

**The role of School Management Team members in  
the induction of novice teachers in rural schools**

By

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# ETHICAL CLEARANCE CERTIFICATE



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- Registered title, and
- Data storage requirements.

## DECLARATION

I, NTSOANE LETUBA. D, here-by declare that the mini dissertation, **the roles that SMT members play in the induction of novice teachers in rural schools**, is my original work and that all sources that were consulted and quoted have been acknowledged in the list of references. It has never been submitted in any form for a qualification in any institution of higher learning.

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Ntsoane L.D.  
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Date

## **DEDICATION**

I dedicate this research to my wife Katlego and our two daughters Phomelelo and Lethabo for supporting me throughout my studies. Many days spent away from home and many hours spend studying finally paid off.

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Studying at UP could have been utterly boring and unrewarding if it was not for the assistance and the company of some significant others. My heartfelt gratitude goes to the following people:

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## **ABSTRACT**

This study investigated the role played by School Management Team (SMT) members in the induction of novice teachers in rural schools. The study arose out of the challenges experienced by the researcher as a member of the SMT with regard to the lack of clarity and direction in the induction of novice teachers attached to his school and a high attrition rate amongst novice teachers. The researcher posed this primary research question: How do members of the SMT in rural schools induct novice teachers? A sample of six rural schools in the Limpopo Provincial Education Department that had recently employed novice teachers was purposefully selected. Participants included the principal or the Deputy Principal, the HOD or the senior teacher and a novice teacher. Research has documented an array of challenges that novice teachers encounter in schools and hence the high attrition rates. This study used a qualitative research approach and a case study design to investigate the problem. The study was framed by Feldman's (1981) theory of organisational socialisation, which stated that newly employed incumbents need to be inducted into their new organisation by management in order to become effective employees. The findings reveal that SMT members in rural schools do indeed induct their novice teachers, but that their duties and efforts in this regard are negatively affected by a lack of induction policy, lack of support from the Education Department personnel and a lack of training.

## **Key Terms**

Induction

Novice teachers

Rural schools

School Management Team (SMT).



**LANGUAGE EDITOR'S DISCLAIMER**

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## LIST OF ABBREVIATIONS

COP	Communities of practice
CPTD	Continuing Professional Teacher Development
DAS	Development Appraisal Systems
DoE	Department of Education
HOD	Head of department (Departmental head)
IQMS	Integrated Quality Management Systems
NTIP	Novice Teachers Induction Programme
NNTIP	Namibial Novice Teachers Induction Programme
PAM	Personnel Administrative Measures
RSA	Republic of South Africa
SACE-CPD	South African council for Teachers Continuing Professional Development
SA-SAMS	South African School Administration and Management Systems
SMT	School Management Team
TPI	Theoretical, Practical, and Interaction (skills)
USA	United States of America



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## **CHAPTER 1: INTRODUCTION TO THE STUDY**

### **1.1 INTRODUCTION AND BACKGROUND**

The focus of this study was on the roles played by School Management Team (SMT) members in the induction of novice teachers attached to their schools. Research internationally and nationally has found that novice teachers experience challenges in their first few years of teaching (Grudnoff 2012, Fantilli & McDoughall 2009, Kane & Francis 2013, Kutsyuruba, Godden & Tregunna (2014). Grudnoff (2012) reports that these challenges have resulted in poor retention rates among novice teachers and the provision of poor quality teaching and learning. Wood (2005) describes novice teacher as the equivalent of a new teacher, a beginner teacher, protégé or apprentice teacher. Due to their liminality and lack of experience, research has found that they experience challenges in classroom management, learner discipline, the management of learners' behaviour and diverse needs, time management, conflict with parents, classroom management, discipline and motivating learners (Grudnoff 2012, Fantilli & McDoughall 2009, Kane & Francis, 2013, Kutsyuruba *et al.* (2014). This results in fear, anxiety, stress and feelings of inadequacy corporately referred to as reality shock (Grudnoff, 2012). All these place a need on the management of schools - in the South African context referred to as the School management Team or SMT - to induct novice teachers.

Induction is described as the school's efforts to assist teachers to adjust effectively to their new work environments with minimum disruptions and as quick as possible so that the organisation's functioning can proceed as effectively as possible (Steyn & Van Niekerk, 2002). Novice teachers should be introduced to the profession to ease the transition from being a student to being a teacher (Butcher, 1997). They should be introduced to other teachers as well as to the policies and rules of the school and the roles that they must perform in the school (Grobler, Warnich, Carelli, Elbert & Hartfield, 2007). Induction consists of many programmes aimed at helping the novice teacher to adjust to their new work environment. SMT members most often select from the list of activities those they find relevant to their novice teacher (Ingersoll, 2012). Many education authorities internationally have legislated and



mandated the induction of novice teachers in their education districts. So for example the education authorities in the district of Ontario in Canada introduced the Ontario New Teacher Induction Program (NTIP) in order to support the professional growth and development of novice teachers by an induction programme (Kane & Francis, 2013). In South Africa however, in the Department of Education (DoE) there exists no policy prescribing or providing guidelines for the processes and content of novice teacher induction.

The South African Schools Act (Act 84 of 1996) provides a basis for the formation of structures for managing schools in the form of School Management Teams (SMT's) (RSA, 1996). According to section 16 of the Schools Act (Act 84 of 1996), the SMT is responsible for the day-to-day professional management of the school. According to Personnel Administrative Measures (PAM), (DoE, 1998) it is the duty and responsibility of the SMT to induct novice teachers. This is clear from the following except, which states that the principal as a member of the SMT is responsible for:

*“...the development of staff training programmes, both school-based, school-focused and externally directed, and to assist teachers, particularly new and inexperienced teachers, in developing and achieving educational objectives in accordance with the needs of the school” (DoE, 1998).*

The deputy principal as a member of the SMT is supposed to:

*“...guide and supervise the work and performance of staff and, where necessary, discuss and write or countersigned reports” (DoE, 1998).*

The HOD as a member of the SMT is responsible for providing and coordinating guidance:

*“...on (1) the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned, (2) on syllabuses, schemes of work, homework, practical work, remedial work, to inexperienced staff members etc. and (3) on the educational welfare of learners in the department” (DoE, 1998).*

This duty is amplified by the South African Standard for Principals (DoE, 2014) in which it is made clear that the principal should engage his teachers in professional development, a part of which should be the induction of novice teachers. This policy maintains that the principal is responsible for:

*“...developing and empowering self, others and wellness of the staff by developing and maintain effective procedures and practices for personnel processes such as induction, performance management and professional development” (DoE, 2014:17).*

SMT members also experience challenges which may impede the induction of novice teachers. Bush (2013) states that SMT members have a heavy workload and frequently do not have time to do their instructional management work. The researcher agrees with Doyle and Rice (2002) that SMT members are overloaded with work and have limited time available to induct novice teachers because on top of their administrative duties, they are also allocated subjects to teach, classes to manage, and pastoral duties as well as extra curricular activities. Mestry (2017) maintains that SMT members have focused on managing the school and often neglected curriculum management because they are not trained to become instructional leaders and there is insufficient in-service training on instructional leadership. This boils down to the challenge of insufficient training in instructional leadership as reported by Boyle and Rice (2002). In a limited study done by Seobi and Wood (2016) in the Johannesburg East District about the instructional roles of Departmental heads, it was found that the HODs were limited to final checkers of teachers rather than working with teachers on an on-going basis. HODs are ideally placed to offer instructional leadership in schools but this is not happening, as they do not have the required skills and competencies to fulfil this role (Turner, 2000).

Although there is a common understanding of what a rural school is, there is no agreement about the definition of a rural school (UNESCO, 2005). Rural schools are characterised by their isolation, distant location and smallness (Bray, 1992). These three factors challenge staffing in these areas resulting in a dire shortage of teachers. Collins (1999) maintains that due to shortages of resources, housing and transport, it is difficult for the SMT to attract and retain good quality teachers in rural areas. Universities also do not prepare their students to teach in

rural areas (Collins, 1999). Rural schools lack human resources, financial resources and physical resources in the form of textbooks, stationery, libraries, laboratories, infrastructure and ablution facilities, and this impedes SMT members from adequately inducting novice teachers (Collins, 1999). Living conditions in rural areas have resulted in novice teachers lodging accommodation in urban, areas rendering integration with the community futile. SMT members in rural schools also suffer from isolation as they are far from District offices and other schools, making networking impossible (Collins, 1999).

## **1.2 PROBLEM STATEMENT**

Novice teachers struggle to deal with individual differences, to do meaningful assessment, to establish positive and sensible professional relationships with parents, and with teaching in an environment with insufficient resources and inadequate support (Grudnoff 2012, Kane & Francis 2013, Kutsyuruba *et al.* 2014). These challenges result in fear, anxiety, stress and feelings of inadequacy which ultimately may cause novice teachers to leave the teaching profession (Fantilli & McDouglas, 2009). The high rate of attrition among novice teachers, which some authors attribute to a lack of induction, is also a call for concern. So for example the rate of novice teacher attrition in the United States of America is as much as 50% (Kane & Francis, 2013). It is expensive to replace lost teachers - it cost about \$2.6 billion per year to replace lost teachers in the United States alone (Gujorati, 2012).

In South Africa novice teachers also experience challenges. Some of these challenges are similar to those experienced in developed countries. According to Darling- Hammond (2005) and Van Niekerk and Dube (2011), novice teachers in South Africa experience challenges of reality shock, inadequate resources, difficult roles, generation gap and stress. This finding appears to support the smaller yet still significant percentage (approximately 4% per annum - Green *et al.*, 2014) of novice teachers leaving the teaching profession in South Africa.

The Personnel Administrative Measures (DoE, 1998) and the South African Standard for Principals (DoE, 2014) spells out the duties of the SMT members, one of which is the induction of novice teachers in their schools. SMT members also experience challenges which may impede the induction of novice teachers. Turner

(2000) maintains that so much is expected from HODs as instructional leaders but they do not have the necessary skills and competencies perform to these expectations. They carry a heavy workload and lack the time to perform their roles as novice teacher inductors. Principals are focused on managing the school and often neglect curriculum management. Mestry (2017) reports that in South African principals are not trained to be instructional leaders and there is insufficient in-service training for instructional leadership

Working conditions in rural schools are also not attractive to novice teachers. Collins (1995) reported that rural schools lack physical, financial and human resources. This could negatively affect the induction of novice teachers because induction need resources.

The problem therefore that this study focussed on is the fact that although legislation and policy exists in South Africa that calls for novice teacher induction and even spells out who should assume responsibility for such induction, no policy exists that provides guidance on how such induction should be conducted. SMT members are also not well prepared to induct novice teachers The researcher therefore assumes that these factors together with a the reported shortage of resources in rural areas, means that induction is either not being done, or is not being done adequate. This study therefore focused on the role of SMT members in novice teacher induction in rural schools.

### **1.3 RATIONALE**

From the literature it is evident that novice teachers, due to their liminality, encounter problems in their first few years of teaching, thereby preventing them from providing quality teaching and learning (Kutsyuruba *et al.*, 2014). The researcher has also noted with concern that approximately 4% of novice teachers in South Africa (Green *et al.*, 2014) and as much as 40% of novice teachers in the United States of America (Kane & Francis, 2013) leave the profession in the first five years due to poor socialisation structures. Knowledge of induction activities and their application in schools could reduce attrition and staff turnover.

In South Africa, although SMT members are required to induct novice teachers, the researcher assumes that in rural areas, induction is either not being done, or is not

adequate due to shortage of human, financial and physical resources (Surty 2011, Collins 1999).

From a personal perspective, the researcher is also frustrated by the lack of information to deliver on his mandate of inducting novice teachers as a member of an SMT and this research could broaden the knowledge base for him and for those interested in novice teacher induction.

#### **1.4 RESEARCH AIMS AND PURPOSE STATEMENT**

The aim of this research was to identify and describe the roles that members of the SMT in rural schools play in the induction of novice teachers attached to their schools. The purpose of this research is to identify and to describe the experiences of the SMT members as they perform their roles, and also the experiences of the novice teachers as they are being inducted.

#### **1.5 RESEARCH QUESTIONS**

The primary research question that guided this study is:

How do members of the SMT in rural schools induct novice teachers?

The research sub-questions were:

- a. What roles do members of the SMT in rural schools play in the induction of novice teachers?
- b. What are the experiences of SMT members of their roles in novice teacher induction?
- c. What are the experiences of novice teachers of the induction provided by SMT members?

#### **1.6 THEORETICAL FRAMEWORK**

Huberman (1998) sees theory as a framework that explains phenomena under study. It directs the whole study by providing concepts and assumptions about questions asked, data collection, interpretation and reporting (de Vos, 2001).

For the purposes of this study, Feldman's (1981) theory of organisational socialisation was selected to frame the research into the role of SMT members in

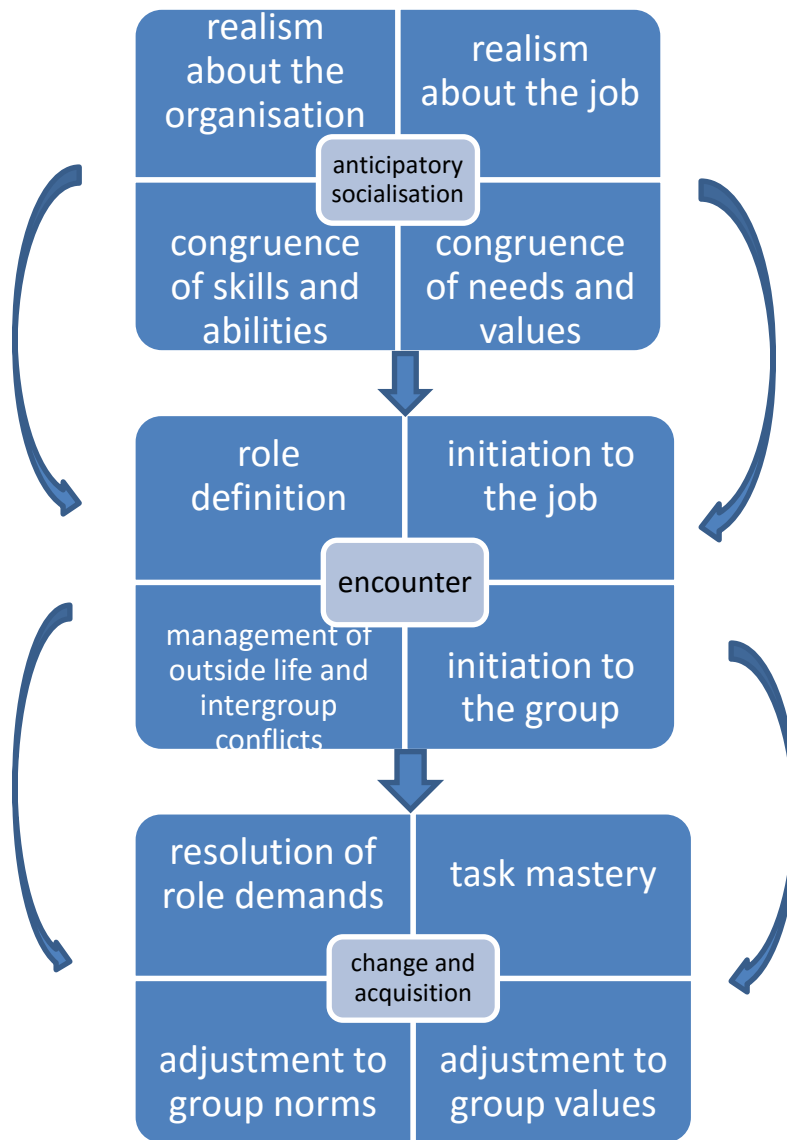
the induction of novice educators in rural schools. This theory holds that the socialisation of new recruits into their new organisation is a process consisting of three phases (Feldman, 1981). The first phase of this socialisation, according to Feldman (1981) is 'anticipatory socialisation'. This phase encompasses "all the learning that occurs before a new member joins the organisation" (Feldman, 1981:310). In this phase the new recruit searches for information that will help him or her to decide whether the job or the organisation meets his or her needs or whether he or she will be able to do the job, thus deciding whether to accept the employment or not (Feldman, 1981). Managers should help the new incumbent to get a full picture of the climate, culture and goals of the organisation. The incumbent should get a full picture of what his or her duties will be and should check to see if his or her skills match those needed by the job and if his or her values and the values of the organisation are congruent (Feldman, 1981). For this study, this translates into orientation - when the novice teacher reports to school for the very first time, he or she should be orientated about the school and his or her job description. Heyns (2000) maintains that the novice teacher should report to his or her new school two days before assuming duty so as to afford the SMT ample time to orientate him or her about the school and his or her new roles.

