human Resource Management Section in the Port Shepstone Region suggested that in the induction workshops for Post Level One educators an attendance of the heads of department, deputy principals or principals was very important, so that what was said in a workshop should not be taken as a personal idea of the new member when he/she raised it at school. Moreover, heads of department, deputy principals or principals should accompany new incumbents when they attend an induction workshop because it was schools' management teams responsibility to induct newly appointed educators (Davis, 1993: 13-16). This would give school management teams an idea of what was learnt at induction workshops so that they could measure whether workshops were a success or a failure and provide necessary induction programmes. But the Port Shepstone Region's induction programme left out immediate superiors when inducting principals, deputy principals, and heads of departments. Newly appointed beginner educators were not even mentioned because as has already been indicated in the research, they were not inducted at all.

3.3.8 Appendix 3.

Question 10. How long would you have liked your induction programme to last?

Different views on how long an induction should last were expressed as follows:

- about 15% of participants suggested one to three weeks;
- about 23% of participants suggested one to three months;
- about 24% of participants suggested one to three years;
- about 38% of participants suggested that it should be as long as newly appointed educators needed assistance.

About 40% of the superintendents interviewed believed that induction should be in the form of a workshop lasting for a week or two. It should not be an ongoing process continuing until newly appointed educators acquired the competence and confidence they needed.

3.4. Conclusion

The interviews, consisting of structured questions which were given to newly appointed educators, superintendents and the member of The Human Resource Management Section in the Port Shepstone Region, as well as the interviews held with two principals, opened a window through which one could view how differently an induction programme was perceived. These differences led to the realisation that there was a need for a uniform policy if effective induction was to be achieved. It also became evident that there was a need for a section to be set up that would be specifically responsible for induction. Superintendents were too fully occupied to fulfil both management and Human Resource Management duties. Moreover, superintendents were not knowledgeable about induction since it appeared, during the interviews, that they always thought of it as general management. The kind of induction programmes they designed for induction workshops (such as the one which the researcher attended) was a case in point.

Furthermore, as long as induction was still regarded as a once-off 'process' (for a day, a week or a month), it would never produce the required benefits as specified in and supported by the literature consulted, which included acquainting newly appointed educators with job procedures, as well as establishing relationship with co-workers and supervisors. The induction programme should not be terminated too soon, because research had shown that educators grasped information at a different pace. A

majority (62%) of educators had suggested a duration of one year upwards for the newly appointed educators' induction programmes.

Another area, which appeared to require attention, was the involvement of all school stakeholders in induction. According to the data collected, it seemed that newly appointed educators were made to believe that acclimatising to a school involved only the staff, school management teams and superintendents. Parents, learners and community leaders, as well as other departments, such as clinics and psychological services, were excluded. Paul Davis, (1993: 9-10) stresses that inductees should be made aware of community problems, especially in sectors where learners suffer disadvantages, which affect their performance. Davis (1993) emphasises that all stakeholders of a school should be involved in its induction programmes.

Finally, this study revealed that many newly appointed beginner educators did not understand the concept "induction". They were only able to express their expectations as recorded above (3.3), after the researcher had briefly explained the concept.

3.5 *Summary*

Chapter Three covered the analysis and interpretation of the data collected. Responses to the structured interview questions by the member of The Human Resource Management Section, superintendents and newly appointed educators were analysed, interpreted and compared. This Chapter revealed the newly appointed educators' needs and what they actually gained from induction programmes, compared to the education management's view of such needs and gains. Relevant participants in the induction of newly appointed educators, such as mentors, were also

discussed. Chapter Four will deal with the recommendations for an alternative approach to induction by the Port Shepstone Region, based on the findings of this research.

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CHAPTER FOUR

4. Research Findings and Recommendations

4.1 Introduction

This Chapter will make recommendations for an induction programme based on the findings of the literature study and data collected from research. This research discovered that some schools had the impression that newly appointed educators had the necessary skills for adjusting to new schools or positions. They believed that the knowledge and skills acquired at colleges of education or universities, were adequate enough to make an educator effective in a new school or position. Although tertiary institutions provided newly appointed educators with “survival kits” they did not prepare them for the ethos, values, climate, cultures and norms of new schools. Newly appointed educators can only be expected to achieve these aspects if they are inducted.

