

# **Educators' experiences of the induction process by principals**

**M. MAAKE**

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**SUPERVISOR: DR S.T. MAMPANE**

**CO-SUPERVISOR: DR T.A. OGINA**

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## DECLARATION

I hereby declare that *“The role of induction, how it is applied by school principals to new educators”* is my original work and that all sources that were consulted and quoted have been acknowledged in the referenced list.

.....

Mr M Maake

Date

(29584079)

## DEDICATION

This project is dedicated to my beloved parents, the late Njabadi Herbert and Phenye Maria Maake. They both played an important role in taking me to Maake Primary School in January 1967.

- To my wife Mosibudi Margaret Maake and three children Makoma, Phenye and Njabadi, thanks for understanding the hardships of studying as a parent.
  
- To my siblings thanks for being supportive throughout my study time.
  
- To my study partners Kgatla M.E and Mohale thanks for your undying support and motivation.

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## ABSTRACT

This research focused on how school principals in the Limpopo Province apply induction to the newly appointed teachers. The school principals, SMTs and senior teachers are responsible for inducting and mentoring newly appointed teachers with the purpose of developing them professionally and to help them adjust to the school environment. Principals play a major role in seeing to it that newly appointed educators do not feel overwhelmed by the complexity of the teaching profession and the practice of teaching learners.

The study aims at exploring the educator experiences of the induction process as well as to explore the process followed by principals in inducting educators. The research methodology used in this study is a qualitative case study which is explorative and descriptive by nature. Data was collected through one-on-one interviews, which involved principals and newly appointed teachers.

The collected data was analysed and categorised into specific themes. The findings from data revealed numerous challenges that principals and newly appointed teachers experience during the induction process. Findings revealed that the induction process was not adequate and that the time allocated for induction was very little. There were neither standardised and continuous induction programmes nor educational support mechanisms to support newly appointed educators. Recommendations were that schools should be provided with the opportunity to review the induction process in line with the systemic changes in education in order to develop educators professionally.

## **KEY WORDS:**

Educator experience

Educator orientation

Educator support

Induction

Induction process

Mentorship

Professional Development

Systematic change

Systemic change

## **ACRONYMS**

SMTs – School Management Team

HOD –Head of Department

DoE –Department of Education

SGB – School Governing Body

SASA – The South African Schools Act

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# CHAPTER 1

## EDUCATORS' EXPERIENCES OF THE INDUCTION PROCESS BY PRINCIPALS

### 1.1 INTRODUCTION

This study focused on the leadership and management practices of principals in inducting newly appointed educators in the Limpopo Province. Since the systemic and systematic transformation of schools depends on how educators teach and how learners learn (Hargreaves, 2007), the induction of newly appointed educators should be systematic, meaning, it should be well organized or arranged according to a set of plan and or grouped into a system. Conversely, systemic transformation should make newly appointed educators understand the meaning of induction in the entire system since educator development affects the entire body or system of education (Joseph & Riegeluth, 2010).

Induction is part of professional development and ultimately aims at inventing an educational support system where all educators succeed at helping students perform well (Joseph & Reigeluth 2010). It is therefore the responsibility of principals to ensure educators understand that the education support system such as educator induction is geared towards improving teaching of all educators in a new environment. Improvement in teaching and learning can only be ensured if there is collaboration and interaction of stakeholders in the development of education support programmes (Hargreaves et al: 2007). Principals are therefore responsible for the provision of support as well as for the monitoring and evaluation of the schools' performance. Their role in leading and managing schools is crucial to the transformation and improvement of schools.

The assumption that underpins this study is that lack of support to new educators might be a contributing factor to the inability of schools to deliver quality teaching and learning. The role of the principal in inducting newly appointed educators should lead to improved teaching, learning and educator retention. The different forms of induction provided to newly appointed educator should develop the newly

appointed educators' individual skills, knowledge, expertise and other characteristics as an educator" (Brophy, 2001). Support for newly appointed educators should be done gradually in a step by step manner and on a continuous basis. It is therefore important also for schools and the Department of Education (DoE) at large to cherish induction as an important tool for improving the quality of teaching and learning.

During induction, educators experience a collaborative partnership in which individuals share and develop mutual interests. Collaborative partnership requires improved leadership and management in order for schools to provide better quality education (Steyn, 2008: 889). Therefore, the induction process should receive full participation of the newly appointed educators in education (Locke et al. 2005:556). Spillane (2009: 70) indicates that there are still a number of challenges to school performance and the efficiency and effectiveness of proper leadership and management practices in schools, thus performance in schools leaves much to be desired.

## **1.2 PURPOSE STATEMENT**

The purpose of the study is to investigate the role of the principals in induction as part of teacher professional development in the Limpopo Province public schools. The assumption in this study is that, if schools are held accountable for student performance, support measures of improvement should be provided to educators (Joseph & Rigeluth, 2010). The government should not only make demands on schools without ensuring that there is support to educators to help improve teaching and learning in schools. There should be measures in place to induct newly appointed educators so as to have an educator workforce with training and skills needed to deliver high-quality teaching and learning to students (Asia Society, 2013). If the education policies about educator professional development practices remain unchanged, then the aspired school goals and standards will simply continue a legacy of unfulfilled reforms (Policy Brief, 2011). To achieve improved performance in schools and to help students achieve set goals, the very culture of how educators

are supported must change. Schools should have incentives and structures to attract, develop, and retain the best educators with skills to can serve students in their areas of need.

### **1.3 RESEARCH PROBLEM**

All organizations and occupations experience some loss of new employees, either voluntarily, because newcomers decide not to stay due to lack of support or because of other attractive ventures, or involuntarily, because employers consider them unsuitable for the job (SHRM, 2012). Every time a new educator leaves the profession, the experienced staff members and the principal have to orientate a newly appointed educator, assign a mentor, and use any resources available to make the newcomer feel welcomed and equipped in his new job (Carver, 2002). School performance depends on how educators teach and how learners learn; therefore, it is the responsibility of principals to ensure educators understand how the education system works. During induction, the new educator should be orientated on how the school operates within the education system so as not to have a high turnover in teaching compared to many other occupations and professions (Ingersoll, 2003; Ingersoll & Perda, 2011). Educator turnover in the first years on the job is especially high and this could be as a result of poor or lack of induction among other factors (Ingersoll, 2001). In South Africa, Xaba (2003: 287) indicates that teacher turnover translates, amongst other things, into shortages in educator supply, costs in recruitment, training and mentoring, poor learner performance due to disruption of planning programmes and continuity, as well as overcrowded classes.

Induction of new educators, should aim at educator and organisational growth for the improvement of teaching and learning. This is a challenging task for the principal whose role of inducting newly qualified educators in schools for professional support is questionable. All schools have a vision of quality teaching anchored in a system of performance assessments, comprehensive induction and collaborative professional learning (Policy Brief, 2011). As a result, induction should impact positively on the quality of teaching and learning in schools.

According to Shalem (2003), poor performance or educator turnover can be ascribed to inadequate conceptualization and/or intervention design for educator induction programmes. The question is whether the starting point is educator professional development or whether the principals should first be hands-on with regard to professional development programmes. The study may contribute to the improvement of professional development and educator skills and behaviour through a standardized induction programme provide on a continuous basis and reviewed according to the school context.

#### **1.4 RATIONALE FOR THE STUDY**

My personal interest in the study is prompted by challenges I experienced as a principal in inducting newly appointed educators. My responsibility of equipping educators with the necessary knowledge, teaching skills and competences for their scope of work, was curtailed by my lack of capability and competence in how to induct newly appointed educators for professional development and hence could not achieve the intended goals. As a principals, in line with the findings of Feiman-Nemser (2001); Ganser (2002); Gold (1999) and Hegstad (1999), I have through the years established that educator training does not adequately prepare educators for all of the knowledge and skill necessary to become successful educators, and that a major percentage of teaching can be learnt only while on the job. Bubb and Early (2004) also stress the importance of professional development and maintain that continuing professional development is an investment for the educator as well as for the school because educators, who are adequately developed through induction, rarely leave the profession because of the support acquired. Where support through induction in the early ears of the educator is lacking, occupational problems may occur. Typical forms of Professional Development include attending seminars and workshops; induction, mentoring and coaching; and involvement in committees and task groups (Storey, 2009). The induction process eases the transition between the initial teacher training and teaching years, as well as provides a foundation for subsequent professional development.

Support through induction has been a common practice in a growing number of countries and schools (Education Week, 2008). It is therefore essential that each school establish its professional development policy based on identified educator needs in the school. Induction that is well planned for and organised should result in increased reflection, informed collegiality, openness and communication, greater educator autonomy, self-growth and personal efficacy (Smethem & Adey, 2005: 93). Induction as part of professional development should be an on-going, interactive, cumulative learning process necessary to develop new conceptions, skills and behaviours. Governments worldwide acknowledge and encourage induction for newly appointed educators for the delivery of quality teaching and learning and state that all ambitions for education depend on educators doing well in the classroom (Bubb & Earley, 2004:1). Educators, too, are more likely to change their teaching practices and improve student learning where support through induction is given in the presence of peers (Policy Brief, 2011).

## **1.5 AIMS OF THE STUDY**

The study aims to:

- Investigate the induction strategies used by the principals in the induction of newly appointed educators during the induction process
- Explore how newly appointed educators experience the induction
- Establish the educator needs and how the principal addresses them

## **1.6 RESEARCH QUESTION**

In order to address the above problem statement the following main question and sub questions will be asked:

How do principals in the Limpopo Province induct newly appointed educators for professional development?

Sub-questions

- What induction strategies do principals use to support newly appointed educators during the induction process?
- How do newly appointed educators experience the induction process?
- What are the educator needs and how does the principal induction address them?

## **1.7 LITERATURE REVIEW**

### ***1.7.1 The role of principals in inducting newly appointed educators***

Principals of schools are accountable for the quality of teaching and learning in their schools. One of the school's efforts to support newly qualified educators to adjust to their new work environment so as to have fewer problems and to have the school's operation continuing successfully is through induction (Castetter 1996: 182). If induction is properly implemented, educators will improve their teaching skills and practices that were not learnt during the original educator training (Dowding 1998: 18, San 1999: 19). Schools can, under the principals' guidance do a needs analysis to identify more relevant areas to be addressed during professional development for beginner educators in the schools. That in it-self will help the schools in planning for induction.

While principals are expected to focus on the operations and management aspects of running a school, a new focus in responsibility is towards staff support. Leaders should create a caring learning environment focused on student success. Research by Ingersoll (2004) indicates that inadequate support from school administration is one of the three most often reported causes of a new educator's decision to leave the profession. This is not the case in South Africa. The current teacher attraction and retention policies and mechanisms in South Africa do not seem to address attrition issues effectively or adequately (Pitsoe, 2013). The rate of attrition may be due to lack of principals who are knowledgeable about the issues affecting new educators, or are proactive in supporting them, for professional growth.



A supportive orientation of the newly appointed educator about the school environment reduces anxiety and feelings of isolation and makes the new educator experience a coherent, supportive, comprehensive and sustained professional development process. In planning for induction, the principal should identify initial educator needs required to be developed in beginning educators (Suzan Rodrigues, 2004: 31). Once the induction process is in place, newly appointed educators should be able to adjust into the school culture. Induction should be taken seriously and should address issues which include formal and informal elements of socialisation and professional development. Dowding (1998: 18) states that induction should be positive, caring and should remain an on-going process. The formal process of induction should introduce the novice educator into the practice of teaching in a more advanced, effective and professional manner, while the informal process of induction focuses on the socialisation aspect of educators (Blandford, 2000: 93). While teacher demand has increased and many South African schools have had hiring difficulties, schools face an alarming phenomenon – teachers are leaving schools at a startling rate (Pitsoe, 2013). Paulse's (2005) research found that 55% of teachers have considered leaving the profession due to inadequate remuneration, increased workload, and lack of career development, lack of professional recognition, dissatisfaction with work policies or job insecurity.

According to Heyns (2000:160) the quality education in South Africa is largely dependent on school effectiveness and optimal utilisation of human resources. It is therefore important for newly appointed educators to be integrated speedily into the school environment. Induction and mentoring must take place as soon as the teachers are recruited and selected so as to address the challenges of a new situation and uncertainty to new appointees. It is generally accepted that educators who are not exposed to induction processes are prone to stress, tension and anxiety (Naiker, 2001). Taking one's first steps in a school with no assistance or support makes life difficult and arouses anxiety.