The second phase is 'the encounter'. In this phase "the new recruit sees what the organisation is truly like and in which some initial shifting of values, skills and attitudes may occur" (Feldman, 1981:310). In this phase, the new recruit learns about the new tasks, establishes new relationships, clarifies roles in the organisation and evaluates his or her progress in the organisation (Feldman, 1981). Managers should also initiate or orientate the new recruit to the task and the group, define their roles and help them manage outside life conflicts and role conflicts (Feldman, 1981). Novice teachers experience challenges at the beginning of their careers and SMT members should assist them with induction programmes such as mentoring, coaching and professional development. Heyns (2000) maintains that the SMT members should assist the novice teacher to manage work conflicts, intergroup conflicts and outside work conflicts.

The third phase is 'change and acquisition'. In this phase "relatively long-lasting changes take place: new recruits master the skills required by their jobs, successfully perform their new roles and satisfactorily adjust to their work group

values and norms” (Feldman, 1981). After successful socialisation, new employees “exhibit signs of being able to carry out roles dependably, remain with the organisation, be innovative and cooperate spontaneously, show general satisfaction, have internal work motivation, and are involved in their jobs” (Feldman,1981:311).

The theory of organisational socialisation was selected for this study because it clearly shows that novice teacher induction is a process and not an event. It shows the stages that the novice teacher goes through during the induction process as well as the roles that SMT members should conceivably play in each phase. It also shows the signposts of effective induction. Of paramount importance is the assessment that the novice teacher has to pass as an indication of successful induction (Feldman, 1981). The diagram below captures the essence of the theory.



*Figure 1.1: The socialisation of new organisational members  
Adapted from Feldman (1981)*

## 1.8 METHODOLOGY

### 1.8.1 RESEARCH APPROACH, PARADIGM AND APPROACH

The researcher used a qualitative approach in this study because he wanted to study a phenomenon (the roles played by SMT members in novice teacher induction) in its natural settings (in rural schools), as human behaviour is influenced by the situation in which it occurs (McMillan & Schumacher, 2014).

A constructivist paradigm was adopted because the researcher was interested in how participants constructed their own reality of induction, either as inductors (SMT



members) or inductees (novice teachers). Denzin and Lincoln (2011) state that in constructivism reality is constructed in the minds of participants resulting in different realities. This afforded the researcher the opportunity to see reality through the eyes of the participants.

The researcher used a case study design to gain an in-depth understanding of the contemporary issue (novice teacher induction) in its real life setting (rural schools). He investigated a bounded system (a single case of novice teachers' induction in rural schools) over time, through detailed, in-depth data collection strategy (semi-structured interviews) (Stake 1995, Yin 1994).

### 1.8.2 DATA COLLECTION STRATEGIES

The researcher used semi-structured interviews to collect data from the SMT members and novice teachers. This selection substantiated by the fact that de Vos, Strydom, Fouche and Delport (2011) find interviews to be the most important data collection tools in qualitative research because the researcher can probe to ask for additional information and clarity during the interview.

### 1.8.3 SAMPLING STRATEGY, PARTICIPANTS AND SITES.

Purposive sampling, according to Maree (2011), is used with a specific purpose in mind where the researcher targets a certain group that has the qualities and characteristics that the researcher is interested in. The site for this research was the Lebowakgomo District of the Limpopo Department of Education and the participants were principals or deputy principals, HODs or senior teachers and novice teachers.

Purposeful sampling (Maree 2011) was used to select the participants and the sites. The researcher sought a list of schools from the provincial Department of Education that have employed novice teachers in the recent past. The researcher selected rural schools from the list, and then visited these schools to introduce the study. Some novice teachers refused to participate, some agreed, but their SMT members refused. Some schools denied the researcher access. The researcher continued searching until he had reached the required number of sites and participants, that is: (a) six rural schools) (b) twelve SMT members of rural schools (two from each school), one senior manager (principal or deputy principal) and one middle manager

from each school (HOD) and (c) six novice teachers - one novice teacher from each school. This brought the total number of participants to eighteen.

### **1.9 DATA ANALYSIS**

Data from the semi-structured interviews and document analysis were analysed using content analysis. Content analysis identifies, analyses and reports patterns in the data from interview transcriptions. This involved looking at data from different angles in order to identify keys that would help the researcher understand and interpret data. (Maree, 2011)

### **1.10 TRUSTWORTHINESS AND CREDIBILITY**

The researcher checked for the accuracy of data and findings by employing various procedures, including triangulation, the use of a field log and member checking. The researcher used more than one sources of information to answer the research question. This is in accord with Briggs, Coleman and Morrison (2012) who sees triangulation as using different sources of information to determine the accuracy of the information. The researcher used semi-structured interviews to illicit responses from the SMT and novice teachers.

Maree (2011) explains a field log or a reflex journal as a record of all the activities that took place in the field like the dates, times, activities and also recorded the decisions taken during emergent designs and the reasons for those decisions. In this regard, the researcher kept a memoing journal in which he recorded revisions made, labels and codes created, observations made – all in order to assist in justifying the research decisions made, which, according to Schumacher et al (2014) would enhance the credibility of the findings.

After the researcher had transcribed, analysed and coded the data, he sent the transcript of each interview back to the participants to ask for feedback and to correct errors - Maree (2011) explains this as member checking - the submission of transcripts to the participants during subsequent interviews to allow them to check the interview transcripts, correct errors of fact and to verify that what the researcher wrote is exactly what they told him or her.

## **1.11 ETHICAL CONSIDERATIONS**

The researcher employed the following ethical principles when interacting with participants: no harm to participants and reciprocity, confidentiality and anonymity of information and identities, informed and voluntary consent.

### **1.11.1 NO HARM TO PARTICIPANTS AND RECIPROCITY**

This research has not exposed the participants to any pain, stress or embarrassment. This was in accordance with the principle of no harm to participants. Saunders, Kitzinger and Kitzinger (2014) maintain that the research should not expose participants to any harm - harm being pain or physical danger, emotional arousal or stress, embarrassment or social distress (Saunders, Kitzinger & Kitzinger, 2014).

Saunders, Lewis and Thornhill (2012) maintain that research should aim at doing well for the individual and the community. This is in accord with the principle of beneficence. This study contributed to the body of knowledge in novice teacher induction and schools and education officials would benefit through the suggestions this study brought forward as a means to best practices in novice teacher induction by SMT members.

### **1.11.2 CONFIDENTIALITY AND ANONIMITY OF INFORMATIONS AND IDENTITIES**

The researcher heeded the principle of confidentiality and anonymity of information and identities of participants in order to protect the participants from the public who will be reading the report (McMillan & Schumacher 2014). Saunders et al (2012) explain anonymity as keeping participants identities and information that they provide secret. The researcher did not mention the participants' names or the names of places, their backgrounds, or the names and details of the schools.

The researcher protected the identities of his participants by keeping responses anonymous, storing transcripts and recordings in a secure place, not sharing information about responses with anyone, destroying instruments that could identify participants and by using fictional names or codes. Also, the researcher kept the

identities of participant's secret by using codes instead of circuit, schools and participants names.

### 1.11.3 INFORMED AND VOLUNTARY CONSENT

The researcher followed the autonomy principle that humans have the right to decide of their own free will to participate or not to participate in research after receiving information about such research. McMillan and Schumacher (2014) explain informed consent as the provision of information to enable people to make informed decisions about whether to participate in the research or not. The participants in this research were provided with information about the purpose of the study, methods, demands, risks, inconveniences, discomforts and possible outcomes including how results would be. They were not forced, coerced or manipulated into participating in any way and they voluntarily signed an informed consent protocol and were free to withdraw from the study at any time, should they so wish.

## 1.12 OUTLINE OF THE STUDY

*Table 1.1: outline of the study*

CHAPTER	CONTENT
Chapter 1	It introduces the research by explaining the background, problem statement, rationale, significance, aims. Research questions, theoretical framework, research methodology, trustworthiness and ethical considerations.
Chapter 2	It deals with the review of relevant literature about the roles members of the SMT play in novice teacher induction.
Chapter 3	It discusses the research methodology and design, focusing on research approach, paradigm and design, data collection strategies, sampling strategies and participants.
Chapter 4	It presents the analysis of data collected through semi structured interviews and document analysis. It also presents the findings.
Chapter 5	It discusses the findings, make recommendations overview and conclude the study.

## 1.13 SUMMARY

Research has shown that novice teachers experience challenges in their first few years of teaching due to poor socialisation structures in schools (Grudnoff 2012, Fantilli & Mc Doughall, 2009). These challenges, according to Kane and Francis (2013), have resulted in high attrition rates and poor quality of teaching and learning among novice teachers. SMT members also have their classes to teach and do not have enough time for instructional leadership (Bush, 2013). This, coupled with insufficient skills due to lack of training in instructional leadership and specifically in

induction (Bush, 2013), may hamper the induction of novice teachers in rural schools in South Africa.

In South Africa, there is no policy that governs novice teacher induction, like in overseas countries. Legislations and policies like the Personnel Administrative Measures (DoE, 1998) and the South African Standard for Principals (DoE, 2014) compels SMT members to induct novice teachers so that the challenges they experience may be lessened. However, not much is said in these documents on the exact roles that SMT members should perform when inducting novice teachers in their schools. Bush (2013) details the shortage of physical resources, financial resources and physical resources in rural schools. Because of this, the researcher posits that induction is either lacking or not properly done. The aim of this research therefore is to identify and describe the roles that SMT members play in the induction of novice teachers in rural schools.

This research employed the qualitative approach within the interpretive paradigm using a case study design. The researcher used semi-structured interviews to collect data from the participants. Purposive sampling was used to hand-pick participants and sites relevant to the research. The participants were six principals or deputy principals, six HODs or senior teachers and six novice teachers of rural schools in the Lebowakgomo District of the Limpopo Education Department. The data was analysed using content analysis.

To ensure the trustworthiness and credibility of the findings, the researcher used multiple data sources, triangulation and a research journal. To ensure that the research was done ethically, the researcher ensured that the participants were not harmed, kept data and information about the participants confidential and also obtained their informed and voluntary consent. The participants were not forced or coerced to participate and were allowed to withdraw from the research at any time they so wished.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The previous chapter introduced the research project being reported on here. This chapter reports on the relevant literature reviewed during the development of this study on roles that SMT members play in novice teacher induction in both developed and developing countries, thus giving us background information on the work already done on this topic.

The review starts with the discussion of the concepts important to this study, namely SMT, novice teacher, induction and rural schools. The literature review revealed the following five key tools in the process of induction that are relevant to the study of the roles played by SMT members in the induction of novice teachers: (1) the development and adoption of an induction policy (2) orientation (3) mentoring (4) collaboration in communities of practice and (5) continuing professional teacher development.

### **2.2 THE CONCEPTS: SMT, NOVICE TEACHER, INDUCTION AND RURAL SCHOOLS**

This introductory section discusses, conceptualises, problematises and reviews literature on the four concepts vital to this study, namely School Management Team, novice teacher, induction and rural schools.

#### **2.2.1 SCHOOL MANAGEMENT TEAM (SMT)**

Schools are managed by teams of experts who, through planning, organising, leading and controlling, ensure that quality teaching and learning take place. The South African Schools Act (Act 84 of 1996) explains SMTs as management structures in schools tasked with the professional and day to day running of the schools (RSA, 1996). This team consists of the Principal, Deputy Principals (if available), departmental heads and senior teachers (if needed) (RSA, 1996). The Personnel Administrative Measures (DoE, 1998) and the South African Standard for Principals (DoE, 2014) indicate that one of the roles of SMT members is the induction of novice teachers employed in their schools.

### 2.2.2 NOVICE TEACHERS

The definition of what a novice teacher is varies with geographic location. So for example in Botswana, a novice teacher is a teacher who is still under probation (Motswiri, 2003). In Scotland, novice teachers are called probationers because they are still on probation (O'Brien & Christie, 2007). In Ontario Canada, a novice teacher is a teacher who is hired in a permanent position by the Education Board for the first time in Ontario and still has to complete the New Teacher Induction Programme (NTIP) before they are registered as qualified teachers. The same applies to novice teachers in countries like the United States of America and New Zealand and the province of New Brunswick in Canada because they are regarded as novices until they have been assessed and registered as qualified teachers (Kutsyuruba 2012, Grudnoff 2012).

In South Africa, a novice teacher is a graduate who has completed a professional qualification at an institution of higher learning and is appointed for the first time in a public school. New teachers from outside South Africa or experienced foreign teachers looking for jobs, or South Africans who have completed their teaching qualifications outside South Africa and wish to teach in South Africa are also considered as novice teachers (DoE, 2011).

### 2.2.3 INDUCTION

Novice teachers are still in the liminal stages of their teaching careers and experience challenges as already indicated. Such teachers require assistance and support to overcome their liminality and in so doing assisting them to perform their teaching roles better.

Castetter (1992:186) describes induction as “...*the organisation’s efforts to assist teachers to adjust readily and effectively to teaching so that they can make a meaningful contribution.*” Mothata (2000:84) adds that induction “*is the process of training a newly appointed teacher into his/her teaching job.*” It entails the support, guidance and orientation that novice teachers receive during the transition from being a student teacher to a fully-fledged teacher (Ingersoll & Strong, 2011). Reinhartz (1989) sees induction as a process of assisting the novice teacher to adjust to their teaching roles.



Traditionally the teaching profession did not have the kind of induction programmes for novice teachers common to many other skilled blue- or white collar occupations, leaving novice teachers to succeed or fail on their own in their classrooms (Ingersoll, 2012). This lack of guidance and assistance in the liminal stages of a novice's teaching career caused researchers to refer to teaching as a profession that "*eats its young and subjects them to a baptism by fire, sink or swim, make or break, or a boot camp experience*" (Fantilli & McDougall, 2009). This has changed in recent years and novice teacher induction is a topic for debate in education policy and reform (Ingersoll, 2012). In this century, many Departments of Education in both developed and developing countries are increasingly legislating and mandating induction in their education districts to support, guide and assist novice teachers (Ingersoll, 2012).

Ingersoll (2012) maintains that teaching is a complex work and teacher training is not sufficient to provide all the skills, values, knowledge and attitudes needed by novice teachers to succeed in the profession. A large selection of these attributes can be acquired only 'on the job' and schools should provide novice teachers with an opportunity to learn how to teach, survive and succeed as teachers (Petersen, 2017). Heyns (2000) maintains that the objective of an induction programme is the integration of the novice teacher into the culture of the school to ensure productivity as soon as possible. He further maintains that induction helps to integrate the novice teacher into the profession, to acquire the necessary skills, knowledge, values and attitudes needed for effective classroom practice, to reduce feelings of anxiety, fear, insecurity and stress caused by the shock of reality, to create a realistic expectation of the profession and to create a supportive school environment that results in job satisfaction and motivation for the novice teacher.

Induction consists of many programmes aimed at helping the novice teacher to adjust to his or her new work environment and schools and their management should select from a list of activities those relevant to their particular school and novice teacher (Ingersoll, 2012). Programmes for induction include orientation, mentoring, coaching, subject meetings, observations, networking, continuous professional development, workshops and extracurricular activities (van Niekerk & Dube 2011, Whitaker 2001). Heyns (2000) maintains that a staff induction programme should include matters relating to the school, staff related matters, matters relating to

teaching and curriculum, learner-related matters, relationships with teachers and parents, physical and financial resources and administration.

In some developed countries like Germany, Romania, Croatia and Sweden, mandated induction programmes are offered that schools and Districts must use to induct novice teachers (Zuljan & Pozarnik, 2014). Similarly, in many districts in Canada, formal mentoring programmes are mandated and have become the core of novice teacher induction (Zembytska, 2016).

The end product of novice teacher induction should be a well-rounded teacher who: (1) can create a climate conducive to learning, (2) knows the subject content, (3) can plan, prepare, present and manage learning programmes, (4) can monitor and assess learner progress and achievement, (5) can engage in professional development to acquire new knowledge and additional skills, (6) can engage in appropriate interpersonal relationships with learners, parents and staff, (7) and can participate in extra-curricular and co-curricular activities to supplement the learning process of learners (DoE, 2003). In line with the theory of organisational socialisation, the outcomes of the process of socialisation are satisfied, happy, self-motivated and committed employees who are high performing and committed to the organisation (Feldman, 1981). Kutsyuruba *et al.* (2014) and Fantilli and McDouglas (2009) add that effective induction for novice teachers results in increased teacher retention rates and substantial personal and professional development, including improved self-reflection and problem-solving abilities. These authors contend that the induction of novice teachers also helps them to adopt effective instruction strategies and leads to greater levels of self-esteem and self-confidence and increasingly positive attitudes. Induction integrates and socialises novice teachers into the school and its culture (Wong, 2004). It also helps novice teachers to adjust to the working conditions of their new school so that quality teaching and learning can be achieved sooner (van der Westhuizen, 1991). It creates realistic employee expectations, job satisfaction, and a positive attitude towards the employer resulting in increased teaching performance, decreased turnover and increased personal and professional wellbeing. It also reduces anxiety and problems that inhibit novice teachers from being effective and happy (Robbins & Coutler 1999, Gerber, Nel & van Dyk 1987, Huling-Austin 1989).