Therefore, it is recommended that no newly appointed educator should assume duties in a new school or position without having gone through a planned induction process. Moreover, school management teams must also be aware that an effective induction programme begins before the assumption of duties by a newly appointed educator. Such a programme will introduce newly appointed educators to their schools, policies, procedures, values, equipment and co-workers. This can only be achieved when there is a well managed induction process in place. It should be clear that induction is aimed at acclimatising a new member to a school, rather than to the KwaZulu-Natal Department of

Education and Culture's policies, (as was believed in the Port Shepstone Region).

Mokhethi, (1996: 154) emphasises that there should be a concerted effort by all those who have stakes in schools' welfare to assist newly appointed educators. This will result in newly appointed educators achieving a sense of belonging and will also lead to harmonious working relations. The models of induction that the researcher consulted also emphasise the appointment and training of mentors who could be used as a personal guides for newly appointed educators.

4.2 Planning a successful induction programme

The strengths and weaknesses of induction are dependent on how the programme had been planned and on what induction policy it was formulated. As mentioned above induction policies should have the support of all those who have the stake in a school's welfare. A school should formulate and design induction policies that are inclusive of the opinions of the entire school community, in addition to the principal's and superintendent's (as 96% of the subjects of the study indicated). A plan of action should be put in place stipulating the roles to be played by each member in the induction process. That means, in addition to a mentor, teachers, with particular abilities and knowledge, should be given roles to play in the induction process. Induction should not be done with haste because that diminishes the value of the programme and if done with tremendous speed, newly appointed educators are not given an opportunity to fully grasp their duties and roles. Induction is a process, which takes time and patience. The quality of the induction process and the maintenance of good standards in implementing it are very important.

An induction programme must be viewed as an holistic process, which involves recruitment and selection of mentors and colleagues to assist newly appointed educators. Although English is the medium of instruction in a school it is sometimes easier for newly appointed educators to understand instructions and explanations given by the mentor in his/her home language, for example isiZulu. Bombarding newly appointed educators with too much information at once must be avoided because it confuses them. Instead, after each session newly appointed educators must be given time to discuss what has been learned so that a mentor is certain that information has been fully comprehended.

4.3 Recommendations for the planning of an induction process

Before one can think of designing an induction programme for a school, the following, as recommended by Carrell et al. (1996: 215) and Davis (1993: 8), should be considered:

- departmental policy information concerning induction should be made available in all schools;
- school management teams should be thoroughly trained in implementing this policy;
- each school should have a well structured induction policy, drawn up jointly by all school members, who have knowledge and ability in induction programme goals and topics;
- an adequate budget should be made available for implementing induction programmes;
- programmes should be structured to cover both school and departmental issues such as the contents of The South African Schools' Act, Act No. 84 of 1996; .

- programmes should accommodate individual differences, such as level of education, intelligence and work experience;
- programmes should be reviewed regularly to mirror changes in a school and departmental policies;
- programmes should have specific objectives against which newly appointed educators may be tested;
- programmes should be planned so that they refrain from bombarding newly appointed educators with too much information at once;
- information to be covered in the induction programme should be made available in a staff handbook. This should be given to newly appointed educators prior to their assumption of duty.

4.4 Recommendations for an induction programme for all newly appointed educators

As a result of the researcher's study of the relevant literature and empirical findings from his interviews, the following recommendations are made. The successful candidate for a position should be invited to the school to meet his/her future colleagues before assumption of duty. At the same time the staff handbook, as well as a copy of the school's policy, be handed to him/her. This will enable the newly appointed educator to study these documents quietly at home, before the assumption of duty. It will encourage newly appointed educators' active participation in their induction sessions and also help them to grasp more information. It will also allow a newly appointed educator to focus on practical aspects of his/her work such as how to present a lesson or manage a class.