### ***1.7.2 Induction process and activities***

Principals play a critical role in inducting newly appointed educators by setting the stage for teaching success in schools. Because new educators are often requested to teach students who mostly need optimal learning experiences, it is even more important that principals understand and support educators during the induction process (Ingersoll, 2004). Induction as part of professional development should have systematically organised activities to prepare educators for their job. Induction should therefore cover all activities that will develop the educator's skills, knowledge, expertise and other characteristics.

Professional development for the quality of education should cater for initial training, induction courses, in service training and continuous professional development in school settings for educational performance and effectiveness (OECD, 2009: 49). It is thus important for induction to lay the foundation of attaining the basic goals of the educational effort that will lead to the attainment of in-between goals, such as enhancing educators' job satisfaction. Once performance is enhanced, educational quality may be achieved (Rivkin, Hanushek & Kain, 2005). In South Africa's context with the legacies of Apartheid-inspired forms of teacher education, our transformation goals, and an evolving school curriculum - policy acknowledges that Professional Development of teachers is of increasing importance in teacher education (DoE, 2005).

Induction as part of teacher development should be an on-going process which begins upon appointment and continues throughout the teaching profession (Enrich at al. 2004: 530). The induction process should be structured in such a way that it allows newly qualified educators to take their responsibilities more gradually under supervision and support (Hargreaves & Jacka 1995: 42). During the induction process, educators should work in a collaborative partnership wherein individuals share and develop mutual interests. For this to happen, improved leadership and management should prevail in schools for inducted teachers to can provide better quality education (Steyn 2008, 889).

Through the induction process, the beginning educator is able to get to grips with aspects of teaching because induction provides educators with the skills and the knowledge required in their new role as educators (Mizell, 2010' Ingersoll, 2012). The new teacher needs to be in a professional development programme which also encompasses induction to school ethos. Induction activities should be valued by the school and the Department of Education at large. Induction should not be seen as a tool that fixes errors but a continuous development process aimed at improving the quality of teaching and learning. Therefore induction is part of professional development for neophyte teachers.

### ***1.7.3 Mentoring and induction***

Successful teacher induction systems focus on student learning and teacher effectiveness. Because teaching is complex work, it requires extra skills that may not have been provided during educator preparation, for successful teaching. A significant portion can be acquired only while on the job. Strong programs should include mentoring by carefully selected and well prepared mentors (Strong, 2009). Induction programs were designed to have veteran teachers serve as mentors to the novice teachers. The mentor would provide support and knowledge in an effort to promote the professional development of the new teacher (Zinni, 2011). It is therefore necessary for the principal to provide an environment where new educators can learn the skills to survive and succeed as educators. The goal of the induction support program is to improve the performance and retain beginning educators. Once performance is improved, the ultimate aim of improving the growth and learning of students through professional development will have been achieved (Strong, 2009).

The principal and the school management team should develop an induction programme that pays attention to staff-related matters that will assist the new educator to understand the schools' organisational structure, work allocation, job requirements for staff and sound interpersonal relationships (Youngs, 2002). Induction programme should also address teaching and the school's curriculum by

focusing on the provision and development of effective tuition skills and techniques through demonstration by experienced educators (Elmore, 2002) . Other important issues under induction are matters related to the school, that is, school culture, vision, values, policy, resources and other services offered by the school as well as matters relating to students focusing on how to communicate with learners, how to deal with individual differences and learner behaviour problems in the classroom (Kelly, 2004).

As the principal and the management team plans for the induction process they should aim at delivering a rigorous and high-quality mentoring induction by experienced and carefully selected mentors (Zinni, 2011). The structured induction programme should include careful planning time for regular scheduled interaction with educators so as to familiarise the newly appointed educators with the experienced staff. Once educators are used to one another, the new educators will feel free to be involved and participate in the activities of the workshop or seminar for professional development (Strong, 2009). The collaboration between the mentor and the newly appointed educator as well as continuous communication and support from the school leaders, will lead to the achievement of the school's goals (Smith & Ingersoll, 2004). Mentors should be allowed some degree of autonomy in the induction process since they are accountable for coming up with important mechanisms for professional development after evaluating the newly appointed educators

The nature of the induction process and the mechanisms to use in supporting the educators are determined by the characteristics of individual educators, the school context and the national education context (Rippon & Martin (2006). The characteristics of the educators such as personality, subject matter mastery, pedagogical skills, and knowledge of pedagogical content as well as varied teaching may determine the kind of activities in an induction process. The effectiveness of the induction process may also depend on the co-operation within school teams, peer

review and human resources development characteristics of national education systems and the school (European Commission Staff Working Document, 2010).

#### ***1.7.4 Induction of newly appointed educators***

It is important for the beginning educators to know exactly what is expected of so as to reduce feelings of disillusionment, anxieties, uncertainties and disorientation (DeWert, M.H. Babinski, L. M. & Jones, B. D. 2003). The new educator needs to be taken through induction in order to prevent social isolation. Upon arrival at school, the newly appointed educator should be allowed to establish close-knit friendship group through staff interactions during tea and lunch breaks. In the absence of friendship groups, the beginning educators may feel left out and alone with learners. The policy on teacher induction acknowledges the importance in teacher education – especially in South Africa’s context with the legacies of Apartheid-inspired forms of teacher education, transformation goals, and an evolving school curriculum (DoE, 2005).

Beginning educators are in most cases confronted with the unknown which amongst others include insufficient knowledge, skills and preparation; time management; classroom administration and discipline (LaTurner, 2002). The newly qualified educators face the reality of realising that their previous educational experiences did not adequately prepare them for the workplace. The organised and stipulated learning experiences they had in colleges, rarely prepares educators for self-directed lifelong learning. By the time educators complete their initial training and become employed as educators, they are not necessarily committed and professionally competent for the teaching world (Tamir & De Kramer, 2011). Several of the skills acquired and methodologies learnt are seldom practiced in the actual school system. Induction should help breach the gap between the reality of teaching practice and theory (Furlong & Maynard 1995: 127).

Educator effectiveness is important for enhancing educators’ characteristics such as beliefs and competencies. Training and professional development in this area can

even lead to instructional effectiveness which may be evidenced by components of effective teaching collections. Effective educators co-operate and work in teams in the school context resulting in contributions to effective structures and climates of schooling. A harmonious school climate will also cater for educator-parent relationships because new educators sometimes experience extreme difficulties in communicating with parents. This area should be addressed by the school principal to help establish a harmonious relationship with the parents. Because induction is a core element for developing staff professionally, it should be funded by the government but principals should ensure that support is available and conditions are created to enable staff to work together in order to improve performance in the school.

## **1.8 THEORETICAL FRAMEWORK**

The theory that will be used for educator induction is educator development theory. Because teaching is complex work, educator preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching. A lot of knowledge and skills can be acquired while in the job of teaching (Feiman-Nemser, 2001; Ganser, 2002; Gold, 1999; Hegstad, 1999). This theory is supported by Ingersoll and Strong, (2011) who indicate that individuals enter into and remain part of relationships in order to meet certain needs, for as long as the parties continue to benefit. It is therefore necessary for the principal to provide an environment where newly appointed educators can learn the skills and continue to prosper as educators. Support programs should be geared towards improving the performance and retention of beginning educators as well as improve the growth and learning of students. Educator development theory: (Feiman-Nemser, 2001; Ganser, 2002; Gold, 1999; Hegstad, 1999).

## **1.9 RESEARCH METHODOLOGY**

This study used a qualitative case study approach and interpreted meanings constructed from participant revelations. Face to face, one on one in depth, semi structured interviews were conducted to establish how school principals in the

Limpopo Province applied induction to newly appointed educators. Answers and meanings to interviews revealed experiences from both principals and educators about the induction process as well as how it affects the quality of teaching and learning in the school as a whole.

The epistemological and ontological assumptions underpinning this qualitative study were that knowledge is constructed through participants' social interaction with their reality (Scotland, 2012; Tuli, 2011). An interpretivist-constructivist perspective, the theoretical framework for most qualitative research, sees the world as constructed, interpreted, and experienced by people in their interactions with each other and with wider social systems (Maxwell, 2006; Bogdan & Biklen, 1992; Guba and Lincoln, 1985; Merriam, 1988). According to this paradigm the nature of inquiry is interpretive and the purpose of inquiry is to understand a particular phenomenon, not to generalize to a population (Farzanfar, 2005). Since the ways in which participants interact with their social worlds differ, the realities they constructed reflected these differences (Merriam, 1994:6). This qualitative paradigm also enabled me to analyse data inductively and to use the results of analysis as findings of my study.

### *Sampling*

This study used purposive sampling to select principals, newly appointed educators involved in the induction process as well as educators recently inducted from two primary schools in the Mopani District of the Limpopo Province. The selected participants were chosen to be interviewed about the induction process in order to establish their experience of the induction activities. Principals selected were responsible for inducting newly appointed educators for professional development in the schools; the newly appointed educators were recipients of induction; while the experienced educators had been inducted not more than a year ago. The total sample comprised of nine participants (three principals, three newly appointed and non-inducted educators and three already inducted educators) from two schools.

The sampled participants were interviewed to get meaningful data around the phenomena under investigation. The experienced educators inducted more than one year ago were excluded from the sample.

## **1.10 RESEARCH METHODS**

### *Interviews*

Participants in this study were interviewed individually through the use of one-on-one semi-structured interviews. Probes in certain questions were used to get meaning, clarity and depth (Creswell, 2003).

### *Documents analysis*

Official documents and the South African Schools Act (1996) were analysed as a means of gaining information on how induction is applied to newly appointed educators in schools for support. ASA states that induction is an important factor that is essential to the success of every beginner teacher. It is the responsibility of the school management to provide comprehensive induction programmes that will support beginner teachers and retain them in the teaching profession. Induction programmes in schools should receive more priority since the first year of teaching is the most important determiner in the teaching career of an individual. Other documents from the school like the evaluation reports analysed triangulated with the data from SASA and the interviews.

### *Data analysis*

For data analysis, I started by listening to the taped responses of the participants and then transcribed the data. The transcribed data was read and re-read to deduce logic and to get a sense of participants' varied understandings of their experiences of the induction process. The data was then coded using open coding of word-by-word, phrase-by-phrase and sentence-by-sentence analysis to get initial codes (Strauss 1987: 55-56). The codes were grouped into categories which were then merged into broad themes (Glasser& Strauss 1999:76).



### **1.11 CREDIBILITY AND TRUSTWORTHINESS**

Credibility and trustworthiness of the study was revealed through the quality of the participant responses given during interviews and the research results I obtained from triangulation of the interviews, multiple sources and documents used during data collection (Schwandt, 2007:299) with participants involved in the induction process. I tried to be as objective as possible, though also sensitive of my personal bias and how it shapes the study. As a researcher it is not easy to avoid filtering data through a personal lens shaped by specific socio-political and historical background (Creswell, 2003: 182) because it shapes my personal bias and the study. In acknowledging the existence of bias, values and interests (or reflexivity) I affirm that I have attempted to limit personal interpretation while acknowledging that it is intrinsic to qualitative data analysis.

Member checking was done to gain evidence of authenticity and credibility of data provided and also to meet the ethical requirement of constructing a trustworthy research that may be of benefit to society. Briggs (2007:115) emphasises the importance of retaining the records of conversations to check their veracity with participants.

### **1.12 LIMITATION OF THE STUDY**

This study used information received from available participants and therefore the findings will not be generalized to all areas of education because it represents the perceptions of a small sample of principals and educators involved in the induction process. Furthermore, the findings of this study cannot be reproduced because the conditions under which the phenomenon was investigated cannot be exactly the same as those of other groups studied in this inquiry. In other words, the findings are applicable only to those educators in the schools in the Mopani District of the Limpopo Province to which the study was confined.

### **1.13 ETHICAL CONSIDERATIONS**

Ethical considerations, rules and behavioural expectations about the most correct conduct towards respondents, employers, sponsors, researchers and learners (De Vos, 1998:240) were observed in all instances as they are a set of moral principles for individuals or groups widely accepted. Firstly, I will applied for permission to conduct research from the Mopani Provincial and National District offices and then asked for ethical clearance from the University of Pretoria before commencing with field work. Schools SGBS, Principals and relevant educators within schools were asked for permission and consent to participate through written letters explaining the purpose of the study. All participants were assured of voluntary participation and the right to withdraw at any time should they wish to do so. Participant confidentiality and anonymity were assured for information provided. Once participants consent was obtained, pseudonyms were used to protect their identity (Trochim, 2001:24; Ary, 2006:484).