Ingersoll and Strong's (2011) review of fifteen empirical studies in the United States of America found that the support that schools offer the novice teacher impacted positively on classroom practice, teacher commitment, job satisfaction and teacher retention. In their review, Ingersoll and Strong (2011) found that mentoring has impacted positively on teacher retention and that novice teachers who did not participate in formal induction programmes were twice as likely to leave the profession within the first three years as those who had participated in an induction programme (Ingersoll & Strong, 2011). Kane and Francis (2013) did a meta-analysis of data from an evaluation of the NTIP programme in Canada and found that induction in Canada improved teacher retention and socialised novice teachers into the cultures of their new schools (Kane & Francis, 2013). Contradictory to this, in the United Arab Emirates, novice teachers are not inducted and this resulted in novice teacher stress, low self-esteem and a high turnover among novice teachers (Ibrahim, 2012).

#### 2.2.4 RURAL SCHOOLS

There is still no consensus on the definition of a rural school. However, there are features used to identify rural schools, among others long distances to towns, poor infrastructure, small population, more traditional culture and primary economic activities (UNESCO, 2005). Bray (1992) adds that rural schools are characterised by their isolation, distance from main centres and smallness, meaning they are far apart, are usually a long distance from more urban areas and they generally have a small numbers of community members.

Schools in such rural areas, generally referred to as rural schools face many challenges. Some of the problems challenging rural schools include poor teacher status, outright neglect of teachers, problems in recruiting and retaining teachers, poor school and community infrastructure and facilities, poor accessibility and poor monitoring of teachers (UNESCO, 2005). Collins (1999) adds that rural schools are commonly under-resourced, with a dire shortage of human-, financial- and physical resources, an inadequate supply of textbooks, stationery, libraries, laboratories and even ablution facilities (Collins 1999).

Scholars of rural schools agree about the shortage of teachers in such schools (Bray 1992, Collins 1999, Heeralal 2014). It is also true that universities do not prepare student teachers to teach in rural schools (Heeralal, 2014). Poor housing and transport often prevent teachers from living within the community served by the schools, many preferring instead to travel from far away (Collins 1999, Heeralal 2014). Rural schools have a challenge of attracting and retaining good quality teachers and teachers continue to leave rural schools because of social, cultural and professional isolation (Bray, 1992).

Retaining novice teachers in rural schools needs well co-ordinated school-community programmes to overcome the feelings of isolation and to instill a sense of community security (Bray, 1992). Bray further posits that schools need to target candidates with a rural background, offer them incentives, develop their professional competencies and provide them with emotional support (Bray 1992). In South Africa, a rural allowance is available to encourage and to compensate teachers working in rural schools.

### **2.3 THE CHALLENGES OF THE NOVICE TEACHER**

As mentioned in the introduction and problem statement of this study, novice teachers are still learning the ropes of the trade, and as such, they experience numerous challenges. Research by Grudnoff (2012), Fantilli and Mc Kane (2012), Francis (2013) and Kutsyuruba et al. (2014) for example found that novice teachers experience challenges in classroom management and learner discipline, fail to adequately manage the behaviour and diverse needs of student, experience time constraints and conflict with parents and other adults, and are often unable to motivate learners. Novice teachers also struggle to deal with individual differences, to do meaningful assessment, to establish positive and sensible professional relationship with parents, and struggle to teach in an environment with insufficient resources and inadequate support. In South Africa, novice teachers also experience challenges due to their liminality and lack of experience (Petersen, 2017). Some of the challenges include isolation, reality shock, inadequate resources, difficult roles, generation gap and stress (Darling-Hammond & Bransford 2005, van Niekerk &

Dube, 2011). This results in fear, anxiety, stress and feelings of inadequacy referred to as reality shock (Fantilli & Mc Kane 2012).

Despite the efforts to induct the novice teachers, many of them still experience challenges and up to 50% leave the profession in their first few years in the United States of America, because of feelings of isolation, a poor understanding of what is expected of them, frustration, failure and lack of support from veterans. They therefore experience teaching as unrewarding and difficult (Lunenbergh, 2011). The same is true in South Africa although the percentage of novice teachers leaving the profession is at 4% per annum (Green, Aderdorff & Mathebula, 2014). It is expensive to replace lost teachers. In The United States of America, it costs about \$2.6 billion per year to replace lost teachers (Gujorati, 2012).

#### **2.4 ROLES PLAYED BY SMT MEMBERS IN THE INDUCTION OF NOVICE TEACHERS**

School Management Teams throughout the world have a plethora of roles to play, among them the responsibility to induct novice teachers. This role includes such functions as performing orientation, mentoring, coaching, collaboration, observation, networking, continuing professional development, workshops and extracurricular activities (van Niekerk & Dube, 2011). In countries like Belgium, Denmark, Finland, Iceland, Norway and Spain, SMT members support novice teachers by mentoring, coaching, guiding and providing them with information (Centre for Development and Enterprise, 2015). In New Zealand, veteran teachers play the mentoring role and receive an allowance for mentoring novice teachers (Grudnoff, 2012). In developing countries, SMT members are also tasked with inducting novice teachers. In Namibia and Botswana, the principal and the HOD hold informal meetings with the novice teacher, conduct classroom observations and also do the formal orientation (Dishena, 2014). In Kenya and Ghana, SMT members 'workshop', hold seminars and train novice teacher (Dishena, 2014)

#### **2.5 SMT CHALLENGES IN NOVICE TEACHER INDUCTION**

SMT members experience challenges in executing their duty of inducting novice teachers. In small schools principals often do not have deputies, suffer teacher and funding shortages and this affects the induction of novice teachers (Du Plessis,

2014). Some SMT members do not have the skills and competencies to perform their duties (Turner, 2000). This, according to Mestry (2017), is because they are not trained in instructional leadership and there are few in-service programmes available for them. Seobi and Wood (2016) posit that the lack of instructional leadership adds to the challenges. - they maintain that HODs are required to offer instructional leadership in schools but this is not happening because they do not have the knowledge and skills to do so, and that HODs have become 'final checkers' of teachers instead of continually working with teachers. Malatji (2000) posits that many SMT members are not aware of who is responsible for what and that this affects their instructional leadership practice, including the induction of novice teachers. HODs, as members of the SMT, have numerous roles to fulfil, including their own subjects to teach, classes to manage, extra-curricular duties, and do not have enough time to induct novice teachers (Moloi 2007). Bush (1999) contends that that on top of their teaching roles, SMT members have management and administrative duties for which no additional time is allocated, leading them to believe that because of this work overload, the quality of their teaching and their management responsibilities and tasks suffers (Moloi, 2007).

This brings to a close the clarification of the main terms and concepts embedded in this study on the role of SMT members in the induction of novice teachers in rural schools. As mentioned in the introduction to this chapter, the review of literature for this topic has revealed five major tools for induction that will be individually addressed hereafter. Those tools are: (1) the development and adoption of an induction policy (2) orientation as induction tool (3) mentoring as induction tool (4) collaboration and communities of practice as induction tool and (5) continuing professional development as induction tool. Each of these induction tools will be discussed in terms of its definition, practice and value.

## **2.6 THE DEVELOPMENT AND ADOPTION OF AN INDUCTION POLICY**

Education authorities in general and schools in particular should have a policy for the induction of novice teachers. Policy will guide SMT members on what to do and how to go about inducting novice teachers in their respective schools.

### **2.6.1 DEFINING POLICY**

Rizvi and Lingard (2010) see policy as actions and positions taken by the state or the leadership of an organisation which direct whatever the state or the organisation chooses to do or not to do. They are designed to steer action and behaviour and also to guide institutions and professionals. Sometimes they are created for symbolic purposes and on other occasions they may have material consequences (Rizvi & Lingard, 2010). Policies are designed to ensure consistency in the application of norms and values across various groups and are designed to build consent (Rizvi & Lingard, 2010). Ideally, the novice teacher induction policy should not just be a symbolic policy gathering dust in the principal's cupboard without any plans for implementation.

### **2.6.2 NOVICE TEACHER INDUCTION POLICY IN DEVELOPED COUNTRIES**

In the international context, policies are often in place to direct the induction of novice teachers. European countries like Germany, Romania, Croatia and Sweden have developed and adopted policies that schools and Districts must use to induct novice teachers (Zuljan & Pozarnik, 2014). These policies determine the number of years a novice teacher spends under induction, the induction programmes to induct novice teachers, the roles of different stakeholders and the sources of funding for such induction programmes (Zuljan & Pozarnik, 2014). Worth mentioning is the New Teacher Induction Programme (NTIP) used in Canada, Ontario. This policy maintains that novice teachers should receive orientation, mentoring and professional development in their new schools before they can be fully registered as qualified teachers (Kane & Francis, 2013).

### 2.6.3 NOVICE TEACHER INDUCTION POLICIES IN DEVELOPING COUNTRIES

Some developing countries have induction policies while some do not. In Botswana and Ghana, although novice teacher induction is advised, there is no policy to direct the induction process (Dishena, 2014). In Namibia, the Namibian Novice Teacher Induction Programme (NNTIP) is developed, managed and funded by the National Institute for Education Development and all novice teachers are compelled to undergo it (Dishena, 2014). In Kenya, a formal induction policy exists but is not mandated as schools and districts determine their own application of the policy (Dishena, 2014). In the South African context, at the moment there is no policy that directs the induction of novice teachers, resulting in each school inducting their novice teachers the way they deem fit for their particular school. The study done by Peloyahae (2005) in the Ekurhuleni West district of South Africa about the roles principals play in novice teachers' induction revealed that principals did not have an induction policy in their schools and that in many cases they manage and lead novice teacher induction, if indeed it takes place at all, on an *ad hoc* basis. Heyns (2000) also surveyed 93 principals in the Free State province of South Africa and found that only 30% of them conducted novice teacher induction (Heyns, 2000). The results of these studies may indicate that, without a national policy directing novice teacher induction in South Africa, our novice teachers are continuing to receive a 'boot-camp' experience in our schools.

## 2.7 ORIENTATION AS AN INDUCTION TOOL

It is common practice for SMT members to welcome novice teachers, show them around the school, introduce them to other members of staff and to allocate them duties before sending them to classes. However, novice teacher orientation entails more than just that. This section defines orientation, its value, how it should be done and how it is done in schools.

### 2.7.1 DEFINING ORIENTATION

Orientation is described as:

*"...a kind of training aimed at assisting new employees to learn about their duties, to be introduced to their colleagues and to settle in the work situation so that fear and anxiety of the incumbent could be lessened. It is a special*



*kind of training designed to help new employees to learn about their tasks, to be introduced to their co-workers and to settle in their work situation to alleviate fear and anxiety” (Mestre, Stainer & Stainer, 1997:447).*

Ku and Kleiner (2000) explain orientation as a programme of familiarizing new employees with their new work environment so that they can feel at home and perform their new roles well. In schools it would equate to an attempt to introduce the novice teacher to working conditions at that school and its aim is to socialise the novice teacher and increase their skills, values, knowledge and positive attitudes needed by the school and also help the novice teacher to fit into his or her new surroundings (Acevedo & Yancey, 2011).

## 2.7.2 THE PRACTICE OF ORIENTATION

The practice of orientation is in line with the anticipatory socialisation phase of the theory of organisational socialisation. In this phase, the new recruit is orientated towards the organisation and his or her new roles in the organisation (Feldman, 1981). Managers orientate the new recruit by explaining the vision and mission of the organisation, showing the new recruit around the organisation to meet new colleagues and showing him or her resources that he or she will need. This provides just enough information for the new recruit to get started with ((Steyn 2004, Feldman, 1981).

Gordon and Maxey (2000) posit that before a novice teacher arrives for duty, he or she should be provided with a packet of essentials that contains valuable information about the school. The essentials packet should consist of the school mission and vision, school timetables, floor plans of the school, dress code, list of extramural activities, school policies and procedures, directions to the school and so forth. This information will help the novice teacher to come prepared for the orientation programme (Gordon & Maxey, 2000), while Cable (1995) suggests that this essential information helps to avoid information overload and affords the novice teacher enough information so that he or she can ask questions during the orientation meeting. In addition, novice teachers should arrive at school a day or two before the actual commencement of duty in order to afford members of the SMT time to orientate him or her (Steyn, 2004) which should, according to Johnson (2002), cover one or two days of intensive planned sessions.

During the orientation programme, the Principal or Deputy Principal covers professional matters like: school policies, procedures and rules, the use of school equipment, signing in and out, leave matters, lunch procedures, dress code, expectations and school traditions. The HOD or senior teacher covers instructional matters like lesson plans, planning time, assessment and reporting, learner grading, and the homework and classwork policy (Ku & Kleiner, 2006). Orientation ends up with an informal part where the novice teacher is taken around the school and the community to see where basic school facilities are located and to meet colleagues and learners (Ku & Kleiner, 2006).

It is disturbing to note that some novice teachers still assume their duties without this basic information about their roles and duties in the school. The study done by Wilkinson in the United States in 1997 of America revealed that a third of novice teachers began their teaching duties without being orientated (Wilkinson, 1997). This means that they teach without the knowledge of school rules and procedures, expectations, mission and vision of the school and the school facilities (Wilkinson, 1997).

In South Africa, at present there is no mandated orientation programme for novice teachers. However, schools are given manuals on how to orientate their novice teachers.

## **2.8 MENTORING AS AN INDUCTION TOOL**

The process of showing the beginner the ropes is as old as time. Mentoring has its roots in the ancient Greek myth, "The Odyssey". In this myth, Odysseus left his home and his son Telemachus in the care of his old friend Mentor, to go on a ten year voyage to fight in the Trojan War. Mentor looked after, guided and advised Telemachus when his father was gone. In the modern day, the term mentoring is still used to refer to an experienced person guiding, assisting and looking after a less experienced person (Mead, Campbell & Milan, 1999).

### **2.8.1 DEFINING MENTORING**

Wong (2004:215) describes mentoring as:

*“a formal coaching relationship in which the experienced teachers share their knowledge, skills, attitudes and values with novice teachers in order to promote their professional, academic and personal development”*

Anderson and Shannon (1998) define it as a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional or personal development.

The researchers and the scholars of mentoring agree that mentoring entails an experienced person teaching and guiding a less experienced person the ropes of the new occupation or career (Grudnoff 2012, Kram 1985, Cordingley & Buckler, 2012). The experienced person is the mentor and the less experienced person is the mentee or the novice. Pegg (1999) sees mentors as wise and trusted advisors, leaders, models, coaches, advisors, specialists, councillors and buddies. Mentors inspire mentees to do their best, they model good behaviours, they educate people to up-skill themselves, they teach them new things, they have specialist knowledge and they show them the ropes (Pegg, 1999).

## 2.8.2 THE PRACTICE OF MENTORING

Kram (1985) maintains that mentoring supports novice teachers on three levels: vocational support, psychosocial support and modelling support. On the professional level mentors assist novice teachers to understand policies and procedures, their roles, their rights and responsibilities as teachers and what the employer expects from them. On the instructional level, mentors help novice teachers with planning lessons, delivering lessons, assessing learners and reporting learner performance. On the personal and emotional level they offer novice teachers encouragement, friendship and personal support.

SMT members as mentors should, according to Grudnoff (2012), orientate the novice teacher, observe them in class, model and demonstrate lessons, co-teach with them, help them with classroom set-up, planning lessons, assessment, preparing for parent meetings and communicating effectively with parents.

Mentoring helps develop novice teachers' self-confidence, enhances their ability to improve practice, helps them to understand the subject matter, and helps them to use varied teaching strategies to meet different learners' learning styles (Cordingley & Buckler, 2012). Ramalho (2014) found that mentoring enhances employee performance, staff retention and workplace productivity and that it is an effective low cost means of developing staff. Mentoring results in improved self-reflection and problem-solving abilities in novice teachers, and helps novice teachers adopt the instructional strategies and practices of the mentor and as such they gain greater confidence and self-esteem while at the same time reducing feelings of isolation (Fantilli & McDougall, 2009).

Evidence from research suggests that mentoring helps novice teachers to manage their workloads better (Pogodzinski, 2015). Through mentoring, novice teachers access the skills, knowledge, values and attitudes of the mentor, thus enhancing the personal, professional and instructional growth of the novice teacher (Podsen & Denmark, 2000).