On the first day of school the immediate superior of the newly appointed educator should introduce him/her to the entire staff and then to the mentor who should be at the same post level and about the same age (no more than seven years in age difference) as the newcomer. With reference to Chapter Two, newly appointed beginner educators prefer to seek help from peers rather than from senior educators because they fear being judged incompetent. What makes a good mentor is not experience based on number of years in service as a teacher but ambition, willingness, dedication, training and good interpersonal skills. It should not be assumed that teachers, who perform well in the classroom, will be equally effective as mentors to newly appointed educators. Training of mentors is necessary.

Newly appointed educators and mentors should be given lighter workloads and less teaching periods, particularly at the end of the day so that they can attend induction workshops. In addition, Singh, (1988: 157) suggests that a timetable must be structured so that both mentors and newly appointed educators are free at the same time. Meetings should be held at short intervals (at least once a week) to allow newly appointed educators to share their recent experiences with mentors and ask questions when they need more clarity about the programme contents.

It is important to note that induction workshops, organised by departments of education, should find newly appointed educators informed about their schools. For this reason it was recommended above that a staff handbook and a copy of the school's policy should be given by the principal to newly appointed educators before they assumed duty.

4.5 Recommendations for an induction programme for heads of department

The recommendations made for all newly appointed educators, as discussed above, apply to heads of department as well. Most heads of department are selected on the basis of their classroom performance but should be equipped with management skills, including induction, as they will be required to undertake induction of new staff.

In addition to the fact that heads of department should be engaged in classroom teaching (according to the regulated workload for their post level and the needs of the school, which is 85% of the scheduled teaching time: Employment of Educators Act 76 of 1998, Resolution 7), they also have management duties to perform. According to The Employment of Educators Act 76 of 1998, Resolution 7 of 1998 heads of department should undergo induction and in-service training in order to perform the following management duties:

- liase with senior management;
- help with administration;
- guide, supervise and monitor work and performance of the staff;
- allocate staff to different duties in the department;
- formulate a policy for the department;
- make decisions on departmental matters;
- draw up a year plan for his/her department;
- control test and examination papers, as well as memoranda;
- assist in the induction of newly appointed educators;
- do classroom visits to observe educators teaching with the aim of improving teaching, learning and management.

4.6 Conclusion

Induction programmes should be situational to accommodate different school situations and individuals differences, specific about their objectives and individualised, aimed at empowering newly appointed educators, rather than discouraging them. Induction programmes should also have some specific objectives so that newly appointed educators' progress can be tested.

A mentor should give a written report, signed by the inductee, which reflects progress and areas still requiring attention. The tone of these reports should be encouraging, not condemning. Induction should be structured so that it can be evaluated at various stages. Assessment will indicate whether an individual newly appointed educator still needs further induction or not. Induction process should be continued until the new incumbent has become fully competent. It is in this same vein that Wong, (2002: 52-3) says the best induction programme offers new teachers systematic training over two or three years. This training includes observing the inductee teaching and a mentor demonstrating teaching techniques for the inductee. It also includes in-service training aimed at developing newly appointed educators organised by education departments. Finally, newly appointed beginner educators should not be neglected in induction programmes. They need help more than newly appointed experienced educators.

4.7 Summary

This Chapter has made recommendations based on research, the writer's experience and literature studied on the planning and designing of successful induction programmes for both newly appointed

beginner and experienced educators. Induction into management, specifically for heads of department was also examined.

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APPENDIX 1

Structured Interview 1

KwaZulu-Natal Department of Education and Culture, Human Resource Management Personnel

- 1.What do you feel newly appointed educators get out of your induction workshops?
- 2.In what way does your induction programme try to help a newly appointed educator adapt to the organisational culture of a new school?
- 3.How do you see the role of a school's management team in the induction of newly appointed educators ?
4. In your experience, is this what the school's management team does in inducting newly appointed educators (with reference to answers to Questions 2 and 3)?
5. What arrangements do you have in place for the mentoring of newly appointed principals?
6. Whom do you feel should be involved in the induction programme?
7. How long should an effective induction programme last?