### **1.14 SIGNIFICANCE OF THE STUDY**

The significance of the research is that it may come up with assist the Department of Education and policy makers to develop tools and strategies to assist principals and educators understand the induction process. Various strategies of improving induction of new educators may be developed to assist principals struggling to implement the goals of induction in schools.

### **1.15 RESEARCH PROGRAMME AND CHAPTER OUTLINE**

The following section provides a description of my research programme in terms of a chapter outline.

- In Chapter 1, I present my research purpose and explain the rationale for the study, stipulate the specific and general aims of the study, explicitly describe my research design and the measures that I took to establish credibility,

acknowledge the limitations of the study, and indicate the possible significance of the study to the greater research community.

- In Chapter 2 I provide a literature review on the transition from student educator to newly qualified educator as well as ways of supporting and developing novice educators. I also indicate, with reference to relevant literature, the possible implications of inducting newly appointed educators in public schools. In justification of my claims I refer to similar induction programmes in other countries and the effect they had on newly appointed educators.
- In Chapter 3 I present the research design and methodologies used and justify the choices I made with regard to research instruments and strategies in terms of my research topic as well as my research purpose, questions and objectives.
- In chapter 4 I present my analysis of how school principals in the Limpopo province apply induction to new educators as a way of integrating newly appointed educators into the school environment. Through analysis and interpretation of the responses and verbatim quotations, themes were developed. I also indicate, with reference to relevant literature, the possible implications of inducting newly appointed educators in public schools.
- In Chapter 5 I present my research findings and conclusions reached through rich descriptions of participants about the induction of newly appointed educators for integration into the school situation. Informed by these conclusions I offer a few tentative suggestions on the way forward as regards the induction of newly appointed educators. In doing so, I indicate some of the possible recommendations, suggesting the needs and concerns of beginner educators as well as strategies that can be used to offer support to beginner educators to ease their transition into the classroom and to reduce attrition early in their careers.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter is about the induction of newly qualified educators. Starting a new job in a new environment can be a very stressful experience if there is no proper induction programme to guide, introduce and initiate beginning educators. Beginner educators cannot produce their best work and achieve the objectives of the schools that employed them until they have adjusted to the work they are required to do, the environment in which they are to work in, and the colleagues and learners with whom they have to interact (Steyn, 2004:1). The best way of supporting and developing novice educators is to have a constructive induction programmes that trains and sustains educators.

Steyn (2004:81) contends that the transition from student educator to newly qualified educator can be problematic. Schools need to fully develop newly qualified educators to enable them to have a clear understanding of their challenges and problems. This will also help the school develop and adopt constructive staff induction programmes that will prepare beginner educators face teaching challenges and daily pressures with confidence.

#### **2.2 THE CONCEPT INDUCTION**

Induction, a coherent, supportive, comprehensive and sustained professional development process, should be organised by the school with the aim of transmitting teaching and learning information to beginning educators (Suzan Rodrigues, 2004: 31). Dowding (1998: 18) views induction as a formal, positive, caring and uplifting endeavour for introducing the novice educator into the practice of teaching in a more advanced, effective and professional manner (Blandford, 2000: 93). The implication is that induction should not be taken as a matter of luck and favours, but, should be viewed as an entitlement that should be planned for by schools and funded by the government, with principals taking the lead.

Induction should be an on-going process which begins upon appointment into the teaching profession and continues throughout (Enrich at al. 2004: 530). Induction schemes allow newly qualified educators to take their responsibilities more gradually with supervision and support (Hargreaves & Jacka 1995: 42). The induction process enables beginning educators to get to grips with aspects of teaching because it provides them with the skills and the knowledge they will need as they play their new roles of being educators. It is important that schools, through their principals, plan and implement induction process because it helps to make the first year of teaching considerably easier.

Induction always serves as a bridge from initial educator training to effective professional practice. There is evidence that structured induction has resulted in increased reflection, improved collegiality, openness and communication, greater educator autonomy, self-growth and personal efficacy (Smethem & Adey 2005: 93). Induction is a serious activity that should be on-going and should address issues which includes formal and informal elements of socialisation and professional development. Induction should start from pre-service training and extend to the commencement of the teaching profession. Induction should be every school's effort to support newly qualified educators to adjust to their new work environment with minimum disruption so that the school's functioning may proceed effectively (Dube, 2008). According to Heyns (2000:165), the first step in the induction programme is performing a needs assessment to establish a rationale for the program. Once a decision is made to create a program, goals should be developed to tailor the programme to a specific school setting. These goals will provide the framework on which to build the programme. Much as induction should not be a matter of luck and favours, it must be properly implemented to introduce a new set of skills and practices required but not learnt during initial training (Heyns, 2000). A need analysis to identify relevant topics for development should be conducted on both beginning educators and schools. That in it-self will help the schools to decide upon the relevant induction programmes.

Beginning educators are in most cases confronted with the unknown which amongst others include the following: Insufficient knowledge, skills and preparation; time management; classroom administration and discipline. Teacher preparation helps develop the knowledge and skills educators need in the classroom, thus increases the likelihood of them remaining in teaching (Heyns, 2000). Well prepared teachers have competency in reaching and produce improved student achievement, however, if the newly qualified educator's previous educational experiences did not adequately prepare them for the workplace, the educator might experience job dissatisfaction and leave the teaching profession. The gap between the reality of teaching practice and theory should be breached through induction (Furlong & Steyns, 2004) so that the beginning educators know exactly what is expected of them. Knowledge reduces feelings of disillusionment, anxieties, uncertainties and disorientation as new educators are taken along and feelings of social isolation endured upon arrival at school are replaced by a close-knit friendship.

Special attention in induction should focus on ensuring the newly appointed educator understanding issues related to her employment such as the schools organisational structure, roles and responsibilities of an educator as well as the communication skills. Induction should address teaching and the school's curriculum, focusing on the engagement of the newly appointed educator in practical teaching skills for sharpening and development of tuition skills and techniques. Once a bond is established with the new educator, it becomes easy for the educator to understand the school culture, vision, policy and all practices in the school. A happy teacher can relate to students and is able to deal with individual learner differences and behaviour problems. Communication with parents may be strengthened through the school principal to assist the new educators in establishing sound interpersonal relations.

Experienced educators should in the beginning, guide new educators in executing activities like marking of attendance registers and completing assessment forms as well as how to handle physical and financial resources. Principals should reduce the

isolation of the beginning educators by setting aside specific blocks of time to interact with them at the beginning of the school and them periodically throughout the year (Gasner, 2001, Hope, 1999). Such support may bring confidence to the new educator about their principal's commitment to their professional growth and development. Principals should also consider the benefits of consulting with the beginning educators about their expectations of induction and mentoring arrangements (Bowe et al. 1992: 147). It is therefore important that the expectations of the beginning educators and those of the principal are focused on the development of educator competence that can be linked to student achievement (Zepeda, 1999: 8).

The new educator's desire for more direct involvement from the principal presents an opportunity for the principal to assure the beginning educators that they are valued in the school. To address the needs and challenges of these newly qualified educators, principals should consider mentoring process as it is a major component of the induction process. Mentoring process includes clarifying expectations for new educators, socialization them into the school culture and helping them to assess their strengths and weakness (Hansford, 2004: 511). Mentoring as a component of induction has the potential of providing the beginning educators with opportunities for collaborative interactions with colleagues. School principals should also ensure that the same subject matter expertise, teach in close proximity to the new educator and if possible have the same preparation period (Bubb & Emley, 2007: 21). These educators can also serve as mentors for professional and personal development of beginners.

### **2.3 THE ROLE OF INDUCTION**

The role of induction in part, is to socialise new educators to the school and help them to maximise their professional and personal competence. The main purpose of the staff induction is to integrate newly qualified educators into the school situation within the shortest time possible (Heyns, 2000: 161). Beginners assume new responsibilities and roles and may face various problems in the workplace (Mohr &

Townsend 2001: 9). In most cases those new educators are confronted with the unknown including learners, staff, the curriculum, procedures and policies that pose serious challenges to them. It is during these times that beginning educators start to realise that the previous educational experience did not adequately prepare them for the workplace.

It is undoubtedly true that beginner educators frequently complain that colleges of education do not prepare them enough for the actual teaching (Steyns, 2004: 85). Many describe their educator training classes as too theoretical, general and irrelevant to school situations (Johnson et al., 1993: 296). Beginner educators frequently complain about insufficient knowledge and skills, classroom management and discipline as their inexperience in a practical classroom situation affects their competence to handle classroom realities. Some of these new educators are challenged by being assigned the most difficult classes in the school (Steyn, 2004). Besides teaching, they are also expected to perform other tasks like providing pastoral care, being subjects' educators, sports masters and class educators (Flores, 2001: 136). It is basically unacceptable for the beginning educators to be left alone. When new educators are confronted with those problems, they start to experience a variety of emotions, some positive but many negative (Heyns, 2000: 160). All these negative feelings and challenges can be addressed by induction programmes school principals put in place (Bubb & Earley 2007: 18).

Beginning educators sometimes receive demeaning comments, handle angry parents and deal with stressful situations (Brock & Grady, 1998: 181). School principals should make new educators feel welcome by conveying the message that they are valued members of the school community. There is an overwhelming sense of feeling that induction should be conducted at schools and be context specific, in order to enable new educators to adjust to the specific school culture. Due to the interconnectedness of the problems commonly associated with induction, it is possible to identify strategies to address more than one problem simultaneously (Mohr & Townsend, 2001: 10).



## 2.4 THE INDUCTION PROGRAMME

An induction process prepares new educators to positively face and confront the challenges and daily pressures that come with being a new educator. Upon arrival at school, new educators assume the same responsibilities just like the experienced educator (Steyn, 2004). The expectations become so high such that the new educators often feel incapable as a result of insufficient knowledge and skills. Such problems if not taken good care of can lead to new educators' commitment of staying in the teaching profession decreasing. It is during this stage and phase that new educators seek guidance and support through induction. It should be noted that a meaningful induction experience can have a lasting effect on an educator and the quality of his/her service (Kelly, 2004: 443).

Clearly, beginner educators view the school principal as the most important person in the induction process (Brock & Grady, 1997: 23). This implies that without visible support and guidance from the school principal, beginner educators can be more overwhelmed with relations and the complexities of their work. It stands to reason that with all the difficulties relating to transition into teaching, the principal is called upon to play a very positive and proactive role in the induction of new educators. At all times principals are expected to remain sensitive to the needs of the new educators and acknowledge the fact that beginner educators are educators in transition (Wragg, et al. 578). Therefore it should become the norm that a new educator will need to be given assistance all the way. Principals should take it upon themselves to understand the problems of the beginning educators for them to be able to provide direct and appropriate support. In conducting induction, schools will be able to achieve the following objectives of staff induction programmes as outlined by Steyn (2004: 84).

### 2.4.1 *Job satisfaction and a positive attitude towards the school.*

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience (Locke, 1979: 1304). Job satisfaction results from the perception that an employee's job actually provides what he or she values

in the work situation. Bishay (1996) contends that job satisfaction is often closely linked to good leadership, strong support and enhanced educator autonomy. School principals in their endeavour to make new educators feel welcome and at home should create a supportive school situation which may contribute to educators' job satisfaction and motivation.

#### **2.4.2 *Fear and insecurity***

A well-structured induction process that is closely monitored has a great potential of reducing feelings of fear, anxiety, insecurity and stress due to reality shock (Mullins, 1996: 116). The implication here is that induction process is used as a tool of informing new employees about what is expected of them in the job and helping them to cope with the stress of transition. It is during this period of induction that attitudes, standards, values and patterns of behaviour expected by the school and department are instilled in the employee.

#### **2.4.3 *Orientation***

The newly qualified educators need to be settled in the new environment and it is through induction that beginners can feel welcome. Through the orientation programmes new educators are exposed to reality and provided with essential information. Schools use the orientation process to give new educators explanation of duties, school policies, the vision and mission of the school. Principals through the use of induction programmes should integrate beginner educators into the teaching profession. New educators need to be socialised by way of taking them to a tour, showing them the school environment and introducing them to their colleagues and other stakeholders as well.

#### **2.4.4 *Teaching skills***

The induction programme prepares beginner educators to face the colleagues and daily pressures experienced in teaching. The new educators need to be guided because upon arrival at a new working environment they start to realise that the training they, received as student educators is insufficient (Wang & Odell 2002: 46).

It is during this time that the new educators start to feel incapable as a result of insufficient knowledge and skills to do their jobs. They must be guided and helped to acquire and develop the necessary knowledge, skills and attitudes for the classroom situation. New educators must be equipped with methods and techniques of teaching, learner assessment, time management and classroom management.