Mentoring is at the heart of induction policies in the United States of America - every induction programme has mentoring included (Zembytska, 2016). In Canada in the districts of New Brunswick, Ontario and the North Western territories, formal mentoring programmes are used and novice teachers are matched with experienced teachers (Kutsyuruba 2012, Kane & Francis 2013). In the Ohio state in the United States of America, mentoring is mandated by the state and every novice teacher is assigned a mentor who is an experienced classroom teacher and is trained on how to mentor novice teachers (Martin, 2004). Mentoring is fruitfully practised in China - Salleh and Tan (2013) report that the education system of China gained international attention in the International Programme for Student Assessment in 2009 for producing high quality teachers and top performing students because of the mentoring system that they use. Teacher mentoring exists in all Shanghai schools and is implemented in two ways, namely one-to-one mentoring and group mentoring. In one-to-one mentoring each novice teacher is assigned a mentor for three years. The mentoring process covers all aspects of teaching like discussion of teaching materials, lesson observation and critiquing, teaching methods and the setting and marking of assignments. In group mentoring, mentoring takes place in the form of a teaching research group where teachers

exchange ideas on teaching experiences. Novice teachers are assigned to a teaching research group where they are expected to participate actively so that they can learn from experienced colleagues (Salleh & Tan, 2013).

In New Zealand, an experienced teacher is selected as a mentor and is given guidelines to mentor novice teachers (Grudnoff, 2012). In Japan, novice teachers are assigned mentors. The difference is that the mentor is not an experienced teacher, but a paid retired teacher. The state also pays stipends for novice teachers to attend the induction training sessions and hires substitute teachers to replace novice teachers in classes while they attend induction activities (Martin, 2004).

There is not much in the literature detailing how SMT members in developing countries mentor their novice teachers. In Namibia, the principal and the HOD at school level mentor the novice teacher. They hold informal meetings, classroom observations in schools and workshop and allow them to attend seminars organised by the Regional Education Directors (Dishena, 2014). In Kenya head teachers, subject heads, senior teachers and experienced teachers serve as mentors for novice teachers. They mentor novice teachers on how to maintain discipline and increase performance without using corporal punishment, time management issues, curricular issues, co-curricular issues, ethical issues and school rules (Dishena, 2014). In South Africa there is no formal mentoring programme for novice teachers. However, SMT members – untrained, as mentioned earlier - mentor novice teachers to achieve the seven performance standards stipulated in the Integrated Quality Management Systems. Thus mentoring covers (1) the creation of a positive learning environment, (2) knowledge of the curriculum (3) lesson planning, preparation and presentation (4) learner assessment and achievement (5) professional development in the field of work and career and participation in professional bodies (6) human relations and contribution to school development (7) extracurricular and co-curricular activities participation (DoE, 2003).

## 2.9 COLLABORATION IN COMMUNITIES OF PRACTICE AS INDUCTION TOOL

Scholars of novice teachers agree that the greatest challenge that novice teachers face nationally and internationally is isolation (Grudnoff 2012, Fantilli & Mc Kane 2012, Francis 2013, Kutsyuruba et al. 2014). This essentially means 'being alone' – not having any assistance when required, being allowed to either sink or swim.

The use of communities of practice appears to be an effective way of removing this isolation, bringing novice teachers into contact with one another and with more experienced colleagues to better prepare themselves for the career ahead.

### 2.9.1 DEFINING COLLABORATION IN COMMUNITIES OF PRACTICE

According to Lofthouse and Thomas (2015:01) collaboration means:

*“...learning from and with fellow teachers in the same department to support one another’s professional development. It means working together to develop reciprocal professional learning.”*

Makopoulou and Armour (2014) describe collaboration as a form of collegial learning, as learning from colleagues. By nature, teachers turn to other teachers for help, resulting in a high level of information exchange and experience sharing. When teachers work together as colleagues, they achieve a more powerful level of knowledge than they would if they worked individually (Makopoulou & Armour, 2014). Steyn (2004) and Steyn & Schulze (2005) refer to this kind of collaboration and the resultant community as a support system. They maintain that novice teachers should be engaged in regularly scheduled meetings within such communities to cover important topics relating to their daily teaching activities. Such meetings should also cater for the social and the psychological wellbeing of the novice teacher.

A Community of Practice (COP) refers to a group of teachers teaching the same subject or teaching the same grade meeting to discuss issues relating to their subject or grade under the leadership of a senior teacher (Alger, 2006). In the South African context at school level, this equates to the departmental meetings called by the departmental head where the meeting discusses matters such as subject policies, work output, learner performance, and strategies for tackling critical challenges. In the COP, the HODs help the novice teacher to reflect on the possible causes of their challenges and how they could reduce these. They could also use case studies to illustrate a typical problem and request the novice teacher to reflect on how that problem could be solved (Alger, 2006).

## 2.9.2 THE PRACTICE OF USING COMMUNITIES OF PRACTICE

Helping and assisting each other in schools occurs in many forms. Patel and Kramer (2013) describe co-teaching as a form of collaboration. According to these authors, co-teaching is a practice where two or more teachers take the responsibility for organising, planning, delivering and assessing a lesson. It can take the form of 'one teach, one observe' (an expert teacher teaches and a novice observes) or 'one teach, one assist' (an expert teaches and a novice assists), station teaching (a class is divided into groups and a novice and an expert share the groups), parallel teaching (the class is divided into two groups, the novice teacher takes one group and the veteran teacher takes the other group) (Patel & Kramer, 2013).

Teachers engage in reflection in the COP to see what went well and what did not go well in their lessons. Hatten and Smith (1995) see reflection as an important skill for an effective teacher in which the teacher gathers data about his or her teaching, examines his or her attitudes, beliefs, assumptions and teaching practices and uses the information as a basis for critical reflection about teaching. Teachers construct knowledge by interpreting events on the basis of knowledge, beliefs and dispositions because they are always engaged in a process of organising, re-organising, structuring and re-structuring their understanding of the teaching practice (Algers, 2006). Departmental or subject meetings afford the novice teacher the opportunity to do introspection and reflect on their knowledge and beliefs about teaching, learning, learners and subject content.

In these communities of practice, novice teachers engage with their colleagues on the tenets that enhance quality teaching and learning: (1) create a positive learning environment, (2) knowledge of the curriculum and learning programmes, (3) lesson planning, preparation and presentation, (4) learner assessment and evaluation (5) human relations and contribution to school development (6) extra-mural and extra-curricular activities (DoE, 2003).

Collaboration in the departmental meetings results in increased moral support, increased efficiency, reduced overload, it establishes boundaries, promotes confidence, promotes teacher learning and leads to continuous improvement. However, it also causes work intensification, loss of autonomy, interpersonal conflict and factionalism (Hargreaves, 1994). These collaborative departmental meetings

reduce teacher isolation, increase commitment to the vision of the department, and create job satisfaction, increased morale and turnover among teachers (Butcher, 2007). According to Hargreaves (1994), collaboration in the departmental meetings provides moral support, increases efficiency, improves effectiveness, reduces overload as teachers share burdens and pressure, promotes confidence and promotes teacher reflection as teachers learn from each other thus leading to continuous improvement.

The best practices in relation to collaboration, collegialism and reflection can be learnt from the Japanese education system. In a typical school in Japan, all teachers stay in a large open space called the '*shokuin shitsu*'. In this hall, teachers are grouped according to grades or subjects. In these groups they interact with one another, debriefing and communicating about learners and classes, planning lessons, grading, calling parents and getting advice from the principal and senior teachers on a daily bases (Ahn, 2014). In Shanghai, China, collaboration occurs in teacher groups - teachers teaching the same subject are grouped together with their group leader, where they exchange ideas, do research and prepare lessons as a group (Salleh & Tan, 2013). In Israel, peer group workshops are organised for novice teachers. In these workshops, novice teachers talk about their experiences (challenges) in schools, problems in classroom management, learner discipline, relations with learners and colleagues and get answers and suggestions from their peers (Lazovsky & Reichenberg, 2006). In the same vein, novice teachers in Ontario, Canada are mixed with veteran teachers in 'learning communities' where they engage in enquiry to improve learner learning and results. In these learning communities the spirit of trust, sharing and support enhances professional dialogue, thus supporting and promoting teacher growth. Novice teachers learn through interacting and collaborating with the veterans (TPA, 2010).

The findings of the study done by Witterholt (2016) to determine whether peer collaboration in the community of practice can help improve practice, confirm the above. Witterholt (2016) created a teacher network environment to develop and implement a new strategy for teaching descriptive statistics. Teachers jointly worked on the teaching design and implemented it while reflecting on their knowledge and skills. This study (Witterholt, 2016) found that collaboration works, because it helped



the teachers to exchange ideas and to discuss concerns and also reflect on their challenges and experiences.

In South Africa, it is the responsibility of the HOD to schedule and lead departmental meetings with the teachers in his or her department. According to the Personnel Administrative Measures (DoE, 1998), holding collaborative departmental, grade or subject meetings is the extra and co-curricular duty and responsibility of the Heads of Departments as members of the SMT. This policy states that:

*“... the HOD is in charge of a subject, learning area or phase. He/She should provide guidance on the latest ideas and approaches to the subject under his/her administration. These entail methods, techniques, assessments, teaching aids in the subject field and convey these to the staff members concerned. The HOD should also provide guidance on syllabuses, scheme of work, homework, classwork, tests, and practical work to inexperienced staff members”* (DoE, 1998)

The Head of the Department in which the novice teacher is serving should, according to Steyn and Schulze (2005), regularly call departmental meetings in which they discuss matters pertaining to their department, grade or subject to discuss matters such as subject policies, work output, learner performance, and strategies for tackling some challenges, sharing resources, methods and best practice. Butcher (2007) supports this idea when he states that meetings should be collaborative and provide a space for professional learning in which teachers can network, test ideas and discuss issues pertaining to their practice. Departmental meetings therefore serve as communities of practice where novice teachers could learn from their colleagues through collaboration and reflection (Lofthouse & Thomas, 2015).

## **2.10 CONTINUING PROFESSIONAL TEACHER DEVELOPMENT AS INDUCTION TOOL (CPTD)**

Novice teachers should receive ongoing support and development (Wilkinson, 1997). Literature maintains that initial teacher training does not prepare teachers fully for the profession, but only provides minimal skills and teaching methods (Wilkinson, 1997). CPTD thus fills the gaps left by the initial teacher training programmes and equips novice teachers with the skills, knowledge, attitudes and

values needed in the classroom and beyond. In regard to this, Geary (2004) posits that novice teachers need CPTD programmes more than the other teachers.

### 2.10.1 DEFINING CPTD

Kohl (2005: 19) defines continuous professional development (CPD) as:

*“any activity in which a teacher participates with the goal of improving teacher practice and/ or student achievement under the guidance and/ or approval of the school or school system in which he or she is employed”.*

The role of engaging novice teachers in CPTD is encapsulated in the Personnel Administrative Measures (DoE, 1998). This policy document states *inter alia* that the principal (as a member of the SMT) is responsible for

*“...the development of staff training programmes, both school based, school focused and externally directed, and to assist teachers, particularly new and inexperienced, in developing and achieving educational objectives in accordance with the needs of the school”* (DoE, 1998).

The deputy principal and the Heads of Departments (HODs) have the same role:

*“To participate in agreed school or teacher appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management”* (DoE, 1998).

This is because according to the National Policy Framework for Teacher Education and Development in South Africa, teachers need to continually upgrade their skills, values, knowledge and attitudes needed for the delivery of the new curriculum (RSA, 2007). As compared to other teachers, novice teachers need a greater variety of CPTD programmes because of their liminality (Geary, 2004). In South Africa, one of the tenets of a quality teacher in this regard is his or her ability to *“..engage in professional development activities which is demonstrated in his willingness to acquire new knowledge and additional skills (DoE, 2003).”*

### 2.10.2 THE PRACTICE OF CPTD

Hollard (2005) posits that the CPTD activities may be formal or informal, self-initiated or initiated by the school. The Oldroyd and Hall model of CPTD separates

CPTD activities into two broad categories, namely professional support and professional training, and all are aimed at developing the teacher (Oldroyd & Hall, 1991). In this model, the first category is professional training, which relates to those activities that develop the teacher, especially the novice teacher, for performance. These are the traditional in-service training programmes that are held outside the school campus and are delivered by experts. They could include obtaining higher qualifications from institutions of higher learning, and also externally offered workshops (Oldroyd & Hall 1991, Steiner 2004, Bantwini 2009). Heystek, Nieman, van Rooyen, Mosoge and Bipath (2012) add seminars and conferences to the list. This category of CPTD programmes is used mainly for upgrading the teacher's qualifications and is not usually favoured because of the one size fits all approach they take, meaning that all teachers with different learning needs are taught in the same way (Blazer, 2005).

The second category is professional support, which includes CPTD activities that take place within the school, and that are based on individual teacher performance and job experience. They include activities such as mentoring, coaching and collaboration (Oldroyd & Hall, 1991). Heystek *et al.* (2012) add study groups, retreats, networking, teamwork and group work, planning days, clusters and school visits to the list.

CPTD can be mandated or initiated by the teacher him or herself (Bantwini 2009, Heystek *et al.* 2012). Mandated CPTD is usually initiated by the school or by the government. When policies change, the government trains teachers to use the new policies. Self-development is usually initiated by the teacher, either formally or informally. In informal self-development, the teacher develops him- or herself by receiving advice from colleagues, reflecting on past successes or failures and through experience. These have more impact in enhancing teaching and learning in the classroom (Steiner, 2004).

For CPTD activities to be viable and assist novice teachers, SMT members should ensure that novice teachers are given release time and a reduced workload (Steyn 2004, Steyn & Schulze, 2005). According to Whitaker (2001), novice teachers should use release time for observing veteran teachers and lesson preparation with veteran teachers. Whitaker (2001) also maintains that novice teachers should be

allocated a manageable workload so that they are able to manage CPTD activities with their workload.

According to the National Policy Framework for Teacher Education and Development in South Africa, teachers need to enhance the skills, values, knowledge and attitudes needed for the delivery of the new curriculum (RSA, 2007). Research has also found a positive link between learner achievement and quality teachers and also between teacher development and learner achievement (Bolam & Weindling, 2006). In this regard, Bolam and Weindling (2006) maintain that CPTD leads to changes in learners, teachers and school practices. CPTD can thus benefit both the teacher and the learners. According to Yuen (2012), it is critical, especially for novice teachers in their liminal years of teaching, for improving quality teaching and learning because it has the potential to change classroom practices for teachers, change teacher attitudes and beliefs as well as change learning outcomes for learners. As alluded to earlier, novice teacher attrition is high in developed countries and CPTD has the potential to improve the recruitment and retention of teachers and to enhance teachers' status or career prospects and salary (Guskey, 2000).

In a number of European and Asian countries as well as in the United States of America, teacher professional development is mandated (CDE, 2015). The states of Colorado, Missouri, New Jersey and Vermont in the United States of America have developed professional development standards for novice teachers. These states fund and monitor the CPTD of their teachers. CPTD in these states can take the form of workshops, conferences, peer coaching, mentoring, action research, visiting other schools and school university partnerships (Lieberman, 1996).

Bett (2016) reports that in Kenya, a cascade model of CPTD is mostly used. A group of teachers is trained and has to go and train their colleagues. This model is preferred as it is cost effective and able to reach many teachers in a short period of time. The drawback of this model is that information is diluted along the way and it is only knowledge and skills that can be cascaded down (Bett, 2016). This researcher also maintains that many other developing countries are using the cascade model of CPTD.

In Malaysia, CPTD was launched due to a change in the curriculum. The new curriculum needed Maths and Science teachers to teach maths and science in English. Schools in Malaysia needed to prepare their teachers to teach maths and science in English so CPTD activities were held to develop teachers so that they could implement the curriculum changes (Mukundan, 2011).

In South Africa, the practice of teacher CPTD is managed by the South African Council of Teachers Continuous Professional Development Management System (SACE-CPD). Teacher development activities are grouped into three categories, namely: teacher initiated development activities; school initiated development activities and externally initiated development activities (RSA, 2012). The teacher initiated development activities are concerned with work-based learning, professional development and personal development. They include activities such as reading educational materials, electronic media educational activities, online professional development activities, attending educational conferences and workshops, mentoring and coaching, facilitating workshops, presenting conference papers, organising workshops and being an external marker, assessor or moderator (RSA, 2012). School-initiated professional development activities are collective, school-based and school-focused. They include professional development activities such as school meetings, school workshops, school seminars, school projects, school twinning and school subject meetings (RSA, 2012). Externally initiated professional activities are those initiated and led by the employer, teacher unions, non-government organisations, higher education institutions and professional associations. They include professional activities such as workshops, short courses, full qualifications, unit standard based qualifications, subject committees, seminars and induction programmes. (RSA, 2012).

