

Nature and Characteristics of the Induction Programme for Primary School Principals in the North West Province, South Africa

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ABSTRACT Newly appointed principals encounter many challenges in the professional socialisation process. This paper examines the nature and characteristics of the induction process for primary school principals in the North West Province of South Africa. A questionnaire served as the data collection instrument, using a Likert 5-point scale. The sample population of 23% was randomly selected from the 871 primary school principals employed in the North West Province. The data revealed that new principals have the required knowledge and experience as teachers at the point of appointment and that they received some training upon assumption of duty. The researchers also found that there were still areas that need attention in labour relations, school administration and school governance. The study established that high quality leadership makes a significant difference to school performance and learning outcomes and that a well-planned and comprehensive induction process affords primary school principals the opportunity to overcome the challenges they face with the professional socialisation process. The significance of this study is that the findings support the basis for government spending on training principals in Advance Certificate in Education (ACE) School Leadership Programmes currently running in selected universities.