#### ***2.4.5 Realistic educator expectations***

The newly appointed educators must be guided and assisted to create realistic expectations of the profession. Unclear or confusing expectations from school principals, parents, learners and colleagues leads to new educators experiencing sense of disorientation and inadequacy (Day, 1999: 72). As a result it becomes extremely important that new educators should be made to know exactly what is expected of them.

#### ***2.4.6 Staff turnover***

New educators often experience a gap between the reality of teaching practice and their ideals and subsequently this result in feelings of disillusionment. It is therefore very important for schools, particularly principals to fully have induction process in place for the purpose of reducing the staff turnover. Mostly the turnover comes immediately the new educator starts failing to cope and developing those negative feelings towards the profession. It must always be borne in mind that one of the main objectives of induction is staff retention.

#### ***2.4.7 Psychological support***

The beginner educators are in most cases confronted with the unknown, including learners, staff, curriculum, policies, result in reality shock when the new educators' previous educational experiences do not fulfil the needs of the real practice. Principals should step up and implement induction strategies that would enhance the educators' personal and professional welfare.

### **2.4.8 *Philosophy of education***

The beginner educators frequently complain about insufficient knowledge and skills. This calls upon school principals to actively take the leading role in implementing induction strategies that would help new educators to develop reflective practice skills and a commitment to continuous professional development.

## **2.5 SUPPORT FROM MENTORS**

Mentoring is defined as a collaborative partnership in which individuals work together, share and develop mutual interests (Tillman, 2005: 116). Mentoring is a process whereby two or more individuals work together to develop the career and abilities of a single individual. Tally (2008) defines mentoring as a method by which novice practitioners are taught to adapt and succeed in new professional roles. It is an interactive process between two individuals of differing levels of experience and expertise in which one is helping the other to develop in a career or educationally and also in the process of socialisation within the school (Ball, 1990: 57). It is a process whereby a more experienced individual seeks to assist someone less experience (Zepeda, 1999: 97).

In this activity mentors perform a variety of intense functions that include teaching, sponsoring, encouraging, counselling and role modelling. Mentoring is normally applied to provide novice educators with a smooth and efficient transition into teaching culture. It is an activity that is aimed at supporting new educators' instructional practice and transforming the culture and profession of teaching. Educational leaders should understand that not all educators' education programmes are extensive enough to effectively address or change the learned disposition and attitudes of educator education students (Wang & Odell, 2002: 16). This statement implies that the knowledge and skills which students' educator acquired during their educator education must be supplemented. Mentoring is one possible major component of induction to supplement the knowledge of beginning educators.

## 2.6 THE APPLICATION OF MENTORING

A mentoring programme that is well and properly structured, planned and monitored becomes a contributing factor in the induction programme. The evidence is that mentor-based induction helps new educators adopt to the culture of the new school (Vail, 2005: 6). According to Sundli (2007), connotations of the word mentoring or mentorship vary from person to person, but the word mentorship commonly still denotes a mentoring – situation between two persons, where one is defined as a mentor, and the other as a mentee. The mentor leads the less-knowledgeable mentee in the correct direction i.e. the “road to the right goal” (Sundli, 2007:209). It is of cardinal importance that schools, particularly principals realize that not all veteran educators have potentials and qualities of being good, successful and competent mentors. Therefore, schools need to establish their decisive factors for selection of mentors (Brock & Grady, 1998: 183).

School principals should be actively involved in mentoring the beginning educators by articulating set of specific strategies for mentoring (Murrey& Owen, 1991: 70). Principals are faced with different forms of mentoring models, there is to consider the dynamics of the teaching and learning environment when making decisions about what models will be effective. New educators may not necessarily view the principal as a mentor, but his leadership is most needed. New educators may not always feel comfortable discussing problems with the principal or seeking out the principal for advice (Gasner, 2001; Hope 1999). Principal should make new educators feel welcome by allocating them with mentors. Principals should be thoughtful and proactive about the selection of mentors. A good mentor should at least have some of the following qualities: willingness to work with new educators; commitment to the success of new educators; be formally trained, to be a mentor; have the ability to interact and work well with others and be familiar with school policies (Algozzine, 2007: 256).

Mentors need to be matched to educators in terms of learning area to enable them to provide the required assistance. This will afford the mentors opportunities to assist

new educators in lesson planning, time management and the application of effective teaching techniques. The mentor would be in a good position to encourage new educators to promote student achievement. In this way new educators are constantly and consistently encouraged to want to excel academically. The new educators' desire to motivate students to excel academically is enhanced by the motivation from the mentor. A good mentor will always help new educators to find positive ways of assessing learners' work, keeping up with paper work and varying teaching methods (Tallerico, 2005: 18). Mentors should make themselves available to new educators, share effective strategies for the specific school context, and encourage new educators to explore a range of strategies (Robert Balfour et al., 2004: 30).

It is again important for school principals to consider matching a new educator with a mentor sharing grade in teaching. This will enable the mentor to share teaching experiences with the new educator. This will include constant class visits and the mentor conducting demonstration lessons for the mentee. Mentors may as well wish to take beginner educators out or show them around department offices or introduce them to members of the SGB (Niebrand et al., 1992:88). This opinion is further supported by Kendy II (2002: 19) who indicates that mentors need to hold regular and scheduled meetings with their mentees in order to share feedback.

Mentors have to perform different responsibilities including socialising new educators to the school (Gasner, 1999: 57). This implies that the new educator look upon the mentor to be introduced to all stakeholders in the school. The new educator needs to be fully orientated and get to know the whole school environment. It is also expected of the mentors to help new educators to maximise their professional and personal competence. Socializing new educators to the school will help to reduce the isolation that they always find themselves in. mentors are always expected to familiarise new educators with their new working environment. The new educators always need to be supported as professionals and be given the opportunity for more direct involvement. They must be assured that they are valued in the school.

For the sake of smooth transition, transformative leadership approach to mentoring would lead new educators to view mentoring as an integral part of their socialisation rather than survival strategy (Zepeda, 1999: 18). School principals and mentors should take mentoring process as one that includes clarifying expectations for new educators. Mentoring should be a way of socialising new educators to the school culture, making suggestions about effective teaching and discipline strategies. It is the task of mentors to take new educators along and help them to assess their strengths and weaknesses. Mentoring process would always provide mentors opportunities to give feedback and encouragement. The process itself has the potential of providing opportunities for the collaborative interactions with colleagues. This in return would make new educators to feel confident that their principals and mentors are committed to their professional growth and development.

In the United Kingdom, mentors are assigned to beginner educators to guide them through the first few difficult steps of their professional lives (Hargreaves & Jacka, 1994: 42). To the new educators, mentors are seen as guides, advisors, counsellors, coaches, role models and people to learn and rely upon. It is important that mentoring is taken seriously as it is beneficial to both new educators, mentors and the whole school, because in the process the mentor and mentee both learn and the school benefits as well. In the case of South Africa, Van der Westhuizen (1994: 4) contends that many writers regard mentorship as a dynamic, reciprocal work relationship between an experienced and a newcomer within an organisation, where the work relationship is not only beneficial to the mentee but also to the mentor. Mentoring that is properly and effectively monitored by school principals and other members of the SMT helps new educators to settle in the new environment as quickly as possible, without becoming too much of a burden on their colleagues. There are material benefits for mentors because in certain instances they are paid and/or get reduced workload as a form of reward for leading and guiding the beginning educators. Mentors help the new educators to perceive teaching as a collegial profession.

## **2.7 A SUPPORT SYSTEM**

Induction process that is aimed at developing new educators professionally should be taken as a collective responsibility with all stakeholders deeply involved. It is the responsibility of both the individual staff, school governing bodies, principals and the DoE (Huberman, 1995: 96). The impression is that it is necessary to provide newcomer with a support system.

### ***2.7.1 Establishing collegial roles***

Because of the insecurities prevalent during the first year of teaching, the role of educator is often difficult to assume. The school principals as the custodian of the induction process in the school can help to provide new educators with the credibility that they need by: presenting them to learners and parents as co-professionals; having the new educators' space when things go wrong and giving the new educators responsibilities for daily classroom procedures such as preparing the classroom. all these activities will play a role in bonding the new educators with other stakeholders and the entire school community.

### ***2.7.2 Psychological support***

The provision of psychological support for the new educators will undoubtedly enhance their personal and professional welfare. If the principal and the new educators' relationship is going to expand to its full potential, there must be an underlying element of trust and friendship. This harmonious relationship will encourage the new educators to work hard without fear of making elementary mistakes. If this is in place, all other conflicts of differing teaching philosophies, differing approaches to learners and different planning styles can be resolved in such a way that everyone wins and learns from experience (Graham et al., 1992: 24).

### ***2.7.3 Skills development programme***

The new educators feel comfortable when given support in acquiring and developing the knowledge, skills and attitudes required for the classroom management. Any person performing induction should consider modelling the new



educators' thinking and behaviour (Bishay 1996: 172). In S.A, SACE is not a provider of professional development but may identify and conceptualize programmes that will lead to teacher development and make them publicly available for the providers to develop programmes on induction. In this way SACE will be contributing to the process of addressing the needs of the profession .As mentors teach and interact with learners, they are illustrating to new the educators a way of working. One of the best ways to help new educators become reflective educators is to have them videotape classroom activities. Idiosyncratic mannerism, movement patterns and even illegible handwriting on the board can all be revealed in a video (Bunting, 2005: 112). Looking at video tapes new educators will be able to reflect on their own growth and change as educators (Graham et al., 1999: 28; Slaw 2005: 11).

#### **2.7.4 *Periodic meetings***

Research suggests that regularly scheduled meetings, covering specific important topics plays a very crucial role in the induction process (Stingu, 2013). These meetings help the new educators to look back and bring about corrective measures if need be. School principals or mentor educators are in a position to give the new educators a feedback during these meetings. It is during the meetings of this nature where time is provided for information and questions.

There are experts in different fields of teaching who are based either in offices or attached to other institutions whose expertise can be used for professional development of newly appointed educators. Schools, principals and other educational leaders should call upon these experts to come and meet these new educators with the aim of imparting the knowledge and skills they have to the educators.

The professional development strategies discussed above are just but few as educator induction can also involve a variety of elements. Smith and Ingersoll (2004: 683) suggest that workshops, collaboration, system orientation, seminars and coaching would be appropriate for educator induction.

## 2.8 SUMMARY

The chapter gives information on the role of induction as a form of professional development for newly qualified educators. The study defined the main concepts, outlined the importance and the purposes of induction and also shared some ideas as to how induction should be implanted and by whom. The chapter also detailed how beginner educators stand to benefit from structured and monitored induction process.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous chapter gave a detailed description of how newly qualified educators should be inducted. If newly appointed educators are not properly inducted or there is no programme to guide, introduce and initiate them, objectives of the schools that employed them cannot be achieved until they have adjusted to the work they are required to do, the environment in which they are to work and the colleagues and learners with whom they have to work (Steyn, 2004:1). Novice educators need a constructive induction programme for training and sustaining them.

This chapter present a detailed description and discussion of the research plan used to answer the research questions. The research design described in this chapter includes the paradigmatic assumptions that underpinned the research methodology, the way in which the researcher selected the site and participants for the study, the data collection methods used and the data analysis strategies implemented. The researcher also accounts for how he addressed the issue of research quality and explains his role as a researcher. The ethical considerations that the researcher adhered to are provided (McMillan and Schumacher, 2001: 166)

#### **3.2 RESEARCH AIMS**

The aim of this study is to explore how principals induct newly appointed educators using the induction programmes available in the schools, and the impact that these programmes may have on the induction of teachers in the Mopani District, in the Limpopo Province. The study intends to get better understanding of how the induction activities ensure that educators are developed professionally. The study also explores the principals and educators' experiences of the induction process and the effect of the induction process on educator and organisational growth.

### **3.3 PARADIGM ASSUMPTIONS**

The methodological assumptions in this study are based on interpretivist/constructivist paradigm. The interpretivist - constructive approach provided guidelines that enabled me to deconstruct the realities of the experiences of principals and the educators during the induction process. Insights from the interpretivist and constructivist paradigms were combined to create meaning from the participants' unique and subjective lived experiences (Crotty, 1998). Both the principals and the educators' experiences revealed different views because different people's experiences are unique and the realities that emerged from their experiences were multiple. Constructivists and interpretivists believe that reality is constructed on personal experience, which varies from one individual to the next (Crotty, 1998; Charmaz, 2000; Trochim, 2001; Terre Blanche & Durrheim, 2002; Denzin & Lincoln, 2003). The use of different methods to collect data also served to generate various meanings from the participants (Barry, 2002).