It is believed that through CPTD, the [novice] teacher will learn: (1) how to create a positive learning environment , (2) knowledge of the curriculum and learning programmes, (3) lesson planning, preparation and presentation, (4) learner assessment and evaluation (5) about human relations and contribution to school development (6) extra-mural and extra-curricular activities (DoE, 2003).

## 2.11 SUMMARY

This chapter started by clarifying the concepts that underpinned the study, namely SMT members, induction, novice teacher and rural schools. A novice teacher was found to be a new teacher, protégé or an apprentice (Wood, 2005). Induction was found to be learning during the first few years of teaching to learn about the job, the people and the organisation. SMT members are members of the management structures in schools formed by the principal, deputy principals, HODs and senior teachers (RSA, 1996). These are the people who should teach the novice the ropes of the job.

Researcher has found that novice teachers experience challenges in their first few years of teaching. Among those is the generation gap, stress, isolation, reality shock, assessing learners, communicating with parents (Grudnoff 2012, Fantilli & McDouglas 2009, Kane & Francis 2013, Kutsyuruba *et al.* 2014). In the past, novice teachers were left to survive those challenges on their own (Kutsyuruba, *et al.*, 2014), but today, different countries are assisting novice teachers with the challenges they experience using a variety of induction programmes (Kutsyuruba *et al.*, 2014). SMT members in both developing and developed countries are charged with the role of inducting novice teachers.

The review then focused on a number of induction tools, the first being policy. Countries, education districts and schools should have a policy which governs the induction of novice teachers. Developed countries like Canada, Germany, Sweden, Romania and some states in the United States of America have mandated policies which schools should follow to induct their novice teachers (Kane & Francis, 2013). Some developing countries like Namibia have also followed suite (Dishena, 2014). SMT members in these countries follow the policy prescripts in inducting novice teachers. The visible trend was education authorities moving towards adopting and mandating policies for the induction of novice teachers.

The next tool discussed was orientation - it is common-sense for members of the SMT to receive novice teachers into their schools and explain to them how they do things around there. In developed countries like Canada, Germany, Australia and Estonia, programmes are in place to deal with the orientation of novice teachers (Grudnoff, 2012). In developing countries like Namibia and Ghana, though not

mandated, schools do orientate their novice teachers (Dishena, 2014). Mestre, Stainer and Stainer (date) explain that the role of SMT members during the orientation of novice teachers includes explaining the mission and vision of the school, school policies and rules, explaining the duties and roles attached to the post, and introducing novice teachers to their colleagues and classes. SMT members in most schools are orientating their novice teachers. Although the methods are different, the goal is the same: to give the novice teachers enough information before they start teaching the learners.

Mentoring as a tool for induction is a common activity of many induction programmes. In mentoring the novice teacher, SMT members serve as advisors, leaders, models, specialists, counsellors and buddies (Pegg, 1990). Kutsyoruba (2012) states that developed countries like China and Canada use mentoring to induct novice teachers. Developing countries like Namibia have a formal mentoring programme for novice teachers (Dishena, 2014). There is a pattern discernible in the reviewed literature of SMT members moving towards mentoring novice teachers although this is negatively affected by lack of mentor training and work overload in developing countries.

The using collaboration and communities of practice as induction tool, SMT members collaborate with novice teachers so that novice teachers can learn best practices from them and other members of the staff. Developed countries like Canada, Japan, and Israel teach novice teachers the ropes by collaborating with them. South Africa has a well-developed system for collaborating with novice teachers - in the departmental or subject meetings, HODs meet with teachers in their department to discuss matters including syllabuses, scheme of work, classwork, home work, tests and assessment. (DoE, 1998).

This brings to a close the review of literature relevant to the induction of novice teachers. The chapter that follows describes the research methodology applied in this study.

## **CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN**

### **3.1 INTRODUCTION**

The previous chapter reviewed the recent literature on the the topic of the different roles that mmbers of school management play in the induction of novice teachers. This chapter details the research methodology used in this study. Here, focus will be firstly on the research approach, paradigm and design, secondly on data collection strategies, thirdly on sampling strategies and participants, fourthly on data analysis and lastly on trustworthiness and ethical issues.

### **3.2 RESEARCH APPROACH, PARADIGM AND DESIGN.**

#### **3.2.1 RESEARCH APPROACH**

Creswell (2014:3) describes a research approach as “*plans and procedures that the researcher follows while doing research.*” These plans encompass the paradigms, sampling, data collection, data analysis and reporting the results of the study. The researcher used a qualitative approach for this study. The qualitative approach is described as:

*“...research that attempts to collect rich descriptive data in respect to a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied”* (Maree, 2011:50).

This definition resonates well with Creswell (2014) who states that the qualitative approach is used to explore and understand meanings that communities and even individuals attach to a social problem or phenomena. According to McMillan and Schumacher (2014) qualitative research studies the phenomenon in its natural settings because behaviour is influenced by the environment and context and the investigators become the main instruments of data collection. They further posit that data that is qualitatively collected is rich, descriptive, is concerned with the why and how of behaviour, sees reality through the eyes of the participants and the design is not pre-figured but emergent with the purpose of describing and exploring.

The researcher selected the qualitative approach as appropriate for this study because of the aim of this study: to understand and to describe the roles that the SMT members play in the induction of novice teachers in rural schools. In this study,



the researcher visited novice teachers and their SMT members in the respective schools where they performed their daily duties. The researcher was also the research instrument because he collected data, analysed data and reported on the findings. Collecting data by himself assisted the researcher to get rich data using different methods of data collection. Indeed, Creswell (2014) states that qualitative research allows the researcher to be the key data collection instrument, which helps him or her get a holistic picture of the phenomenon under study. Lastly, qualitative research afforded the researcher the opportunity to hear the participants' different views and experiences because different people may view the same phenomenon differently. In this research, the researcher found different experiences and views among novice teachers and SMT members about the roles of SMT members in the induction of novice teachers because, as Maree (2011) maintains, information is relative and as such multiple realities exist.

### 3.2.2 RESEARCH PARADIGM

Creswell (2014:6) describes a research paradigms as “...*general philosophical orientations about the world and the nature of the research that the researcher brings to the study*”. Each research paradigm is defined by its basic beliefs or metaphysics about how the researcher sees reality (ontology), how the phenomenon should be studied (epistemology) and the tools for studying the phenomenon (methodology) (de Vos *et al.*, 2011).

This study is situated within the interpretive paradigm. The interpretive paradigm is:

*“the study of interpretation where the researcher reconstruct the original words of the participants in order to reconstruct the intended meaning and try to understand the phenomenon through the meanings that the participants assign to them “ (Maree, 2011:58).*

The same sentiments are echoed by de Vos *et al.* (2011), namely that in interpretivism, reality should be interpreted through the meanings participants attach to their situations. Lindsay (2010) reiterate that man has the ability to construct meaning according to his/her interpretations of the world in which they live, resulting in multiple realities and relative truths. The researcher believes that there is no concrete and absolute reality out there because reality is constructed in the

participants' mind as they interact with the social phenomena in their daily lives. This way of seeing reality is supported by Denzin and Lincoln (2011), in that in constructivism, reality is constructed in the minds of participants resulting in multiple realities. In this study, the researcher believed that reality is how SMT members and novice teachers experienced and perceived their roles as they went about inducting novice teachers and not the theory written in books and articles.

The interpretive paradigm is based on the ontological assumption that reality exists in the form of multiple mental constructions, is subjective and is value laden because different people have differing experiences, knowledge, views, interpretations and experiences of the same phenomenon (Denzin & Lincoln, 2011). The researcher believed that as people interact with their environment, they assign meaning to different phenomena in their environment and as such, the researcher should interpret those meanings through the eyes of those people, not his/her own. To achieve this, the researcher forged a relationship with members of the SMT and novice teachers and together they created the truth using multiple research methods. The researcher put his/her experiences and knowledge aside during the interaction and concentrated on the experiences, knowledge and values of the SMT members and the novice teachers.

The epistemological assumptions held by interpretive paradigm is that knowledge is constructed by maintaining a relationship between the researcher and the participants. Together they co-construct reality which then becomes a social construction of their own understanding based on their views within the environment. The researcher and the participants are interactively engaged in talking and listening, reading and writing (Denzin & Lincoln, 2011). The researcher's stance on epistemology is that the nature of truth is subjective. The researcher interacted with SMT members and novice teachers during the study, heard different views which resulted in subjective truths, subjected to the views, experiences, values and knowledge of the participants. Together the researcher and the participants were in a relationship, creating new knowledge. Denzin and Lincoln (2011) see this as subjective co-created findings.

The methodological assumptions underpinning the interpretive paradigm is that new knowledge should be constructed by using multiple methods which are interactive and humanistic such as observations, documents, interviews and using humans as research instruments (Creswell, 2014). The humanistic methods of interpretivism afforded the researcher an opportunity to hear out people's perceptions about the phenomena under study and interpret them by comparing and contracting them with theory to gain new knowledge (Denzin & Lincoln, 2011).

### 3.2.3 RESEARCH DESIGN

A research design is:

*"...a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, data gathering techniques to be used and the data analysis to be used"* (Maree, 2011:70)

For this research, the researcher used a case study research design to direct the research, from the research questions posed, through data collection and analysis to finding the answers to the research questions. Maree (2011:75) defines a case study as *"...a systematic enquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest."* This is augmented by the classical definition of case study research by Yin (1984), who describes a case study as an empirical enquiry that investigates a contemporary phenomenon within its real life context when boundaries between the phenomenon and contexts are not clearly evident. Since then, most explanations of case studies according to various authors have common elements central to case studies. Hamilton and Corbett- Whittier (2013) maintain that, (1) case studies are empirical enquiries, (2) are conducted within localised boundaries, (3) and examine a contemporary issue in its real life context.

There are two categories of case studies namely intrinsic and instrumental case studies. Intrinsic case studies attempts to capture the case in its totality by understanding the phenomena that make up the case fully. Instrumental case studies focus only on certain issues of the case (Hamilton & Corbett- Whittier, 2013). In this study, the researcher used an instrumental case study because he was not

interested in the lives of SMT members and novice teachers, but only in the case of roles that SMT members play in the induction of novice teachers.

The nature of the research topic lends itself in a case study – in this study the case was the roles played by SMT members in inducting novice teachers. The researcher spent time in schools with novice teachers and SMT members, communicating and interacting with them (Hamilton & Corbett- Whittier, 2013)

### **3.3 DATA COLLECTION STRATEGIES**

#### **3.3.1 INTERVIEWS**

De Vos *et al.* (2011) find interviews to be the most important data collection tools in qualitative research. Interviews allow the participants and the researcher to discuss the phenomena under study from their points of view and can be used to measure the knowledge, values, attitudes and beliefs of participants about the phenomena under study and affords the participants the opportunity to engage in a direct verbal interaction during data collection (Cohen, Manion & Morrison, 2011). For this study, the researcher used face-to-face semi structured interviews. Semi-structured interviews are like a conversation between the researcher and the participant where the researcher asks the participant a set of pre-determined questions, and also involves probing for answers and for clarification of answers (Maree, 2011). Such interviews are used to gain a detailed narrative of the participants' perceptions because it allows the researcher an opportunity to follow up important issues that emerge during the interview, thus affording the participant an opportunity to expatiate their minds.

The researcher developed a set of questions in the form of an interview schedule to guide the interview process (de Vos *et al.*, 2011). The face-to-face mode of interviewing according to Briggs, Coleman and Morrison, (2012) affords the interviewer the opportunity to also observe the participants' body language during the interview. The researcher used semi-structured interviews firstly because they afforded him the opportunity to plan ahead for the questions to ask the participants using an interview schedule (Briggs, Coleman & Morrison, 2012). Also, the interview protocol allowed the researcher to align the questions with the research questions,

themes in literature review and the theoretical framework. Secondly, semi-structured interviews have a built-in functionality (probes) that allowed the researcher to dig deeper. The researcher used probing questions to ask for clarity or to seek additional information from the participants, thus affording the researcher the opportunity to collect the richest data with greater depth (Hamilton & Corbett-Whittier, 2013). To affect this, the researcher scheduled an appointment with each of the SMT members and novice teachers who had agreed to participate in the study to conduct face-to-face interview with each them. All interviews were digitally recorded to enhance quality data analysis. The researcher also developed an interview schedule for each class of participants – these are included in this report as as annexure D, E and F.

The researcher used Charles Feldman’s (1981) theory of organisational socialisation to structure his questions into phases and categories. The three phases formed the categories and the variables under each phase formed the questions. The table below indicates the kinds of questions asked under each category.

*Table 3.1: application of theory*

<b>Category in the theory</b>	<b>SMT member participants</b>	<b>Novice teacher participants</b>
The anticipatory socialisation phase	How do you plan for the arrival of the new teacher at your school?	Did you research about the school before you accepted the post?
	Which documents do you use to assist you in the orientation of novice teachers?	Do you think that the university prepared you well for the real world of work?
	Which role players are involved in the orientation of novice teachers?	What documents were given to you at orientation?
	Does your school use a staff manual for the induction of novice teachers?	Explain how you were orientated into your school.

<b>Category in the theory</b>	<b>SMT member participants</b>	<b>Novice teacher participants</b>
The encounter phase	What challenges have you noticed to affect novice teachers in their first year of teaching?	Which challenges have you encountered in your first few days at work?
	What strategies do you have in place to assist novice teachers with the challenges they experience once they actually begin teaching?	Explain how members of the SMT have assisted you to overcome those challenges
	How do you use IQMS to measure the success of your novice teachers after inducting them	Explain how you participated in IQMS as a tool to measure your productivity after you were socialised

<b>Category in the theory</b>	<b>SMT member participants</b>	<b>Novice teacher participants</b>
The change and acquisition phase	In your opinion, do the orientation and the induction strategies increase the motivation, self-confidence and effectiveness of novice teachers?	Have you ever considered resigning from this post?
	In your opinion is the quality of teaching and learning that these novice teachers provide improved by their participation in orientation and induction	Do you think the SMT members have succeeded in assisting and supporting you adequately during the first year of your teaching career?

	programmes offered by the school?	
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### 3.4 SAMPLING STRATEGY AND PARTICIPANTS

#### 3.4.1 SAMPLING STRATEGY

Sampling is defined as “...a process of selecting a subset or a portion of the population for the study (Maree, 2011:79).” This author goes further to explain that qualitative research uses non-probability sampling. De Vos, *et al.* (2011) see non-probability sampling as sampling in which the odds of selecting a particular participant are not known because participants do not have an equal chance of being selected. The type of probability sampling used in this study is purposive sampling. Purposive sampling, according to Cohen *et al.* (2011), is when the researcher hand-picks certain participants because they have information that is pivotal to the study. However, this targeted group does not represent the wider population, but itself. McMillan and Schumacher (2014) add that a particular participant is chosen because he/she is knowledgeable and informative about the issue under investigation.

The researcher used purposive sampling technique under non-probability sampling because his aim was to select only the participants that are knowledgeable and have information about the topic researched – this is why he selected only novice teachers and their SMT members, because they are the ones involved in the phenomenon studied (McMillan & Schumacher 2014).

#### 3.4.2 RESEARCH SITES AND PARTICIPANTS

McMillan and Schumacher (2014:350) refer to sites as “...places where specific events are expected to occur”. They also maintain that in non-probability sampling and purposeful sampling, sites that possess certain characteristics that are sought by the researcher are purposefully selected to be studied. In this study, only schools that have employed novice teachers in the recent past in rural areas were considered.

This research was conducted in the Lebowakgomo District of the Limpopo Department of Education. The selection of the schools where novice teachers had been employed was done at the hand of a list of teachers employed that is maintained by the Lebowakgomo Region’s Corporate Services Manager. From that list, the researcher then purposefully selected six rural schools with newly appointed novice teachers. From the list, the researcher approached every novice teachers to introduce the study. Some novice teachers refused to participate, some agreed – in some cases novice teachers agreed and the their SMT members refused. Some schools denied the researcher access. The researcher continued searching until the required number of schools, novice teachers and SMT members had been reached.

The researcher also used convenience sampling. Researchers call this opportunity sampling because the researcher chooses participants closest to him/her or whom he/she has ease access to, and this is good for case studies.(Cohen, Manion & Morrison, 2011) The researcher has selected this site because this District is in rural areas in Limpopo province, so most schools in this District are in rural areas. Not only this, but also for convenience as the researcher is also resides in this District - this saved him travelling costs to research sites.