APPENDIX 2**Structured Interview 2**

KwaZulu-Natal Department of Education and Culture,

District superintendent

1. What do you feel newly appointed educators get out of your induction workshops?
2. In what way does your induction programme try to help a newly appointed educator adapt to the organisational culture of a new school?
3. How do you see the role of a school's management team in the induction of newly appointed educators ?
4. In your experience, is this what the school's management team does in inducting newly appointed educators (with reference to answers to Questions 2 and 3)?
5. What arrangements do you have in place for the mentoring of newly appointed principals?
6. Whom do you feel should be involved in the induction programme?
7. How long should an effective induction programme last?

APPENDIX 3

Structured Interview 3

KwaZulu-Natal Department of Education and Culture ,newly appointed educators

1. What do you think an induction programme for newly appointed educators should achieve?
2. What do you feel you gained from your induction programme?
3. Would you say your induction programme helped you to adapt to the way your school was organised?
4. Was someone appointed to mentor or guide you?
5. If so, what did that person do for you?
6. Is there anyone else you would have preferred as a mentor or guide?
7. Why do you say that?
8. Who do you feel should be involved in an induction programme?
9. Were any of them involved in your induction programme?
10. How long would you have liked your induction programme to last?

APPENDIX 4

INFORMED CONSENT FORM

(to be completed by participant)

Date:

Title of Research Project:

Name of

Supervisor:.....

Name of Research Student:

PLEASE TICK THE APPROPRIATE ANSWER	YES	NO
Have you read the Research Information Sheet?		
Have you had an opportunity to ask questions regarding this study?		
Have you received satisfactory answers to your questions?		
Have you had an opportunity to discuss this study?		
Have you received enough information about this study?		
Who have you spoken to?		
Do you understand that you are free to withdraw from this study?		
(1) at any time		
(2) without having to give any reason for withdrawing		
(3) without affecting your future health care		
Do you agree to voluntarily participate in this study?		

If you have answered no to any of the above, please obtain the necessary information before signing.

Please print in block letters:

Participant's Name:Signature:.....

Witness's Name:Signature:

Research Student's Name:.....Signature:

APPENDIX 5

PO BOX 219
Harding
4680
2002-10-24

083-728 5084

The Regional Chief Director
Department of Education and Culture
Port Shepstone Region
Private Bag x 860
Port Shepstone
4240

Dear Sir/Madam

REQUEST TO CONDUCT A RESEARCH INTERVIEW

I am conducting research on the induction of newly appointed educators for dissertation purposes. I, therefore, request permission to interview the Human Resource Management personnel about the induction of newly appointed educators.

I have a set of structured interview questions that will take about twenty to thirty minutes.

Your assistance and support will be greatly appreciated.

I thank you in advance for your cooperation in this matter.

Yours faithfully

CB Vethe

APPENDIX 6

PO BOX 219
Harding
4680
2002-10-24

083-728 5084

The Chief District Manager
Department of Education and Culture
Scottburgh District
Private Bag x 0515
Umzinto
4200

Dear Sir/Madam

**REQUEST TO CONDUCT A RESEARCH INTERVIEW IN TWO
SECONDARY SCHOOLS**

I am conducting research on the induction of newly appointed educators for the purpose of a Master's dissertation. I therefore, request permission to interview superintendents and educators concerning the induction of newly appointed educators.

I have a set of structured interview questions that will take about twenty to thirty minutes of the time of each interviewee.

I would appreciate your assistance and support.

I thank you in advance for your cooperation in this matter.

Yours faithfully

CB Vethe

APPENDIX 7

PO BOX 219
Harding
4680
2002-10-24

083-728 5084

The Chief District Manager
Department of Education and Culture
Sayidi District
Private Bag x 880
Port Shestone
4240

Dear Sir/Madam

REQUEST TO CONDUCT AN INTERVIEW IN TWO SECONDARY SCHOOLS

I am conducting research on the induction of newly appointed educators for the purpose of a Master's dissertation. I therefore, request permission to interview superintendents and educators concerning the induction of newly appointed educators.

I have a set of structured interview questions that will take about twenty to thirty minutes of the time of each interviewee.

I would appreciate your assistance and support.

I thank you in advance for your cooperation in this matter.

Yours faithfully

CB Vethe