The interpretive and constructivist paradigms that directed this study complemented each other with regard to researcher-participant relationship. Whereas in the interpretivist approach I established a trusting relationship with the participants and was able to explore rich experiences, the constructivist approach encouraged the mutual interaction between myself and the participants (Crotty, 1998; Terre Blanche & Durrheim, 2002; Denzin & Lincoln 2003). Both strategies were merged to create deep meanings during the data collection, data analysis and the interpretation of data. Rapport with participants had already been established before commencing with the data collection process through communications about the research and this was maintained throughout the entire research process.

### **3.4 RESEARCH APPROACH**

This study used the qualitative case study approach to collect data. Meanings were constructed from participant revelations. This qualitative research approach was chosen primarily for the purpose of enabling the researcher to describe and analyse principals and educators' collective experiences in the process of induction.

Therefore this approach was relevant for collecting data about the phenomenon as well as answers the research questions. Qualitative interviews used to collect data utilised interviews for one on one interaction with research participants in their natural setting (Hoberg, 1999: 76).

Qualitative research enabled me to analyse individual and collective social actions, beliefs, thoughts and perceptions (McMillan & Schumacher, 2001: 395). The strength of the qualitative research approach was in the rich and detailed descriptive data collected from the participants, such as expressed feelings, thought processes and emotions - which would have been difficult to obtain using other research approaches (Strauss & Corbin, 1998; Merriam, 1998; Marshall & Rossman, 1999). This is in line with Cohen et al. (2002: 137) who states that some characteristics of the qualitative approach are that humans actively construct their own meaning of situations and that meanings arise out of social situations and can be handled through an interpretive process.

Another reason for choosing the qualitative research approach was that the participants' natural setting provided a holistic understanding of the induction process (Babbie & Mouton, 2001). For me to understand a phenomenon there was a need to understand the context because different situations affect behaviour and perspective and vice versa (Creswell, 1994: 154).

Limitations of using a qualitative research approach were that it was a time-consuming process and that I was the primary instrument for data collection and data analysis (Merriam, 1998). This required competence and capability in the data collection and document analysis. Qualitative research also has a possibility of researcher bias since researcher subjectivity comes into play during data collection, data analysis and data interpretation. To ensure rigor in my research process, I used a reflective journal and memos during fieldwork and data analysis to record and reflect on the details of the research process.

## **3.5 DATA COLLECTION**

### ***3.5.1 Research Design***

According to McMillan and Schumacher (2006), research design is a plan and structure of investigating and obtaining answers to research questions. The qualitative research design used highlights how the study was conducted, the procedures used and the setup of the data collection and analysis. This research focused on how principals induct newly appointed educators in their schools. This qualitative case study, in line with Cohen, Manion & Morrison (2000: 184), enables readers in similar and different circumstances to understand the results of the study. The case study also ensured that I was able to capture unique circumstances of the participants.

### ***3.5.2 Research Site***

This study will focus on how principals induct newly educated educators in three purposively selected schools in Mopani district of the Limpopo province.

### ***3.5.3 Sampling***

Three schools in the Limpopo Province, Mopani district, involved in the induction of newly appointed educators were sampled, to get meaningful data around the phenomena under investigation. The participants in this study were three principals, and six educators (3 newly appointed educators and 3 already inducted educators). The study focused on educator induction for professional development to get in-depth, rich information. The educators who were excluded were educators who had been inducted more than one year ago. Purposive sampling ensured the selection of information-rich participants who were also easily accessible and willing to be involved in the study (Patton 2002). (Trochim, 2001; Fraenkel & Norman, 2006). Since only a few cases are involved in the study, it was not easy to guarantee that all participants provided data truthfully because of the intensity of the data collection procedure (Patton, 2000). The site of the participants, Mopani District, was within

easy reach and enabled me to make multiple visits until data was saturated (Stake, 2000).

### **3.5.4 Data Collection Method**

#### **Interviews**

Data collection in this study was done through face to face, in depth, semi structured interviews with the school principals and educators to find out their experiences of the induction process and how it benefits them and the school as a whole (Appendix, F & G). Interviews are relevant in a qualitative study because they facilitate interactive dialogues between participants and researchers (Halcomb & Davidson, 2006: 38). Interviews were conducted on an individual basis, rather than in a group (Bogdans & Biklen, 2003, cited in Anderson & Ferguson, 2007). The conversation was initiated by me with the specific purpose of unsettling the participant as well as to obtain relevant information focused on the research question in the study (Cohan et al, 2000:268). The questions asked explored the experiences of the principals and the teachers regarding induction programmes.

The semi-structured interviews were conducted after school hours so that there was no disruption of teaching time or the daily management of the school. The semi structured interviews. Semi structured interviews are relevant in a qualitative study because they facilitate interactive dialogues between participants and researchers (Halcomb & Davidson, 2006: 38). These interviews were tape recorded after getting consent from the participants. The recordings were for ensuring the collection and storing of data in the exact manner in which it was provided (Blaxter et al., 2004: 172). There was an open dialogue with the participants and participants revealed their lived experiences (Merriam, 2000) and their active involvement in the meaning-making process was for construction and interpretation of conveyed knowledge. Hannan, (2007) contends that a great deal of qualitative material comes from talking with people whether it is through formal interviews or casual conversations, and for me to can tap into the depths of reality of the situation and to discover participants' meaning and understandings, I exercised empathy with interviewees and this won

their confidence. The conversation with the participants was open and free and I refrained from being obstructive and also from imposing my own influence on the interviewees.

Semi-structured interviews used had some pre-set questions, but allowed more scope for open-ended answers (Hannan, 2007). The semi-structured interviews enabled me to make follow ups through probing questions for depth and clarity (Morse & Field, 1995). Most of the research questions focused on the what, how, and why questions and had probes with the aim of obtaining rich data from the interviews (Seidman, 1991; Marshall, 1999; Trochim, 2001; Creswell 2002; Rubin & Rubin 2005). Through the semi-structured interviews, most participants were able to reveal their intentions, beliefs, values and reasons of how they experienced the induction process (Henning, Van Rensburg & Smit 2004). The data produced could be triangulated to obtain common factors in the experiences of the principals and the teachers.

### **3.5.5 Data Analysis**

Qualitative data analysis is a systematic process of coding, categorizing, and interpreting data to provide explanation of the phenomenon under study and to answer the research questions (McMillan & Schumacher, 2006:364). During data analysis I also discovered general statements about relationships among categories of data. The analysed interview transcripts and open-ended question responses helped in identifying common themes (McMillan, Mcqueen & Neidig, 2003: 65). In line with Bogdan and Biklen (1998) I first ordered the interview transcripts and other information chronologically. This involved careful reading of data at least twice during long and undisturbed periods. The next step, according to was to conduct initial coding by generating numerous category codes and labelling data that are related. The codes were then colour coded to extract the findings. The codes were grouped according to similarity and then categories. The categories were then thematised in line with the research questions. Tape-recordings assisted me to replay interview when transcribing and analysing the data.



### **3.6 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY**

Trustworthiness of the study is revealed by the extent to which I was able to produce findings worth paying attention to and convincing to the readers (Poggenpoel, 1998: 349) to establish trustworthiness of the study, Lincoln and Guba (1985:296-300). Trustworthiness of the study was also ensured through kept records and an audit trail of the research process that will be provided in the annexure at the end of the study (Patton, 2002). All the different data sources and/or methods were triangulated for ensuring trustworthiness of data. Interview data collected from the principals and the teachers was on their experiences of induction programmes and this was triangulated to identify the emerging trends and challenges in the induction process.

To enhance credibility I did member checking. Data collected was transcribed and returned to participants for responses and comments and to verify the accuracy of interpretation. Participants had the opportunity to acknowledge or correct what the researcher represented as their perspectives and meaning (Patton, 2002). Participants also reflected on their views and alerted the researcher of opinions that the researcher should not publish (Patton, 2002; Seale, 2000).

Qualitative research findings are normally not generalised but linked to similar context by the reader when the details of the research context is provided (Mertens & McLaughlin, 2004; Seale, 2000; Trochim, 2001). Generalisability of the findings is limited to schools and participants selected for this study. The findings of this study may provide insights that could lead to a better understanding of the experiences of principals and teachers during the induction process.

In this study verbatim interview transcripts and direct quotes of the participants' responses were used to reveal data to the readers (Seale, 2000). Reflective journals and memo notes helped capture my assumptions on the general research process. The results of the study were confirmed or corroborated by participants after member checking for potential bias, distortion of research findings and alternative explanation ((Seale, 2000; Trochim, 2001).

### 3.7 ETHICAL ISSUES

As a researcher I observed the procedures stated in the ethics agreement. Essential ethical considerations as identified by Jansen (in Maree, 2007:41) included the issue of the confidentiality of the results and the findings of the study as well as the protection of the participants' identities. All participants had to sign consent letters before the interviews and they were assured of their right to withdraw from the interview if they did not want to continue with the interview. Additional consent was obtained for participants to be tape-recorded during the interviews. My responsibility as a researcher also included ensuring participants came to no harm, ensuring confidentiality, reciprocity and providing feedback of the findings. Adherence to confidentiality was ensured by making sure that names of participants as well as the sites were only known to the supervisors. Although it is not always possible for people not to be identified, attempts were made to preserve the anonymity of individuals (Gray, 2009). The principle of respect for participants so that the study could achieve meaningful results was adhered to at all times (Moreno, 1999). A copy of the recorded tapes will be made available to the University after the interviews have been analysed.

The way questions were directed aimed at protecting participants during the course of the interviews (Gray, 2009). Participants were never embarrassed, ridiculed, belittled or generally subjected to any mental distress (Sudman, 1998). Matters like values, ethical issues and permission, which are vital to the data collection process, were considered. Prior to data collection, application was done to the provincial education department for permission to visit schools and interview teachers well in advance (Creswell, 1994: 148). Application for permission to visit schools and interview teachers was sought from the SGBs. All the participants read and signed letters of informed consent that explained the nature, purpose and objectives of the study. The letter also included the title of the study as well the details of the researcher.

I also explained to the participants that their participation was voluntary and that they could withdraw at any time should they wish to do so with no negative consequences to them. Assurance of participant confidentiality was ensured should they consent to be interviewed and their information would not be revealed to a third party and this was guaranteed by not asking participant to provide their names, names of their school or any personal details that could identify them or be traced back to them. There were no known risks to participants resulting from their participation in this study. Participants were interviewed in a private room where it was only be the researcher and the participant. Participants were given pseudonyms or numbers to hide their identity (Cohen & Manion, 1996: 367). Participants were also assured that data would be used for research purposes and for improving the quality of education.

### **3.8 LIMITATIONS OF THE STUDY**

The vastness of the Mopani District and its rural nature influenced the choice of sample. To reduce the travelling costs involved the researcher targeted schools that were within easy access. To avoid any direct influence on the study, none of the respondents interviewed are from the neighbouring schools. I could not interview teachers and schools within my school vicinity due to my position as a principal in the district.

### **3.9 SUMMARY**

In this chapter, the researcher presented the research paradigm and assumption of the study and research methods used in carrying out the research. The selection of the participants, data collection instruments and procedures and data analysis are discussed in detail. Strategies used in ensuring trustworthiness and credibility of the study as well as ethical considerations are also highlighted. The chapter concludes with the limitations of the study. In the next chapter the researcher will present the data interpretation, analysis and research findings.

## CHAPTER 4 FINDINGS, DATA ANALYSIS AND INTERPRETATION

### 4.1 INTRODUCTION

In the previous chapter I presented and discussed in detail how data was collected and analysed to identify themes that provide answers to the research questions. The research design plan and methodology used for selecting subjects, research site and data collection procedures to answer the research questions are described (McMillan & Schumacher, 2001: 166). Accounts for how the issue of research quality and researcher role through ethical considerations, are given. In this chapter, I present the themes that emerged from the participant responses and verbatim quotations. The aim of this chapter is to answer the main research question and sub questions formulated in Chapter 1.