The researcher purposefully selected small quintile one schools and disregarded bigger quintile one schools. Sampled schools in which the researcher was able to get the set (novice teacher, novice teachers’ HOD and a principal or deputy principal) were selected. Schools in which the researcher failed to produce a set of participants were disregarded. Sampling was done on a first-come-first-served basis. The researcher stopped sampling when he reached the required number of schools - two schools in each of the three circuits, totalling to six.

*Table 3.2: sites for the study*

Circuit code	School code	Quintile
A	AA	1
	AB	1
B	BA	1
	BB	1
C	CA	1
	CB	1



Table 3.3: Participants

Participant code	Gender	Experience
Novice teachers		
AAC	M	18 months
ABC	F	12 months
BAC	M	8 months
BBC	M	10 months
CAC	F	8 months
CBC	M	12 months
HODs/ Senior teachers		
AAB	F	20 years
ABB	F	8 years
BAB	F	10 years
BBB	M	10 years
CAB	F	7 years
CBB	M	9 years
Principal or Deputy principals		
AAA	F	10 years
ABA	F	14 years
BAA	M	8 years
BBA	M	5 years
CAA	M	5 years
CBA	F	1,5 years

### 3.5 DATA ANALYSIS

Maree (2011:99) explains data analysis as “...approaches, processes and procedures whereby researchers extract some form of explanation, understanding or interpretation from the qualitative data collected of the peoples and situations that they are investigating.” He goes further to explain that qualitative data analysis is based on an interpretative philosophy because it examines content of data to establish how participants make meaning of the phenomena by analysing their perceptions, attitudes, values, feelings and experiences (Maree, 2011).

For this study, the researcher used content analysis to analyse data from the semi-structured interviews and document analysis. Maree (2011:101) defines content analysis as “...a systematic approach to qualitative data analysis that identifies and summarises message content.”

Content analysis identifies analyses and report patterns from interviews and written documents and also involves looking at data from different angles identifying keys that will help us to understand and interpret data. (Maree, 2011). Themes that were analysed in this study were created by the researcher in advance. Maree (2011) refers to pre-selected themes as “*a priori*” themes or categories. Those themes arose from the review of literature and were grouped according to sections of the selected theoretical framework that underpinned the study.

The researcher performed content analysis according to the steps proposed by Maree (2011) and Creswell (2014) - firstly; the researcher prepared the data by describing the sample and the participants. After that he organised the data by then transcribing it, studied the data and then saved it. Secondly, the researcher coded the data - codes were assigned inductively and themes were “*a priori*”, or determined before-hand. These categories were then displayed in a table form. Lastly the researcher interpreted the data. This was done inductively by describing the summaries of what participants said or did. The analysed data was then compared to the existing theory to reveal if it refuted or corroborated the theory.

### **3.6 TRUSTWORTHINESS AND CREDIBILITY**

Validity in qualitative research means “...*the degree of congruency between the explanations of the phenomenon and the realities of the world*” (McMillan & Schumacher, 2014:354). This means that the participants and the researcher should agree on the description of the phenomena - they should agree on the interpretation of the situation. Creswell (2014) explains trustworthiness and credibility as qualitative validity and qualitative reliability. He sees trustworthiness as qualitative validity and credibility as qualitative reliability. According to him, qualitative validity means that the researcher checks for the accuracy of the findings by employing various procedures while qualitative reliability means that the researcher’s approach is consistent across different researchers and research project (Creswell, 2014). According to Briggs *et al.* (2014) the research should accurately describe the phenomenon that it is intended to describe. It does so by employing quality assurance measures to effect trustworthiness and credibility like: using multiple data sources, stakeholder checks, controlling for bias, avoiding generalisations, member checking, using rich thick descriptions, spending prolonged time in the field, peer

debriefing, using external auditors, cross checking codes, persistent observation, audit trails, negative case analysis, feedback from respondents, triangulation and others (Maree, 2011). In this study, the researcher enhanced credibility and trustworthiness by applying quality assurance matters described below.

### 3.6.1 TRIANGULATION

Briggs *et al.* (2012: 84) refers to triangulation as “...*using different sources of information to determine the accuracy of the information*”. Maree (2011) adds that if data from different sources points to the same conclusion, then your study is credible. Cohen, Manion and Morrison (2011) refer to using multiple sources of evidence to answer the research question as construct validity. To achieve this the researcher used semi-structured interviews to illicit responses from the SMT and novice teachers and corroborated the findings by comparing and contrasting the responses from principals, HODs and novice teachers to see if they are telling the same story or contradict each other. The reason behind triangulating the research participants is to arrive at conclusions which depict the participants’ experiences, thus making the research credible (Cohen et al 2011).

### 3.6.2 FIELD LOG

A field log or a reflex journal is a record of all the activities that took place in the field like the dates, times, activities and also recorded the decisions taken during emergent designs and the reasons for those decisions (Maree, 2011). According to McMillan and Schumacher (2014), this audit trail would enhance the credibility of the findings. The researcher kept a memoing journal in which he recorded revisions made, labels and codes created observations made in order to help others to follow him.

### 3.6.3 MEMBER CHECKING

Member checking refers to the submission of transcripts to the participants to allow them to check the interview transcripts, to correct errors of fact and to verify if what the researcher wrote is exactly what they told him (Maree, 2007). After data transcription was done, the researcher sent the transcripts of the interviews to the participants to ask for comments and feedback.

### 3.6.4 MECHANICALLY RECORDED DATA

McMillan and Schumacher (2014) stress the importance of recording data collection using tape recorders, photographs and video tapes. They maintain that the researcher can always revisit the recordings to clarify misunderstandings between what the participants said and what they implied. In this research the researcher recorded the semi-structured interviews digitally. This assisted the researcher during data transcription because he was able to replay the recording again and again, thus immersing himself in the data.

### 3.7 ETHICAL CONSIDERATIONS

Ethics is a concept used for understanding and examining morals - its concern is the right and proper conduct of research (Israel & Hay, 2006). Ethical behaviour helps protect people and promote good in the world. If research is not done in a proper way, there would be no trust, communities would shun participating in research and the practice of doing research would lose its integrity (Israel & Hay, 2006). Researchers agree that ethical research should protect participants from harm, protect the identity of participants, should fully inform the participants about the research study, participants should participate voluntarily and it should show respect for the values and beliefs of the participants (McMillan & Schumacher, 2014). Accordingly, research should be based on the principle of respect, meaning that participants should be informed and voluntarily consent to participate in the research, secondly the principle of beneficence, meaning that the participants should benefit from the research and (principle of non-maleficence) should not be harmed in anyway by participating in the research, lastly the principle of justice, meaning that the rights of participants should be respected (Denzin & Lincoln, 2011).

In this research, the researcher ensured that the participants are not harmed, participants benefit from the research, the identities of the participants are protected, information provided remained anonymous, they participate freely and were given all the information necessary for them to make and informed decision to participate.

### 3.7.1 NO HARM TO PARTICIPANTS AND RECIPROCITY

Saunders, Lewis and Thornhill (2012) maintain that research should not expose participants to any harm. Harm, according to these authors, means pain or physical danger, emotional arousal or stress, embarrassment or social distress Saunders et al (2012) . Due to the low risk nature of this study, no harm was done to participants. The SMT members and the novice teachers were interviewed on matters relating to their day-to-day duties.

Saunders et al (2012) also maintain that research should aim at doing well for the individual and the community. This is in accord with the principle of beneficence. This study hopes to contribute to the body of knowledge on novice teacher induction and schools and education officials would benefit through the suggestions this study brought forward as a means to best practices in novice teacher induction by SMT members. The Limpopo provincial education department, the Lebowakgomo District Office and the schools that took part in the research will each received a copy of the report.

### 3.7.2 CONFIDENTIALITY AND ANONIMITY OF INFORMATION AND IDENTITIES

Saunders et al (2012) explain anonymity and confidentiality as “...*keeping participants’ identities and information that they provide, secret.*” This means that a person should not be traced by the information he/she provides (McMillan & Schumacher, 2014). The researcher should be careful about the participants’ names, places, backgrounds, occupation, family etc. as they might easily be used to identify the owner of the information (Saunders et al 2012).

In this study, the names of the schools, SMT members and novice teachers are not mentioned anywhere in the report, and nothing was included that may provide a link to the responses to the participants. This, according to Mc Millan and Schumacher (2014), is done to protect the participants from the public who will be viewing the report. The researcher protected the identities of his participants by keeping responses anonymous, keeping raw data in a secure place, not sharing information about responses with anyone, destroying instruments that could identify participants and by using pseudonyms. Also, the researcher kept the identities of

participants secret by using codes and aliases instead of circuit, schools and participants names.

### 3.7.3 INFORMED AND VOLUNTARY CONSENT

McMillan and Schumacher (2014:360) explain informed consent as “...*the provision of information to enable people to make informed decisions about whether to participate in the research or not*”. This is according to the autonomy principle that people must be free to make their own free informed decisions about participation in research (McMillan & Schumacher, 2014). This means that participants should agree to the research before it starts. For them to agree, they should be provided with enough information to make an informed decision. They should be provided with information about the purpose of the study, methods, demands, risks, inconveniences, discomforts and possible outcomes including how results would be disseminated. For consent to be voluntary, the participants should not be forced, coerced or manipulated into participating in any way. McMillan and Schumacher (2014) maintain that as proof of concern, the participants should sign an informed consent protocol.

In this research, the researcher gave SMT members and novice teachers full information about the purpose of the study, methods, demands, risks, inconveniences, discomforts and possible outcomes including how results would be disseminated. All participants also gave their informed consent to participate in writing. Participants participated in the research out of their own free will. The researcher did not force or coerce them to participate in the enquiry. The participants were free to withdraw from the study at any time they wished to. The participants were requested to sign an informed consent protocol.

### 3.8 SUMMARY

This chapter explained the researcher’s methodological choices and actions. The researcher adopted a qualitative research approach to this study. The interpretive paradigm was used to direct the study and a case study design was used. Semi-structured interviews were used to collect information from the participants. The questions for the semi-structured interviews were aligned with the theory of organisational socialisation (Feldman 1981) which underpinned the study.

The participants and sites were sampled purposively. The researcher hand-picked only the participants and the sites that contained the information needed to answer the research questions. The sampled participants were six novice teachers, six HODs or senior teachers and six principals or deputy principals. The sites were six rural schools in the Lebowakgomo District of the Limpopo Provincial Education Department.

Content analysis was used to analyse the data. The researcher used the phases of the theory of organisational socialisation (Feldman 1981) as categories and the contingencies as the codes under which to classify the information. The categories and the codes were decided *on a priori*. The researcher made sure that the findings of this study are accurate by applying several trustworthiness and credibility measures. The researcher used triangulation, kept a reflex journal, spent prolonged time in the field and recorded all interviews data digitally.

To uphold ethical standards, the researcher ensured that the participants were not harmed in any way but rather that they benefitted from the study. He also ensured that the identities and the information provided by the participants was kept anonymous in order to protect the identities of the participants. The participants were provided with full information to enable them to make informed decisions on whether to participate in the research or not. Lastly, the participants participated of their own free will and were free to withdraw from the study at any time, should they have wished to do so.

## CHAPTER 4: PRESENTATION OF DATA AND FINDINGS

### 4.1 INTRODUCTION

The previous chapter discussed the methodological aspect of this study. In this chapter, the data that was collected through semi-structured interviews is presents and the findings tabulated.

The purpose of this study was to investigate and describe the roles that members of the School Management Team in rural schools play in the induction of novice teachers attached to their schools. This study was undertaken because research has shown that novice teachers experience challenges in their first few years of teaching (Grudnoff 2012, Kane & Francis 2013, Kutsyuruba *et al.*, 2014), and because, according to the PAM (DoE, 1998), SMT members should assist, guide and direct novice teachers to overcome these challenges.

The questions that were asked to direct this research were based on the theory of organisational socialization that underpinned this study. According to its originator, Feldman (1981), new employees experience challenges in the first few years of employment and the managers should socialize them into the organisation using various induction programmes in order to ease their transition into the organisation so that they can become fully functional organisational members.

The research was anchored on the following primary research question:

How do members of the SMT in rural schools induct novice teachers?

The main research question is operationalised by the following research sub-questions:

- a. What roles do members of the SMT in rural schools play in the induction novice teachers?
- b. What are the experiences of SMT members of their roles in novice teacher induction?
- c. What are the experiences of novice teachers of the induction provided by SMT members?



## 4.2 OVERVIEW OF PARTICIPANT SELECTION

The researcher used the purposive sampling technique to select only the participants that are knowledgeable and may have information regarding the induction of novice teachers, i.e. novice teachers themselves and the SMT members at the schools where they are employed. This was done in order to satisfy McMillan and Schumacher's (2014:367) notion that only "*information rich informants, groups and places to study*" should be the target of purposive sampling.

Novice teachers and SMT members who were willing to participate were selected on a first-come-first-served basis. The researcher targeted the novice teachers first, followed by his/her HOD, and lastly the principal or the deputy principal. This trio then formed the unit of study for this research. The eighteen participants in this study consisted of twelve SMT members, made up of two members from each school (one principal or deputy principal, one HOD or senior teacher), and six novice teachers - one novice teacher from each school.

## 4.3 LAYOUT AND FORMAT OF DATA PRESENTATION

The researcher presents the data according to phases as they appear in the theoretical framework. Within each phase, the researcher developed the interview questions within a number of definite categories. The data will be reported under each phase of the conceptual framework, and within these categories in which the interview questions were developed (Schumacher & McMillan, 2014). A summary of the phases and categories appears in table below.

*Table 4.1 layout and format of data presentation*

PHASE	Category	Category	Category
	Principal or deputy principals	HOD or Senior teachers	Novice teachers
Phase 1 - Anticipatory socialization	Training, support and induction policy	Training, support and induction policy	
	Orientation	Orientation	Orientation

Phase 2 - The encounter	Category	Category	Category
	Principal or deputy principals	HOD or Senior teachers	Novice teachers
		Novice teacher challenges	Challenges encountered
	Mentoring	Mentoring	Mentoring
	Subject/departmental meetings	Subject/departmental meetings	Subject / departmental meetings
	Extramural activities	Extramural activities	Extramural activities
	Admin/free periods	Admin/free periods	Admin/free periods
	Novice teacher workload	Novice teacher workload	
	Staff wellness programme	Staff wellness programme	
	IQMS/CPTD	IQMS/CPTD	IQMS/CPTD

Phase 3 - Change and acquisition	Category	Category	Category
	Principal or deputy principals	HOD or Senior teachers	Novice teachers
		Success of the induction programme	Success of SMT members in induction
	Novice teacher attrition	Novice teacher attrition	

## 4.4 DATA PRESENTATION

### 4.4.1 PHASE 1: ANTICIPATORY SOCIALISATION

#### 4.4.1.1 Category 1: Training, support and induction policy

##### a. Principals or Deputy Principals

All the senior members of the SMT reported that they did not get any training on how they should go about inducting the novice teachers attached to their schools, and that they had not received the support from departmental officials, and that they do not have a policy for the induction of novice teachers.

Principal BAA stressed the lack of training from the department, and maintained that the little information concerning the induction of novice teachers that he got, was through his private studies.

*Err... No we haven't. I got the little information through my private studies from universities, as I was doing my post graduate studies. That is where I got my training. But from the department, no... BAA*

All principals and deputy principals interviewed also reported that they do not receive support from the department of education officials. In this vein one principal reported the following:

*Unfortunately support has not been forthcoming from the department. We are left with the responsibility as principals to ensure that novices feel at home once they arrive...the department does not have a programme whatsoever... BAA*

Policy on the induction of novice teachers was also a matter of concern. All senior members of the SMT (principals and deputy principals) interviewed maintained that they do not have a policy in place for inducting novice teachers.

##### b. HOD or senior teachers

All HODs and senior teachers interviewed in this study, like their seniors, reported that they also did not receive any training on how to induct novice teachers, nor do they receive support. They also reiterated the lack of policy for the induction of novice teachers in their schools.

On the issue of training for novice teacher induction, HOD CAB said:

*I have never received any form of training. I just use my experience and my own common sense to execute that responsibility - CAB*

HOD CBB reported that she had been inducted as a novice HOD and had used this experience to induct others. She said:

*I was once inducted as a novice HOD. I have not been trained, but I have read on how to deal with novice teachers in one of my studies - CBB*

Another theme that emerged is “informal support”. HOD CAB maintained that they get no support because orientation at their school is done informally. She said:

*I think....there is no formal support from the principal or either the department. You see this orientation just happens informally...when interacting with teachers on campus - CAB*

This statement is supported by HOD ABB who maintained that they use their ‘common sense’ to orientate and induct novice teachers. She said:

*No, it is just me by myself... knowing that I should guide the novice teacher with this and that - AAB*

The fact that no policy on the induction of novice teachers is also not available was claimed by all participants.

#### 4.4.1.2 Category 2: Orientation programme

##### a. Orientation by the principal

All the principals and deputy principals agreed that they plan for the arrival of the novice teacher, orientate the novice teacher and provide the novice teacher with some documents that can be useful to him\her. Principals claim to plan in advance for the arrival of the novice teacher. In this regard, principal BAA said:

*Firstly, err immediately it came to our attention that we will be having a novice teacher, we need to identify the need first. That is to say, the department where in the novice teacher will be placed under. From there after establishing the department, whether the novice teacher will be placed under the commerce department – BAA*

All principals appear to be doing the orientation according to the book. They seemed keen to receive the novice teachers into their schools. In this regard, principal -BAA said:

*Then, the first thing he will be received as warmly as possible. He will be made to feel welcome; he will meet the principal with members of the SGB. The principal will then explain general things such as the mission of the school and all what is expected of the novice teacher. From there specific details will be dealt with by the departments heads assisted by the subject heads. so basically that is what happens. He is welcomed by the principal and SGB members from there he will be introduced to the HOD – BAA*

The principal and deputy principals all reported using some form of documents to orientate the novice teacher. They mentioned an array of documents that they use to induct the novice teachers. The documents are different per school. Although they serve the same purpose, there is no uniformity.

*Shoo... We use our school policy, and then depending on what actually we are orientating them on, if it is on the curriculum, then the curriculum policy statement will be used. But then, if it pertains to the duty as an teacher we will go into our school policy or talk about policy on school excursions for example, talk about general school policy so that he become familiar with the situation. There are various policies that can be brought to his attention so that he can start working – BAA*

Principal ABA supported the statement by saying:

*We use the normal pace setters and the work schedule as well as period registers so that when she go to class she must have a period register at all times to mark which learners are there and which are not there. We also use the...the... what is that? We also tell the teacher to create rules to discuss with learners but not to place in the class as every teacher as every teacher has got their rules. It is very important that learners must know what she wants from them – ABA*

Principals and deputy principals of rural schools do not have a staff manual, but a file with policies and all the information about the school, which the novice teacher

can consult from the principal's office. All the principals interviewed agreed to having such a file which they can give to the novice teacher to refer to for some important documents and policies about the school. This is corroborated as follows:

*Yes, there is a staff manual. Any school policy that is created is discussed with them and most of the school policies are developed by them before going to the SGB - ABA*

This was supported by the principal CAA who said:

*Yes. I am having. Usually when the novice teacher comes here I will show her the policy of our school. They are in this file. I will show them the school policy, I will show them the admission policy, and I will show them all the policies that we have here, so they know these policies. For reference, I will just pull a file and give them that file – CAA*

On the issue of role players, principals and deputy principals all agreed that they do not play the role of inducting novice teachers alone in their rural schools - they are helped by other role players in the school. Those role players include HODs, SGB members and learners.

Principal BAA said:

*But otherwise you must not forget the learners and the teachers, because the novice teacher still need to meet other teachers... the senior teacher will take the process one step ahead by introducing the novice teacher to other members of staff, er... to make him familiar with them because what normally happens in our school, we don't only offer academic subjects. There are other activities the novice teacher needs to know. So it is very important to be introduced to other teachers, to interact with them and to get to know them – BAA*

He was supported by the principal of school CA who said he is helped by SMT members and SGB members:

*The SMT helps a lot, even the SGB - yes because sometimes this new teacher in the parents meeting is introduced by the SGB. The SMT, after I have introduced the novice teacher to them, they would then introduce her to the department in which she belongs and introduce her to the HOD or senior*

*teacher to orientate the novice teacher about policies in their department, so that this novice teacher knows the policies in their department in which she is going to work in. yes, yes.. and then the SGB, their role after I have introduced this novice teacher to them, usually what they do is, they will inform this novice teacher about the policies of the school, what they envisage of him\her, and they will introduce her to the parent community the day they have a parent community meeting - CAA*

b. Experiences of principals and deputy principals in the orientation of novice teachers

Principals and deputy principals agree that they encounter challenges when orientating novice teachers. They listed challenges as support from the department, attitudes of novice teachers and novice teacher confidence.

In this regard, principal CAA said:

*Challenges are many. Er, sometimes when you want to...it depends on the culture of this new teacher. I remember I tried to orientate one teacher here and he said "I am not interested" But some are... so flexible and I can do whatever I want to do in as far as orientating them and they will co-operate with me. So it depends on the character of the teacher or the junior staff – CAA*

This was supported by principal CBB who explained the following:

*Hm..., when coming to orientation, especially when coming to the...the... the...periods and the workload, the new teacher of today, they are not like the other teachers of...1990s.these ones, they would always tell you about the PAM. They would say according to the PAM, I don't have to work this time, I don't have to work overtime. According to the PAM I don't have to be offered these periods per day or per week. So, those ones are giving us problems. They don't want to go an extra mile. They just want to work minimum work, do minimum work - CBB*

c. Orientation: the novice teacher

Novice teachers reported to have received orientation at their new school, however, it was informal, and their experiences of the orientation was not pleasant.

On the issue of orientation, the novice teacher from school CA reported the following:

*That I am not sure about... Because the principal has taught me 1 or 2 things, but not in a formal way that you would know that now we are training you, we are orientating you that this and this happen and I was taken to the classrooms to be introduced to the learners and just a few things like the school starts at 7:30 you know. Just a few things I got to know, but I didn't got like proper training – CAC*

The same sentiments were registered by a novice teacher BAC who said:

*It was not exactly an induction, but on the first day I was told what exactly am I supposed to do. I had little knowledge with the things that were lacking. I kept on asking. I knew which person to go to. It was much easier but it was not formally induction to say- BAC*

#### d. Experiences of the orientation

Novice teachers expressed different feelings about how they experienced the orientation programme offered by members of the SMT. Most novice teachers reported unpleasant experiences while only one reported to have enjoyed it.

Novice teacher CAC was frustrated by the orientation programme that she received. She said:

*...But in terms of the orientation there is not much to say on it but I wish I could have been given an opportunity to be orientated further so that I could not struggle with anything ... I wouldn't say I got much support the way I was supposed to. It's just things were done in a very casual way. You know it wasn't really that much. I think I orientated and supported myself - CAC*

One of the six novice teachers was happy and satisfied by the orientation she received. She said:

*It helped me to know that if I need to know something which way do I go, which are the relevant people to approach. And then in terms of the subject the files that I received gave me the light as to that which I am expected to do and then when are these things expected because if you are taking over*



*from another teacher it helps you to see that, in this term they have covered 123 and then what is remaining - ABC*

#### 4.4.2 PHASE 2: THE ENCOUNTER

##### 4.4.2.1 Category 1: Novice teacher challenges

###### a. HODs and senior teachers

The HODs and the senior teachers interviewed in this research all agree that novice teachers experience challenges in their first few years of teaching. Amongst others they experience problems with disciplining learners, filing and administration, classroom management and the methodology of teaching.

In regard to this, HOD BAB noted that novice teachers have challenges with learners. He said:

*The other... What I see, because they are still young they have challenges with the learners. And then sometimes when we come to discipline them - when they try to discipline them, those learners do not listen to them... it is a challenge. And finally when they bring those... we encourage them to note the names of those learners who are stubborn and disturb lessons and bring them to us so that we can call them to discipline them like that. Yes, that is the problem, and those learners also talk to them with disrespect. Usually because of their age, they also assume that they are their friends or peers. They think that they are of the same age – BAB*

HOD BBB noted challenges with classroom management. She maintained that:

*Classroom management...err...some of... of... of these novice teachers are unable to maintain maximum discipline in the classroom simply because of err... er... not because of their own making. It is because of, 1. I don't know whether to call it er... er... anxiety or fear or whatever. This first experience of teaching ...um, um...um...they have the knowledge to teach, but the problem with teaching is for you to reach the child for you to be able to be sure that the learners understood what you said it should come with that you cannot have a well-managed class in an ill disciplined situation you see. We lacking there. We lacking there because we cannot stand there and say look, this is thee.... We want this, we don't want this. But we as experience has told us that. But during*

*the course of time- course of time we are able to you know, to put our foot on the ground (yes) you know, that in itself is a process. What happens to these learners who have been going through err... er ill-disciplined situation in the class. That is the main problem - BBB*

b. Novice teachers

The novice teachers also agreed to having had challenges in their first few days of teaching in their respective schools. Among others, the novice teachers experienced challenges in one or more of the following: shortage of LTSM, shortage of furniture in classes, overcrowding in classes, language barrier, and learner discipline. These challenges made novice teachers feel demoralised, alone and alienated, like they have chosen the wrong career.

About lack of materials, novice teacher AAC reported that:

*Lack of material is a serious challenge because you can't give learners... I mean good education if you don't have teaching materials. Even if you have to go an extra mile to help your learners it is not easy. That is a serious challenge Yes; it discourages the learners because our stream lack materials and learners are reluctant to join our stream. It's a serious problem every year... It sometimes demoralises me. You have to consult other sources except the text book that you are given. You have to go through the internet to get additional materials so you can have to impart knowledge to learners - AAC*

These challenges were reiterated by novice teacher BBC who reported challenges like overcrowding and shortage of resources:

*The challenges are ..... Our school is overcrowded and lack resources even like tables and chairs. You find that learners are sitting down. No furniture and too many learners in the class. Learners are ill disciplined because when learners are many and are at adolescent stage they tend to do things that are alright. Even when you try to discipline them they don't take it because they are many. I am teaching grade 10 which is about 112 in one class. They don't have enough tables and chairs so they just sit in groups. Yes it's a problem - BBC*

#### 4.4.2.3 Category 2: Mentoring

##### a. Principals and Deputy Principals

All principals and deputy principals seemed to know and understand what mentoring is. They used the following descriptors to describe mentoring: assisting, guiding, coaching and caring. They reported to be mentoring novice teachers at their schools although they do not have a mentoring programme.

In this regard, principal BAA said:

*Yes. Let me give you a scenario. It is not often that we do it, but there are teachers who are doing it. Once they arrive here, the HOD... what happens is they are welcome by the office, from there I assign them to HODs and senior teachers, from there the senior teachers and the HODs allocate them to various teachers who can mentor them – BAA*

All the principals and deputy principals do not have a mentoring programme in their schools. They all reported to be mentoring their novice teachers, but informally so.

In this vein principal ABA said:

*There is no mentoring programme. We do it but it is informal –ABA*

##### b. HODs and senior teachers

The HODs and the senior teachers, like principals and deputy principals, also appear to understand what mentoring is. They maintain that they are mentoring novice teachers. They used the following concepts to describe it: assisting, supporting and helping.

HOD BAB said:

*Yes, I can say they do the mentoring for the teacher because we do give allowance for the senior teacher to do that particular task that they can, besides, the HOD the senior teacher can mentor that particular subject are given the privilege that they can mentor the novice teacher on that particular content or subject - BAB*

The same views were shared by HOD CAB who said:

*Yes, the HOD and the senior teacher are the immediate mentors. And that mentoring entails coaching, class visits, helping the novice teacher with plans; provide them with previous question papers, helping them to arrange CASS files, learner discipline and the learner discipline etc - CAB*

c. Experiences

The HODs and the senior teachers reported that they don't have enough time to mentor their novice teachers. One reported that some novice teachers are stubborn.

Regarding lack of time, HOD CAB said:

*The challenges that I have realised is that I don't have enough time to do this due the school workload in general - CAB*

Some HODs and senior teachers also reported that novice teachers are stubborn – HOD CBB reported that:

*Some teachers, you know are some sort of being stubborn. You find that they take it as if you know much. They do not want to be pulled like that. But others are just fine, they are willing to learn – CBB*

One of the six HODs reported a positive experience from mentoring novice teachers.

He said:

*Yes, very well. They even enjoy it. To show that they enjoy it, they just come to me to say, mam, here is a problem, how do I go about it? So, they know that I am going to sit down with them and help. Ultimately they will know what to do – CBB*

d. Novice teachers

All novice teachers appear to understand what mentoring is. They used the following descriptors to describe it: support, assistance and guidance.

Half of the novice teachers interviewed maintained that they are receiving mentoring in their respective schools. The other half claim not to have received mentoring.

Novice teacher ACC mentioned that she receives mentoring.

*Yes I am getting it. From the management. I am referring to the principal and HOD. From the office if I may put it that way - AAC*

Some novice teachers reported that they are not being mentored in their schools. Novice teacher CAC even shook her head to illustrate that they are not receiving any mentoring.

e. Experiences

Novice teachers who received mentoring reported positive experiences of their mentoring programmes. They used words like the following to describe their experiences: useful, helpful, good thing, like it, very important and someone to lean on.

Novice teacher ABC reported to have learned a lot from mentoring. He said:

*Yes, it is. Because it gives me the opportunity to learn from those who have experience and then sometimes you use their techniques, what has worked for them and then you apply it and it works for you- so you learn from them – ABC*

This was supported by novice teacher BAC who reported:

*Yes, it is useful because I will be able to deal with some of the things like discipline, classroom management, how to handle different situations and different challenges - BAC*

#### 4.4.2.4 Category 3: Departmental or subject meetings

a. Principals and Deputy Principals

All principals and deputy principals agree that they use departmental/subject or grade meetings in their school to induct novice teachers into their roles. They maintained that these meetings are held at least once a term and are managed by the HOD or the relevant senior teacher.

The principal CAA reported that they are holding these meetings although not very often:

*Yes, we do... we do. Although not satisfactory because we should have these departmental meetings regularly. Yea and it is not satisfactory now. We do I in the beginning of the year, where you see us sitting in departments in the first quarter and from there and from there we don't meet again and again, er... just to check on the progress as a department. I wish one day we could see such meetings happening regularly - CAA*

This was supported by principal AAA:

*Yes, yes...Yes, because they hold meetings monthly. Monthly meetings. Monthly the hold the departmental meetings or the subject meeting where the HOD address issues relating to the department – AAA*

b. The experiences

Most principals and deputy principals reported positive experiences at departmental meetings:

Principal BAA reported positive experiences about departmental meetings. He reported the following:

*Definitely, because novice teachers must learn the ropes of teaching, and the only effective ways of learning is not observation or observing. It is trough-you know having a first hand- having an opportunity to get first-hand information from various teachers as they deliberate on certain issues in the meeting. To me, that is the best opportunity for them to learn. (They are part of the meeting) they are able to be part of the meeting. They listen to the people who have been there, who has seen it all, people who has done it all. And then, if I could say, for example our institution has been performing well from... Since I arrived here, we have been one of the two well performing secondary schools in (...) circuit. So you could imagine the meeting of my science department. If you bring in a new teacher and you have a department that hosts a maths teacher who produces an average of 2, 3 level 7 annually, even if you bring the commerce HOD always normally produces level 7s, if they sit in a meeting with someone who is new, surely he will be able to learn. So it a nut shell, we do it – BAA*

The positive experiences were confirmed by principal CAA:

*I think so, because most of these novice teachers before these kinds of meetings they don't know the policies of the department, they don't know all the nitty-gritties that they must know, that I must have this, this and that. Ahaa... so this information they get from the same departmental meetings.*

*Ok... It makes our work here easier because it has... every department knows what is expected of them and that I must have a subject policy, I must have a work plan and this and that. And they get this information as they are meeting as they are meeting as a department. I think they are very good. That is why I am repeating. These meetings should be held more often it will help the novice teachers – CAA*

Principal ABA reported some negative experiences in relation to departmental meetings. He reported that these meetings waste their time:

*Yes, it is just that there are challenges here and there and you find that there is a lot of paperwork the department requires from us. You find that the HOD forgets about the meeting or they do not attend like for instance now we do not have the HOD for EMS and we are only 3. I teach economics full from grade 10-12 and there are 4 classes. The other teacher teaches business studies that were left by the HOD. The senior teacher has to teach accounting for the whole school. So we actually don't have time to sit down. By the time we sit down, we are tired and... - ABA*

#### c. HODs and senior teachers

All the HODs and the senior teachers interviewed reported that they hold subject meetings in their departments with the novice teachers included. Most of them hold such meetings once a term.

In this regard HOD CBA reported that:

*Yes, we do. We used to conduct our meetings on quarterly basis. Every quarter of the year we meet as a department and hold these meetings - CBA*

Although they do not meet regularly, they do meet. Those were the words of HOD BAB who said:

*To tell you the truth, we don't meet much. We can meet at least quarterly (but you do have). We do have, but it will be on a quarterly basis. Once a term, because sometimes we don't have time for... - BAB*

HODs and senior teachers reported discussing many items relating to their department or subject in these departmental or subject meetings.