### 4.2 FINDINGS FROM NEWLY APPOINTED EDUCATORS

#### 4.2.1 *Personal change as newly appointed educators*

Most of the newly appointed teachers talked about their experiences of induction as a personal change in terms of getting an opportunity to adjust to the school environment and to learn tolerance and patience during the initial stages of teaching in a new school. One of the newly appointed teachers remarked as follows:

*Induction helped me a lot as a person. It made me strong. It taught me to learn to adjust quickly in a new environment. Professionally it was not enough because I had to seek some of the material and resources on my own.*

According to some of the teachers, orientation was mainly about the physical structure of the school which seems to be an important feature in the induction process. New educators were shown the main buildings, their classes as well as the school grounds. One of the educators said:

*Being given my own classroom was a real indication that I am now a teacher. This made me very proud.*

Some of the educators talked of establishing relationship and socialising with their new colleagues during the induction process. They were able to understand the social dynamics of the staff and learn names of their new colleagues and develop friends. This helped them fit well into the school community. One of the educators commented:

*With the help from one colleague I was able to adjust and as a result I was able to make friends with all of my colleagues. I always seek for help from my colleagues. I am never isolated.*

This was supported by another respondent who said:

*Induction helped me to be at ease and work well with my colleagues. It was intensive and helped me to gain confidence and develop as a person. The unity prevailing at the school helped to settle my nerves.*

Although most of the educators talked of physical and emotional adjustment, two educators appreciated the guidance from senior teachers who helped them in preparing lesson plans according to the set structure of the school.

*The deputy principal was helpful in making me adjust to the school environment, and the HoD also played a significant role in assisting with lesson plans.*

*I was able to settle in a practical school situation because I had somebody who was able to help me understand lesson planning and classroom management.*

#### **4.2.2 What newly appointed educators expect during induction**

Some educators expected the induction period to be intense in terms of professional support and development. They commented that the time was too short to learn a lot of new things such as the planning, teaching of subject content and assessment. One of the educators said:

*The induction was too short; a few hours is not enough because I had to grasp many things quick.*

The educators expected supportive mentorship. They expected their mentors to help them with subject matter. Most of the educators reported that they did not get the expected mentorship support during the induction period. This is how they commented:

*I expected the induction to go for a long period as I had expected somebody, like a mentor, to guide me in the school environment*

*I expected the induction to focus on the subjects I was going to teach, and field of specialisation, but this was not the case.*

Another expectation is the need to belong. Some educators got a warm reception from their new colleagues but others did not.

*The induction made me feel at home and relaxed. I was guided to understand rules and policies*

*Induction helped me to feel free. It helped me to communicate with everybody and I felt at home.*

The negative experiences were also shared, though it is difficult to authenticate the information. These experiences were revealed through comments like:

*I felt lost and insecure by not being introduced to new colleagues during the first day.*

*Fitting in the school community was really a challenge. It was difficult to communicate with the teachers I did not know.*

### **4.3 FINDINGS FROM PRINCIPALS**

#### **4.3.1 Experiences of principals**

Principals had mixed feelings about the induction process. The positive experiences were that induction helped the newly appointed teachers to be acquainted with the school facilities. This served to bridge the gap between the college and school environment. One principal commented:

*Induction helps in acquainting the newly appointed teacher with physical facilities of the school.*

*The induction process helped the newly appointed teachers feel comfortable, accepted and motivated.*

*Inducting newly appointed teachers reduced isolation and improved socialisation skills*

*Induction surely motivates and helps new teachers feel accepted, at home, welcomed, relaxed and free to interact*

The challenges faced by principals with regard to induction was that time was very limited to can evaluate the progress of induction.

*Induction is not completely a smooth sailing process but it helps new teachers to be able to cope and do what is expected of them. If the programme was well structured it would result in the implementation of policies and administrative duties. Follow ups are required to check the progress of the educator.*

Some SMT's in the school were overloaded with work and could not monitor the progress of the induction process.

Because of the work overload, it is not easy to check the progress of induction. SMT members are overburdened and they fail to check the induction process because of administrative duties.

The principals also lacked the skills to can monitor and evaluate the implementation of the mentorship programme.

*Evaluating the progress of induction, accompanied by responsibility and accountability, is challenging. Lack of time to do the routine check is another challenging part.*

#### **4.3.2 Mentorship strategies:**

Some of the principals played the role of an advisor, a mentor or a coach in ensuring the implementation of the induction programme.

In the induction process I play the role of a mentor or a coach, showing the newly appointed teachers what is wrong and right. I always motivate and complement the teachers for the good work they are doing. I assign them to tasks and take the lead in my managing role. I am like a father and mother figure and I even take pastoral leadership.

One principal was not directly involved in the process of induction but delegated the responsibility to some experienced members of the staff.

*For induction I will usually identify a mentor or senior teacher in the same field of specialization with the new teacher. The mentor will help in planning things like lesson plan and others. I prefer experienced teachers with a good moral background as mentors.*

This is what another principal highlighted about the induction process:



*The induction process is demanding but important because it makes new teachers feel comfortable and accepted at school. The demands include identifying suitable mentors and being hands on in the process of induction. As the principal you must check whether the process is being productive and this must be done on a continuous basis.*

*The principals motivated and encouraged the staff to help the newly appointed teachers to be part of the team and only intervened when things were not working.*

*Induction is good for socialising the new teachers. It helps the teachers to join the mainstream, refrain from isolation, and move out of reserved mode. It makes them fit well and enjoy the company of others. They certainly feel welcome.*

Another principal said:

*Induction brings teamwork. It is a process that is very supportive, promotes collegiality, develops team leadership, job satisfaction and co-operation New teachers are guided in how to go about managing their classes and other resources.*

The mentors, who were mainly the SMT members, supported the teachers and helped them in the daily activities of teaching and learning, however, the challenge was that the principal abdicated his responsibilities to mentor and neglected to monitor the mentorship process. South African school principals face huge challenges that have an impact in the running of their schools (Jugmohan 2010; Msila 2011). Furthermore, the principals usually have myriad tasks to perform and many are daunted by the tribulation of facing managerial obstacles.

*When you check the progress done by the mentor in orientating the new teacher, you find that virtually nothing is going on. The new teacher is not able to access and use school facilities. You find that the teacher is not fully supplied with information and resources.*

*Programmes drawn are not followed because of other commitments. Other challenges are in terms of evaluating the responsibility and accountability of the mentors. You assume that the mentor is helping the new teacher only to find that nothing is going on.*

#### **4.4 DATA ANALYSIS IN RELATION TO LITERATURE**

My exploration and analysis of raw data was guided by Teacher Development Theory of: (Fieman-Nemser, 2001; Gasner, 2002; Gold, 1999; Hegstad 1999) which states that a lot of knowledge and skills can be acquired only while on the job. For a new teacher to acquire knowledge and skills on the job, school principals should provide such an environment. Support programmes should be geared towards improving the performance and retention of beginning teachers as well as improve the growth and learning of students.

##### ***4.4.1 Experiences of the participants about induction***

This study meant to find out how school principals in the Limpopo province apply induction to new educators. It is expected of every school to have induction programmes because the main purpose of induction is to integrate newly appointed educators into the school environment within the shortest time (Steyn, 2004: 161). Smith and Ingersoll (2004: 683) suggest that workshops, collaboration, system orientation, seminars and coaching would be appropriate for teacher induction. From the experiences of the principals and the educators it seems that while some schools have induction programmes, others do not. The experiences of the educators regarding induction were related to building relationships expressed in terms of the need to belong. This aspect of induction seems to be important as it was also mentioned by the principal, though their emphasis was on acquaintance with the environment and physical facilities.

From the interviews, some educators experienced induction as an opportunity for overcoming insecurities of being in a new place by gaining confidence through interaction and communication with colleagues. This experience of educators suggests personal growth and development as part of the induction process.

Induction helps the newly appointed educators to socialise and network with other educators reducing the feeling of isolation. Principals should reduce the isolation of the beginning teachers by setting aside specific blocks of time to interact with them at the beginning of the school and then periodically throughout the year (Gasner, 2001, hope 1999).

From the analysis it seems that the participants' experience of the professional development aspect of induction was inadequate. This is evident from the comments made about the lack of mentorship with regard to subject matter and field of specialisation. According to Vail (2005: 6), there is evidence that mentor-based induction helps new teachers adopt the culture of new School. Another issue raised by both the educators and the principals was the lack of adequate time to can induct educators with professional development matters. Most of the educators expected a specific mentor to guide them through their professional development during the induction process.

#### ***4.4.2 Challenges of the induction process***

Mentorship seems to be one of the key challenges in the induction process. Mentoring is defined as a collaborative partnership in which individuals work together, share and develop mutual interests (Tillman, 2005:116). It seems that there is lack of clarity as to who should mentor educators during the induction process. In some schools the principal delegated the mentorship task to the SMT members (HoDs and the Deputy Principal), while in other schools the principals themselves were the mentors. In a study by Brock & Grady (1977:23), beginner teachers view the school principals as the most important person in the induction process. This implies that without visible support and guidance from the school principal, beginner teachers can feel lost in their work.

Due to lack of structure with regard to mentorship, some principals were partially involved in the mentorship while others were fully involved. This had an impact on the monitoring and evaluation of the induction process. It is argued that there is

evidence that structured induction has resulted in increased reflection, improved collegiality, openness and communication, greater educator autonomy, self-growth and personal efficacy (Smethem & Adey 2005:93). In this study, the principals who delegated the task of mentoring seem to be detached and were unable to monitor and evaluate the process. As a result they blamed the delegated mentors for not effectively guiding the new educators.

Another problem related to delegated mentorship was lack of manpower as a result of heavy workload and the expected role of mentors in the process. There were no procedures in place for principals to check if the newly appointed educators were benefiting from the mentorship process. It is also not clear from this study what the mentorship entails as there is no uniform conceptualisation of induction through mentorship. Some principals understand mentorship as providing access to physical facilities and resources while others focus more on professional development. This suggests that there is a need to have a common understanding of mentorship skill development for induction. Apart from the skills there is a gap in a standardised structure and procedure for induction mentorship. The findings from the data collected revealed that the majority of school principals use mentoring as a strategy for the induction of new teachers but there is lack of structure and common procedures in the induction process.

#### **4.5 SUMMARY**

In this chapter, the researcher presented the findings from interviewing newly appointed educators and school principals. The findings are presented in themes that link to the research questions. The discussion is presented under data analysis. In the next chapter the researcher presents a summary of findings, recommendations and conclusion.

## CHAPTER 5

### SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

#### 5.1 INTRODUCTION

In the previous chapter I presented the themes that emerged from the participant responses and verbatim quotations. In this chapter I summarise the research findings, give recommendations and conclusions about the findings that emerged in about the induction of newly appointed teachers by school principals in the Mopani District in the Limpopo Province. The aim of this chapter is to answer the main research question and sub questions formulated in Chapter 1. The limitations, strengths and the contributions of the study are also highlighted.

#### 5.2 SUMMARY OF FINDINGS

##### 5.2.1 *Findings from the newly appointed educators*

The experiences of newly appointed educators suggest that most of the educators grew personally and were able to adjust to the school environment. They were able to establish relationships with other educators and get to work with new colleagues. For other educators, orientation was mainly about getting familiar with the physical structure of the school. Although establishing social relationships seemed to be important for most of the educators, some of them appreciated the guidance from senior educators who helped them in preparing lesson plans according to the set structure of the school. This finding supports the study by Steyn (2004:1) who found that beginner educators need to adjust to the work environment and establish a working relationship with their colleagues. The process of induction is important as it gives the new teachers an opportunity to reflect on what they know from training to what they are expected to do in practice. Wang & Odell (2002: 46) found that some student teachers realise during induction that their knowledge and skills from training is insufficient in the actual school environment.

The newly appointed educators expected induction to be a professional development process focusing mainly on the teaching and learning issues. However, this was not the case as the induction process was not well structured to

accommodate growth in professional development in terms of time and skills acquisition. The educators expected induction to be a mentoring process where they would be guided by an experienced educator but in most schools there were no mentors. Most of the educators reported that they did not get the expected mentorship support during the induction period. In most schools there were no mentors or mentorship programme. In few schools where there were mentors, educators talked of positive experiences of guidance through mentorship.

Although the educators expected mentorship, professional growth and establishing new relationships in the induction process, in this study these expectations were not met. The induction process focused mainly on orientation about the school environment. The lack of professional mentorship could have been because of the lack of time and mentorship expertise. Tillman (2005: 116) defines mentoring as collaborative partnership which involves sharing abilities and expertise in the process of a novice practitioner to be able to adjust to expectations of the profession. Through mentorship a newly appointed teacher may learn effective strategies for the specific school context through the guidance of the mentor (Balfour et al., 2004: 30). In South Africa, the term mentorship is loosely used. A mentor is an experienced teacher trained to guide newly appointed teacher.

Another expectation from the newly appointed educators was the need to belong. While there were some positive responses around establishing new relationships and feeling welcomed in the new school, some of the teachers who were not properly guided indicated that they felt rejected and isolated by their colleagues. The social relationship between the new educators and their colleagues seem to be an important need during the induction process.

The induction of new teachers will always be part of the education system especially because in some instances beginner teachers are required to teach subjects for which they have not been prepared to teach. Heyns (2000: 161) and Mohr and Townsend (2001: 9) asserts that the newly appointed teachers assimilate their new role and

responsibilities during the induction period. They further argue that induction should be a continuous process in which the newly appointed teachers are supervised and supported by more experienced teachers.

### ***5.2.2 Findings from interviewing principals***

Some of the principals echoed the same sentiments as the educators with regard to experiences of induction as an opportunity to familiarise the newly appointed educators with the physical facilities of the school. The principals also talked of positive experiences of induction as a socialising process where newly appointed educators gained a sense of belonging, felt comfortable, accepted and motivated. The principals, being the leader and manager of the school should be responsible for initiating and monitoring the induction process. The principal should be directly involved in the induction process. Bubb and Earley (2007: 18) found that the principal may fulfil the need for newly appointed teacher to be orientated around issues such as culture-hidden agendas, traditions and regular social events of the school.

Most of the principals in this study experienced a number of challenges during the induction process. There was inadequate time to evaluate the progress of induction process as most principals were overburdened by other administrative duties. There was also a lack of standardised and well-structured induction programme. While some of the principals played the role of an advisor, a mentor and a coach in ensuring the implementation of the induction programme, in other schools principals delegated the mentorship responsibility to HoDs and experienced educators and were indirectly involved. Smethem and Adey (2005: 93) argue that there is evidence that structured induction programmes provides opportunity for reflection, improved collegiality, openness in communication, greater educator autonomy, self-growth and personal efficacy. The educators who participated in this study may have missed some of these developmental opportunities due to lack of structured and planned induction procedures.

Despite lack of structure and some of the principals were indirectly involved in the induction process by delegating responsibilities to SMT members. Such principals motivated and encouraged the staff to help the newly appointed educators to be part of the team and only intervened when things were not working. Although the mentoring responsibility of guiding new teachers in, for example, planning and class discipline, was delegated to the experienced educators, monitoring of the process was not easy as the educators themselves were overloaded with work and could not properly carry out the induction process. . It seems from the findings of this study that the current induction process lacks monitoring structures and procedures. In addition to inadequate time for mentorship, most of the educators did not have skills and expertise to mentor the newly appointed teachers.

Another challenge experienced in terms of mentorship was that some of the principals found it difficult to identify educators who could serve as good mentors in the mentorship process. Some of the appointed mentors were not committed to the mentorship and this impacted negatively on the induction process. Hansford (2004: 511) states that mentorship is crucial during induction as it includes clarifying expectations for new teachers, socialization them into the school culture and helping them to assess their strengths and weakness.

Apart from lack of experienced educators who can play the role of mentorship, it was also not easy for the principals in this study to evaluate responsibility and accountability of the appointed mentors. This problem was experienced due to lack of structures to be used for accountability. This further complicated the task of the principal in terms of monitoring the induction process.

Principals and school management teams should make it a point that they are there for these new teachers. Principals and the SMT members need to plan for induction of new teachers and take them along, shepherding them and establishing a support team for them to be retained in the profession. Principals are expected to remain sensitive to the needs of the new teachers and use of mentoring to provide new



teachers with a smooth and efficient transition into teaching culture because the beginner teachers are in transition. Mentors should make themselves available to new teachers, share effective strategies for the specific school content, and encourages new teachers to explore a range of strategies (Balfour et al., 2004:30). Mentor-based induction helps new teachers adapt to the culture of the new school (Vail, 2006:6). Induction process takes as a collective responsibility for providing support to new teachers. Schools must have an induction programme that is well planned, structured and monitored.

### **5.3 CONCLUSION**

It seems as if school principals and SMTs concentrate mainly on activities like staff welcoming and introductions, a task which is much easier, simple and quick to implement, rather than focusing on long term activities like induction through mentoring to support beginner educators. Mentors are people who have special and helpful effect on the lives of their trainees. The effect that mentors have on people's lives can range from showing someone how to do something to acting as a 'role model' by setting standards of behaviour and conduct which are inspiring to all concerned. Among others, what mentors do is to teach the mentees how to reflect (Rhodes, Stokes & Hampton, 2004). In schools where principals have developed induction programmes, they are done in a short time, and do not address issues educators need for their professional development. Participants revealed that in some schools induction lasted for a few hours while on others principals stated that that they did not have any induction programme at all. Mentoring of new educators, where principals the task to experienced educators, was not monitored and controlled by the school principals and SMTs. There was no checking of developmental progress by mentors because availed mentors did not have the competence to can mentor new educators and were selected on the basis of their availability. There is also no time structured into the school programme for induction.

Where induction programme exists and is well planned, structured, and monitored, newly appointed teachers' feelings of fear and insecurity will be alleviated and they will feel welcomed and part of the school team. Outcomes set by the school will be achieved since there will be job satisfaction created through orientation about the school environment and introduction to colleagues and other stakeholders. Meaningful induction has a lasting effect on the teacher quality and retention. This study may assist policy makers and school management teams to develop a standardised and well-structured induction programme for new teachers in public schools.

This study has revealed that the principle of on-going training, in-service training and development should be emphasised. It has always been the contention of this study from the start that if teachers are made to feel that they belong, they will find their adaptation less difficult. It is hoped that this study will be of value to school managers and that all those involved in education will play their role and do their best to promote quality education

#### **5.4 RECOMMENDATIONS**

- Having a standardised induction programme focusing on personal and professional growth and development - Newly appointed educators need should be welcomed, orientated about the school environment and allowed to integrate with colleagues during their first appointment to teaching. The principals should be at the forefront of induction assuring new teachers of support and guidance during their initial year of teaching and throughout, however, if they are not trained and do not have mentorship skills which encompass teacher induction, it becomes a problem.
- A structured procedure for monitoring and evaluating the induction process - Principals should consider the benefits of consulting with the beginning educators about their expectations of induction and mentoring arrangements to reduce isolation of the beginning teacher. New educators are often

overwhelmed by the complexity and the workload of facilitating learning; therefore, specific times should be built in within the school structure for interaction and induction of new educators. Monitoring and evaluation will have to be done by the school management team in order to identify areas of need. Support should be from the beginning of the school year throughout the year, and there should be periodic monitoring and evaluation of the induction process.

- Training and developing experienced teachers as mentors for the induction process - This is core in this study. Principals should initiate and develop an induction programmes in the school through the involvement of staff and other relevant role players. The principal may select experienced educators to induct the new educators but his leadership is valued most, especially by the new educator.
- A context bound strategy on relationship building during the induction process to accommodate the newly appointed educator - Mentors need to be matched to new teachers in terms of learning area to enable them to provide the required assistance through shepherding and relationship building. This will afford the mentors opportunities to assist new teachers in lesson planning, time management and the application of effective teaching techniques and for their retention in the profession.
- A criteria for the selection of mentors - training, personal traits and leadership skills are important. Experienced teachers with leadership and good interpersonal skills can be trained to help new teachers adapt to their new environment as well as mentor them for professional development. Mentoring process should include clarifying expectations for new mentors and teachers, socialising them into the school culture and helping them assess their strengths and weaknesses.

- Appointed mentors should be trained and also be relieved of some teaching duties to allow adequate time for mentorship - The school principal as the custodians of the induction process in the school can include mentoring as part of the educators' workload to relieve the selected educator of some teaching duties. The selection of experienced educators as mentors helps improve credibility because they will be presented to learners and parents as experienced professionals.

## 5.5 SUMMARY

Starting a new job in a new environment requires a proper induction and mentoring programme that will serve to guide any new educator in the school. In order for beginner educators to adjust to the new school environment in which they work, and the colleagues and learners with whom they interact, induction and mentoring should be in place (Steyn, 2004:1). The best way of supporting and developing novice educators is to have a constructive induction programmes that trains and sustains educators. To the newly appointed educators, induction is a socialising process which brings about personal change as they establish relationships with colleagues and adjust to the school environment. Apart from the physical and emotional adjustment, induction helps improve confidence and self-development as educators adjust to the school environment. Most educators expect the induction period to be intense and supportive in terms of professional support and development; however, in most instances it is too short for new educators to learn the crucial issues of teaching and learning. During and after induction, new educators should be supported and periodically monitored and evaluated. Experienced educators, who meet the set criteria for mentorship, may be selected to mentor and induct the new educators, but mentors should be matched to new teachers in terms of learning area to enable them to provide the required assistance through shepherding and relationship building. It is therefore important that the Department of Education develop a standardised induction programme that focuses on personal and professional growth and development.

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## ANNEXURE A



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

### LETTER TO THE LIMPOPO DEPARTMENT OF EDUCATION

Researcher: Mr M. Maake

Date: 22 June 2012

Dear Sir/Madam

#### REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN THE MOPANI DISTRICT

My name is Mr Mmamodimo Maake and I am a student at the University of Pretoria, Faculty of Education, and Department of Education Management. The research I wish to conduct for my Master's dissertation is titled "The role of induction, how it is applied by school principals to new educators". The study aims to understand how principals induct new educators in order to develop them professionally as well as to find out the educators' experience of the induction process. The study further aims to explore the process followed by principals in inducting educators and to investigate the effect of the induction process on educator and organizational growth. The knowledge and information obtained from this study will be relevant and valuable to the School Management Teams, teachers and policy-makers with regard to school based continuous professional development.

The participants in this study will include members of the School Management Teams and teachers, as I believe that they are information rich participants who will provide the most useful information about the topic being studied. Semi-structured

interviews will be conducted after school hours so that there will be no disruption of teaching time or the daily management of the school.

Participation in this study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences to them. All the participants will be given letters of informed consent which will explain the nature, purpose and objectives of the study. The letter will also include the title of the study as well the details of the researcher. Confidentiality and anonymity of all participants is guaranteed as no participant will be required to provide their names, names of their school or any personal details that could identify them or be traced back to them. There are no known risks to participants resulting from their participation in this study.

This project will be conducted under the supervision of Dr S.T. Mampane (University of Pretoria). I hereby seek your permission to approach the schools in the Mopani District to ask for participant consent in this study

Upon completion of the study, I undertake to provide the Department of Education with a copy of the summarized research report. If you require any further information, please do not hesitate to contact me on Cell: 0826865475& Email: mmamodimo@gmail.com Thank you for your time and consideration in this matter.

Yours sincerely,

Mmamodimo

University of Pretoria

Student number: 29584079

Researcher Signature: .....

Supervisor's Signature: .....

## ANNEXURE B



LIMPOPO  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

### DEPARTMENT OF EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: [MakolaMC@edu.limpopo.gov.za](mailto:MakolaMC@edu.limpopo.gov.za).

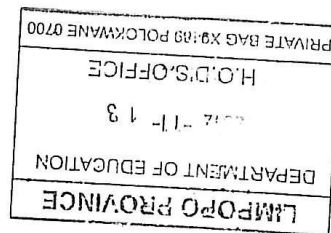
P O BOX 566

TZANEEN

0850

Dear Maake M.

**RE: Request for permission to Conduct Research**



1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- **Title:THE ROLE OF INDUCTION, HOW IT IS APPLIED BY SCHOOL PRINCIPALS TO EDUCATORS.**
3. The following conditions should be considered
  - 3.1 The research should not have any financial implications for Limpopo Department of Education.
  - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
  - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
  - 3.4 The research should not be conducted during the time of Examinations especially the forth term.
  - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
  - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

Page 1 of 2

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700  
Tel: (015) 290 7600. Fax: (015) 297 6920/4220/4494

*The heartland of Southern Africa – Development is about people!*



## ANNEXURE C



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

### LETTER TO THE SCHOOL GOVERNING BODY

Researcher: Mr M. Maake

Date: 22 June 2012

Dear Sir/Madam

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN THE MOPANI DISTRICT

My name is Mr Mmamodimo Maake and I am a student at the University of Pretoria, Faculty of Education, and Department of Education Management. The research I wish to conduct for my Master's dissertation titled "The role of induction, how it is applied by school principals to new educators". The study aims to understand how principals induct educators in order to develop them professionally as well as to find out the educators' experience of the induction process. The study further aims to explore the process followed by principals in inducting educators and to investigate the effect of the induction process on educator and organizational growth. The knowledge and information obtained from this study will be relevant and valuable to the School Management Teams, teachers and policy-makers with regard to school based continuous professional development.

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Upon completion of the study, I undertake to provide the school with a copy of the summarized research report. If you require any further information, please do not hesitate to contact me on Cell: 0826865475& Email: mmamodimo@gmail.com Thank you for your time and consideration in this matter.

Yours sincerely,  
Mmamodimo

University of Pretoria  
Student number: 29584079

Researcher Signature: .....  
Supervisor's Signature: .....

## ANNEXURE D



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  

---

Faculty of Education

### CONSENT LETTER TO PARTICIPANTS

**DEAR PARTICIPANT (THE PRINCIPAL)**

#### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN THE MOPANI DISTRICT**

My name is Mr Mmamodimo Maake and I am a student at the University of Pretoria, Faculty of Education, and Department of Education Management. The research I wish to conduct for my Master's dissertation is titled "The role of induction, how it is applied by school principals to educators". The study aims to understand how principals induct educators in order to develop them professionally as well as to find out the educators' experience of the induction process. The study further aims to explore the process followed by principals in inducting educators and to investigate the effect of the induction process on educator and organizational growth. The knowledge and information obtained from this study will be relevant and valuable to the School Management Teams, teachers and policy-makers with regard to school based continuous professional development.

Participation in this study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences to them. All the participants will be given letters of informed consent which will explain the nature, purpose and objectives of the study. The letter will also include the title of the study

as well the details of the researcher. Confidentiality and anonymity of all participants is guaranteed as no participant will be required to provide their names, names of their school or any personal details that could identify them or be traced back to them. There are no known risks to participants resulting from their participation in this study.

This project will be conducted under the supervision of Dr S.T. Mampane (University of Pretoria). I hereby request for your consent to be interviewed.

Yours sincerely,

Mmamodimo

Student number: 29584079

### **PARTICIPANT CONSENT**

I ..... hereby give consent to Mr Mmamodimo Maake to involve me as a participant in his research on the role of induction: how it is applied by school principals to educators. I understand that participation in this study is voluntary and that I have the right to withdraw at any stage of the study with no negative consequences to me. The nature, purpose and objectives of the study, the title of the study as well the details of the researcher were explained to me. My confidentiality and anonymity is guaranteed as I will not be required to provide my name, the name of my school or to give any personal details that could identify me or be traced back to me. There will be no risks to me as a participant in this study.

**PARTICIPANT SIGNATURE** .....

**RESEARCHER'S SIGNATURE** .....

**SUPERVISOR'S SIGNATURE:** .....

## ANNEXURE E



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

### CONSENT LETTER TO PARTICIPANTS

DEAR PARTICIPANT (EDUCATOR)

#### REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN THE MOPANI DISTRICT

My name is Mr Mmamodimo Maake and I am a student at the University of Pretoria, Faculty of Education, and Department of Education Management. The research I wish to conduct for my Master's dissertation is titled "The role of induction, how it is applied by school principals to educators". The study aims to understand how principals induct educators in order to develop them professionally as well as to find out the educators' experience of the induction process. The study further aims to explore the process followed by principals in inducting educators and to investigate the effect of the induction process on educator and organizational growth. The knowledge and information obtained from this study will be relevant and valuable to the School Management Teams, teachers and policy-makers with regard to school based continuous professional development.

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**PARTICIPANT SIGNATURE** .....

**RESEARCHER'S SIGNATURE** .....

**SUPERVISOR'S SIGNATURE:** .....

## ANNEXURE F



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  

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Faculty of Education

### TOPIC: EDUCATORS' EXPERIENCES OF THE INDUCTION PROCESS BY PRINCIPALS

#### INTERVIEW QUESTIONS FOR PRINCIPALS

##### PURPOSE OF THE STUDY

The purpose of this interview is to elicit your responses regarding the role played by the school management team at your school in the provision of induction to educators for professional development. Your participation in this study is completely voluntary and you are free to withdraw at any stage of the study. Any information provided by you will be kept anonymous

##### INTERVIEW QUESTIONS

Do you have an induction programme in your school?

Who were involved in developing the induction programme?

How are newly appointed educators presently being inducted for professional development?

In your opinion, do you think educators experience the induction process as beneficial? Why?

Has the induction process brought development and growth to the school? Why do you say so?

What successes have you identified in educators through the induction process?

What are the challenges you have experienced in inducting newly appointed educators?

What changes are evident in the educators since the induction process?

*Thank you for your time and co – operation.*



## ANNEXURE G



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

### TOPIC: EDUCATORS' EXPERIENCES OF THE INDUCTION PROCESS BY PRINCIPALS

#### INTERVIEW QUESTIONNAIRE FOR EDUCATORS

##### PURPOSE OF THE STUDY

The purpose of this interview is to elicit your responses regarding the role played by the school management team at your school in the provision of induction to educators for professional development. Your participation in this study is completely voluntary and you are free to withdraw at any stage of the study. Any information provided by you will be kept anonymous

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Who were involved in developing the induction programme?

How are newly appointed educators presently being inducted for professional development?

In your opinion, do you think the induction process is beneficial? Why?

Has the induction process brought development and growth to the school? Why do you say so?

What successes have you identified as an educators through the induction process?

What are the challenges you have experienced during the induction process?

What changes have you experienced in the in your school since the induction process

*Thank you for your time and co – operation.*

ANNEXURE H  
ETHICS CLEARANCE CERTIFICATE



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**

**DEGREE AND PROJECT**

**INVESTIGATOR(S)**

**DEPARTMENT**

**DATE CONSIDERED**

**DECISION OF THE COMMITTEE**

**CLEARANCE NUMBER :**

EM 12/10/01

MEd

Educators' experiences of the induction process by principals

Mmamodimo Maake

Educational Management and Policy Studies

16 October 2013

APPROVED

Please note:

*For Masters applications, ethical clearance is valid for 2 years*

*For PhD applications, ethical clearance is valid for 3 years.*

**CHAIRPERSON OF ETHICS  
COMMITTEE**

Prof Liesel Ebersöhn

**DATE**

16 October 2013

**CC**

Jeannie Beukes  
Liesel Ebersöhn  
Dr ST Mampane  
Dr TA Ogina

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

ANNEXURE I

UNIVERSITY OF PRETORIA

DECLARATION OF ORIGINALITY

This document must be signed and submitted with every  
essay, report, project, assignment, dissertation and/or thesis.

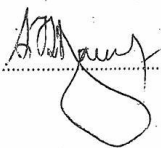
Full names of student: MAAKE MAMODIMO

Student number: 29584079

Declaration

1. I understand what plagiarism is and am aware of the University's policy in this regard.
2. I declare that this dissertation (eg essay, report, project, assignment, dissertation, thesis, etc) is my own original work. Where other people's work has been used (either from a printed source, Internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

SIGNATURE OF STUDENT: 

SIGNATURE OF SUPERVISOR: 

S 4722/09

ANNEXURE J

INTERVIEW TRANSCRIPTS

Table 4.15.3  
NEW TEACHERS

THEMES	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E	TEACHER F
The advantages of induction	Induction helped to settle the nerves. I was shown the classes. Helped to relax after induction	Induction made me aware of the surrounding. Helped to understand my colleagues	the induction made me feel at home and relaxed. Guided me to understand rules and policies	Induction helped me to feel free. Helped me to communicate with everybody	helped me to understand life styles of the people I was going to serve	Induction helped to acclimatise. Fitting well in the school community
Problems faced by the new teachers	not being introduced during the first day	The induction was short. (Few hours not enough). I had to learn many things quickly in a short time	Learners the most challenging element I came across. Their level of understanding very low. Their attitude towards learning no good	Grasping the names and surnames of my colleagues.	Fitting the boots of someone was really a challenge. Lack of resources.	fitting in the school community was really a challenge
Adjusting to the working environment	Assisted by colleagues. Able to make friendship with colleagues. Able to communicate with all. No isolated	Much easier because I knew the surrounding from the induction. assistance from colleagues	The deputy principal was really helpful in adjusting. HOD also came to the party. The unity at school also helped	I had somebody who was able to help me. Guided to understand lesson planning and classroom management	It was very difficult coming from another province. Induction helped me to settle.	Bit difficult. I am still adjusting. My colleagues helped a lot
Relevance of induction to the new teachers	I was formally introduced on the first welcome by the principal. He introduced me to colleagues	Expected the induction to last for a long period. Expected to be allocated a mentor	Expected to be shown sports equipment of different sporting codes. it was not to be	Did not expect much. I came to school ready	I expected the induction to focus on the subjects I was to teach, but it was not to be	What was in my mind was appointment. Expected warm welcome

Table 4.15.3  
NEW TEACHERS

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Addressing the needs of new teachers	My expectations were not met. The reception not what I expected. My document were not available at school	Expected an intensive induction but it was not. Overall the induction did not meet6 my needs	My expectations were met. The unavailability of certain sporting codes. It was not to be	Partially met. My colleagues were receptive as expected./ in the classroom I found learners passive	No. The general outlook of the school did not fit my expectations	To some extent yes. Expected to meet different people. I am still learning
The impact of the induction	Helped me a lot as a person. Made me strong. Taught me to learn quickly. professionally not enough	Helped me to adjust. Made me feel at easy. Felt good working with people. Exposed me to	Yes I grow. I learnt planning. Got a perfect induction. Staff meetings on Mondays	Yes I have grown because of the acceptance. Made me feel relaxed	yes Enabled me to interact with others. Induction taught me to adjust. Helped me to adapt to new life style	Developed me as a person. Assisted me to be tolerant

Table 4.15.2 SCHOOL PRINCIPALS

THEMES	PRINCIPAL 1	PRINCIPAL 2	PRINCIPAL 3
Availability of induction programmes	The programme is available. It includes introduction of new teachers and use of mentor teachers	The programme is available. It is mainly about orientation of the newly appointed teachers	There is no tangible induction programme
Programme Content	Taking the newly appointed teachers on board. Helping the new teachers to breach the gap between tertiary institution and practice	Orientation activity, transfer of skills and strategies of classroom management	Acquainting the newly appointed teacher with physical facilities of the school. Introduction and accommodation
Positives of induction	motivates, help new teachers to feel accepted, at home, welcomed, relaxed and free to interact	Help new teachers to cope. It assists new teachers to do as expected. Help new teachers to implement policies	an introduction that helps new teacher to acclimatise
Induction strategies	principal identify mentor or senior teacher to help new teacher with lesson planning and preparation	The new teacher is orientated a day before re-opening. Invite SMT members to monitor and support new teachers	no tangible ,induction programme that I can show you
Principal experiences of induction	Very demanding but makes new teachers feel comfortable and accepted bat school. Identify suitable mentor is a challenge. Checking the progress is a challenge that needs time	protecting the new teachers against bad and negative influence from old teachers	Good for socializing the new teachers it helps them to join the main stream, remove isolation. It helps new teacher to fit well
Challenges of induction	Evaluating the progress of induction, accompanied by responsibility and accountability is challenging. Lack of time to do the routine check is another challenging part	Failing to check progress of induction. Overburdened SMT members failing to check the administrative duties become a stumbling block towards checking the progress	When mentor teachers fail to implement the induction programmes. When the new teacher is unable to access certain things. When the new is not fully supported

Success of inducting new teachers	Induction help new teachers to teach freely-familiarise new teachers with the school environment. New teachers get to know learners and teachers	It promotes teamwork. Very supportive and promotes the sense of collegiality. Develops team leadership and job satisfaction. Teachers are guided on classroom management	It is good for socializing new teachers. It assists in providing new teachers with resources. Is a way of accommodating new teachers
The role of the principal in the induction	Leading the process of induction, introduce, facilitate and participate in the induction programmes. Check the progress of mentors. Be an advisor.	He takes the role of the mentor or coach. Show new teachers what is wrong or right. Motivates and complement new teachers for good work	Handing over the new teacher to mentor teachers. Allocate mentors to the new teachers
Principal's activities in the induction	Provides assistance. Monitoring the work of both mentor and the new teacher. Facilitation and demonstrating to new teachers	Intervene when things are not going according to plan. Delegating responsibilities. Monitoring, check and control. Do the monitoring of new teachers	Make follow-ups to assigned duties. Getting feedback from mentors. Apply intervention strategies and corrective measures
Mechanisms for addressing problems of induction	Continuously meet both the mentor and the new teacher. Strive to know the latest developments. Intervene if the need arises	Check and control the work given to SMT. Have a talk to new teachers. Help them to be open	as principal preach collegiality. Encourage, togetherness. Be cautious and be able to read the mind of the next person. Work against bad influences. Identify good mentor