HOD CAB listed the items that they discuss in their departmental meetings:

*In these meetings most of the time, we check learners work output, from there we also discuss the curriculum matters and also some strategies for the assessment of learners - CAB*

Those items were reiterated by HOD CBB who said:

*We normally share ideas and we are guided by the situation. Maybe if we are about to write the examinations, then we will talk about examination issues. And then if there are any challenges that need to be discussed, we call a meeting and then discuss. The policy says we meet once in a quarter, but for er... challenges that may emerge very quickly we just hold a briefing sort of or an emergency meeting to discuss the issue - CBB*

The functions of these departmental meetings were outlined by the HOD-BBB who maintained the following:

*We even check the school based assessment because this helps us to gauge each and every teacher even some of the veterans, we capacitate them. We check the number of classwork, check the number of home works because this is the evidence that we need. (Work output) because that is the only way we encourage each other to give learners more work. In that way, when we have a monitor from the department, we are free to say, collect any of the learners books because we work as a team. But once we start to say that this principal is tiring us he wants us to give more classwork and homework, that won't help us. Basically we must have a working spirit before we can start. Once we work as a team nothing will stop you - BBB*

d. The experiences



All HODs and senior teachers believe these meetings have a positive impact on the novice teachers.

In this regard HOD BAB said:

*They benefit because they will hear different ideas from different teachers and they will see that they are not the only ones who experience challenges in their duties - BAB*

This was supported by HOD CAB who maintained that:

*I think they benefit because after those meetings, they will tell that from there, I have done this in class and have realised that... their confidence have increased as compared to the initial confidence that they had - CAB*

#### e. Novice teachers

Most novice teachers reported that they had attended subject meetings with their HODs. Only a few reported that they have never attended any subject meeting since their arrival at their new schools. The novice teachers who attended the subject meetings with their HODs reported that in those meetings they discussed matters such as subject content, expectations, learner performance, challenges and learner performance.

Novice teacher ACC, who attended such meetings, maintained that:

*We discuss content, expectations... what teachers should do to uplift learners' performance – AAC*

This was supported by novice teacher CBC who said that:

*I think in general, everything about the subject that we are teaching, what to do, and what is expected, activities that we are supposed to have at the end of the term or month and everything like that - CBC*

#### f. Experiences

The novice teachers who have attended the departmental or the subject meetings reported them as positive experiences. They used words like helpful, assistive to describe the value of those meetings to their induction.

Novice teacher BAC reported a positive experience about the departmental meetings that she/ he attended. She said:

*Um, it's more like they build me. It's more like I feel at home. You go to class with energy being confident that you are sure about what you are going to tell them - BAC*

These positive experiences were shared by novice teacher CBC, who said that:

*I think I like almost everything because I get to learn, see or I get to hear some of the things that can help me in the teaching learning process. Let's say maybe other teachers saying or telling their challenges. I get to this one, I can tackle it by doing so, so, so... - CBC*

The only bad experience related to these meetings that cropped up is the timing of these meetings. In this regard, novice teacher BAC, maintained that:

*What I don't like is the timing of these meetings. They put them before break time or maybe before school out - BAC*

#### 4.4.2.4 Category 4: Extramural activities

##### a. Principals and Deputy Principals

All the principals and deputy principals interviewed reported that they have engaged novice teachers in extramural and extracurricular activities in their schools as a form of socialising them.

In this regard, principal AAA, said they check the expertise of the novice teacher and then place him or her accordingly:

*We engage... first of all extracurricular activities depend on interest, ok. So as I have said, per advertisement we can see where the teacher belongs, we engage the teacher in that field where in he is interested or has expertise. That is where he will be engaged - AAA*

This was supported by principal CBB who said:

*During allocation, we just give; we just ask them one by one these novice teachers, that in which field can we put you. You find that somebody is saying I*

*can deal with sports; I can make a very big choir at school. That is where we communicate with them and be able to know where a person fits - CBB*

b. HODs and senior teachers

HODs and senior teachers report that they have inducted the novice teachers into extramural activities in their schools. Novice teachers are engaged in extramural activities.

In this regard, HOD CAB, reported that:

*Er, our novice teachers we shall... we shall... try to appoint them to take a lead ...neh (um) in the extra-curricular activities. Maybe to become the sports organiser and sometimes we used to accompany them to the sports ground during the sports day. We will also buy them the relevant resources needed for that particular kind of sport - CAB*

This was supported HOD AAB, who maintained that novice teachers in their school select extramural activities that they like:

*Here I do not select for them - they choose for themselves. With us here in primary schools extramural activities refer to soccer, netball and culture. The novice teacher will select the one they like. Then they will take part there – AAB*

c. Novice teachers

Novice teachers reported that they were not allocated extramural activities. Extramural activities are not available in their schools. Novice teacher BAC, reported that extramural activities are not there in their school:

*Things like soccer and netball are not there - BAC*

This issue of not being allocated extramural activities was supported by novice teacher BBC who said:

*No extramural activities – BBC*

#### 4.4.2.5 Category 5: IQMS and CPTD

a. Principals and Deputy Principals

Principals and deputy principals reported that they have delegated this duty to their juniors. They also reported that their novice teachers are benefitting from participating in IQMS.

Principal BAA maintained that he has delegated the task to another teacher:

*I have tasked mam (...) with the duty of introducing new teachers to the policy so they know what we expect from them and what the policy says in terms of IQMS - BAA*

The issue of helping novice teachers to participate in IQMS was supported by principal CAA, who reported:

*Mam did her best because she has orientated them into IQMS and what is expected of them. They usually co-operate – CAA*

#### b. Experiences

Most principals and deputy principals reported IQMS as helping the novice teachers. The principal CAA reported positive experiences of IQMS:

*I can say yes to a certain extent. Er...in as far as the performance standards are in the classroom, it does not help them quite a lot, because it help them to improve performance in the class. In terms of classroom management and participation in the classroom err... Classroom control, controlling their classes I think they are doing good, and its due to this policy – CAA*

This was supported by principal AAA who maintained that:

*Of course, IQMS detects the strengths and weaknesses of the teacher and then from there we must prepare programmes on how to help those teachers. And then if we don't have any programmes or the challenge is beyond our control we invite circuit office or maybe nearby school teacher who can help. (Ok) with IQMS, they benefit. We encourage them to be fair because you choose your own peer, you choose your own senior and then we encourage them not to choose according to friendship – AAA*

A different perspective was reported by principal BAA, who maintained that IQMS is not assisting learners because of the way it is administered:

*IQMS is not benefitting anyone. It is not benefitting anyone. But if they could change the way they are running in which they are running it, IQMS could benefit for much more than you can ever imagine. Er, I am worried with the way the department is running IQM - BAA*

c. HODs and senior teachers

HODs and senior teachers agree that although using IQMS as a tool for continuous professional teacher development is difficult, they have inducted their novice teachers into it.

In this vein HOD - CAB said:

*I do not like to lie, IQMS is difficult - CAB*

This was supported by HOD BAB who said that:

*That is something that they don't know. It is the first time they meet that thing. They don't understand it. When we tell them there is something that is called IQMS, that you need to have a file, you need to have a peer and a senior, and then the question is for what? (Ok). They don't understand why but we try to tell them it is just for development. It is for the first time they hear about IQMS and more over the old teachers they do not participate like that. So they also have a negative attitude because of what the other teachers are saying, it's just paper work – BAB*

d. Experiences

Five out of the six HODs and senior teachers reported that IQMS is not helping the novice teacher.

In this vein, HOD BBB said they are just complying with legislation:

*Eish... to talk the truth it is not helping them we just complain and comply because if we are to do IQMS seriously it eats the contact time with the learners If you were to do and follow the IQMS programme to the latter, the results will be low – BBB*

HOD ABB supported the hardship of IQMS. She said that:

*IQMS is just a problem. To tell the truth, we just look at it now when it is needed. When they need submission, you just sit down and do it - ABB.*

Only one reported positively about the use of IQMS to induct novice teachers. She said:

*As I have said earlier, IQMS help novice teachers ... to know their strengths, to know their weaknesses and at the same time, this will help them as to how to improve on their weaknesses – CAB*

e. Novice teachers

Novice teachers maintained that they do not know what IQMS is since they were not inducted into it.

The novice teacher of school CA reported that she has never met IQMS:

*I don't know... I don't know much about it. I just know there are people going to the meetings about IQMS to develop teachers but..... I have never encountered anything that has to do with IQMS, so I don't know - CAC*

This was supported by novice teacher BBC, who shared the same sentiments:

*IQMS... I cannot say I understand it because I was never like er... Explained to, to say what and what it stands for. I don't even know. I just hear that there is IQMS - BBC*

#### 4.4.2.6 Category 6: Administrative / free periods

a. Principals and Deputy Principals

Principals and deputy principals agree that during these administrative periods, novice teachers are usually preparing lessons, marking learners books, working on SA SAMS mark registers etc.

Principal -CAA in this regard said:

*The school encourages teachers to use these free periods for preparing err... tasks for their learners or curriculum implementation. Yes, yes, it's either you use these periods, if it is not for extracurricular activities we encourage them to prepare tasks for learners or to implement curriculum during those free periods - CAA*

She was supported by principal AAA who maintained that novice teachers are not idle during free periods:

*Er... at work there are actually no free periods. They mark books, plan lessons, plan all the planning during non-teaching periods - AAA*

b. HODs and senior teachers

HODs and senior teachers reported that the novice teachers are always busy during their free periods. They prepare lessons, mark books, photocopy work, work on the feeding scheme papers, observe, and work on SA SAMS, administrative duties.

The HOD BAB maintained that:

*They are just marking home works or sometimes preparing for the next lesson or photocopying from the photocopying machine – SA SAMS - they are busy during such periods - BAB*

He was supported by HOD CAB who said that novice teachers are kept busy during free periods:

*We... We assign to them some administrative work that they can do on their own during those non-teaching periods. Er... Sometimes we will have to complete the mark sheets for their learners. That is part of their administration work. Sometimes they would have to attend to the registers of our learners because in our school we have got programmes like NSSP that is why they would have to complete the registers whether to check if learners are obliged fully with this programme of NSSP – CAB*

#### 4.4.2.8 Category 7: Novice teacher workload

a. Principals and Deputy Principals

Principals and deputy principals reported that workload is determined by the needs of the post. Novice teachers are not allocated lesser workloads and they are placed in lower grades to get experience.

The principal of school BA commented that:

*It's not easy to answer that question because it is determined by the needs of every post attached to the institution. It's not easy to answer that one. You*

*will find that the teacher, like the reason you just heard, came in to offer accounting grade 11 and 12 and had to offer maths literacy grade 8 and 12. It's not that we had to allocate him something above somebody's. We have 13 posts and subjects are allocated to those posts. You come into posts with its needs. It's not easy, like a situation in small schools – BAA*

The issue of workload determined by the post was also mentioned by principal CBA:

*With novice teachers our policy was that we are not going to engage them in grade 12 when they arrive here. We want them to gain experience. We don't want to destroy her by throwing her amongst the hyenas. We want them to gain experience first. That is why we place them in grade 10 and 11 first before we can place them in grade 12... - CBA*

Principal CBA raised an issue of not allocating novice teachers workload in grade 12. He said:

*With novice teachers our policy was that we are not going to engage them in grade 12 when they arrive here. We want them to gain experience. We don't want to destroy her by throwing her amongst the hyenas. We want them to gain experience first - CBA*

b. HODs and senior teachers

The HODs and the senior teachers maintained that novice teachers share the same number of periods. They balance the periods.

On this issue, HOD BAA reported that:

*No, no discrimination. We do give them accordingly. They must balance-number of periods, number of hours, they must balance. We won't give them overload. We give all of them the same – BAA*

This statement was supported by HOD AAB who maintained that:

*Workload we have already given him. When he comes, he already has the workload. The advertisement indicates whether they are 32 or 47. They are just like that - AAB*



#### 4.4.2.9 Category 8: Staff wellness programme

##### a. Principals and deputy principals

All Principals and deputy principals reported not to have a staff wellness programme to assist novice teachers in their schools. They maintain that the staff wellness programme is managed by District officials in the District office.

In this regard, principal CBB said:

*No, that one let me try to be factual. We do not have a staff wellness ...we end up referring that particular person [novice teacher] to the district office so that he can be free there, so that they can receive help - CBB*

##### b. HODs and senior teachers

All the six HODs and the senior teachers reported not to have a staff wellness in their schools. They also reported that such a programme is hosted in the district office, and that is where they send their novice teachers when they need help.

In this vein HOD -BAB reported that:

*No we don't have it - BAB*

#### 4.4.3 PHASE 3: CHANGE AND ACQUISITION

##### 4.4.3.1 Category 1: Successes of the induction programme

##### a. HODs and senior teachers

HODs and senior teachers reported that novice teachers benefited from the induction programs that they offered them. They reported that they have succeeded in inducting their novice teachers into the cultures of their schools.

HOD BAB remarked:

*Yes, the teacher loves the school, the learners love teachers, they are working together are even free to ask questions where he don't understand – BAB*

This view was shared by HOD CAB who said:

*Yes. I could say yes. It opens the eyes of the novice teachers it tries to bring the... the enhancement with regard to their knowledge, in fact- CAB*

Another theme that emerged is that some principals do induction informally. This means they do not have plans on how to do it.

In this vein, principal ABB said:

*No, I think we should do something to make it more formal because at the moment it is just supporting - ABB*

b. Novice teachers

Novice teachers had different opinions as to whether the members of the SMT have effectively inducted them into their new schools. Some said they are happy with the induction programme from the members of the SMT while others maintain that it did not have any impact at all.

Novice teacher AAC reported that the members of the SMT helped him through this induction programme:

*Yes, they were helpful and giving me good guidance in the form of induction and even now – AAC*

This view was supported by novice teacher ABC who maintained that they helped him and are still helping. The novice teacher said:

*Yes, I think they have because I think I have adjusted well, or I am still adjusting. The important thing is to know that if I have a problem, where I get assistance - ABC*

Some novice teachers reported that the induction programmes by the members of their SMT did not help them at all.

In regard to this, novice teacher CBC said:

*For me, as far as the main challenge as I have stated, I think they could accommodate or let the teachers understand that that this teacher (novice) is also a teacher. It does not mean when you are young you are not a teacher. Especially where you work you find that there are young and most teachers are old, they should not treat you like you are not a teacher. They should accommodate you equally. You are a teacher, their colleague; you are not there because you want to play around or it's as if they treat you differently*

*or disrespect you because you are younger than them or because you are young – CBC*

The dissatisfied novice teachers explained what they thought the SMT members could have done to make things easier for them.

Novice teacher CAC maintained that:

*I should have been monitored [mentoring] like that monitoring should have included documents like we spoke earlier on, that I should go and read so that I know that I know that I need to do 1-2-3.*

*Um, constant meetings with maybe, the principal or my HOD to ask so far what have you done, so far what challenges have you encountered, so far how are you holding on, you know, such follow ups are needed because sometimes you just couldn't go into the principal's office to say I am struggling with things. Because I don't want to be seen as that teacher who is always complaining, you understand? - CAC*

This view was supported by novice teacher BBC who said:

*They should have done....given us some information and orientated us ... Yes, it's a problem now because you cannot be in the school and not know the policy of the school. You don't know where you are wrong and where you are right. They wait for you to do a mistake and say this is a mistake; you don't have to do it like this - BBC*

#### 4.4.3.2 Category 2: Novice teacher attrition

##### a. HODs and senior teachers

HODs and senior teachers reported that they have not lost a novice teacher because of the challenges that they encounter.

HOD BAB reported that he has been a HOD for a long time, working with novice teachers and has never seen that. He said:

*No, I have never seen that.it has been a long time working in the department with novice teachers. Those novice teachers want to teach (yes) we also give them support because they are the lastborn of the school – BAB*

He was supported by HOD CAB who reported that:

*No, no, they just tolerate (the work) I just hear it from other schools. Here at our school, it never happened - CAB*

b. Novice teachers

Novice teachers maintain that they do not plan leaving teaching even if it's tough. However, one had thoughts of resigning or changing schools because of the challenges that he encounter at that particular schools.

Novice teacher BAC reported never having thought of leaving his job. He said:

*I am enjoying this... This place I like it. I enjoy it, so I don't see the reason why I should leave this place. Like I said, I did my teaching practical here and is closer to my home - BAC*

This statement of loving their job was supported by novice teacher AAC, who used the phrase "perseverance". He said:

*I like teaching [even if it's tough] perseverance is the mother of success - AAC*

This notion was supported by novice teacher CBC who reported that she would not quit. She reported that:

*[I will not quit] No...there are always challenges in life. Whatever is brought forth, I will always try by all means to fight it. - CBC*

A different view was reported by novice teacher BBC who had thoughts of resigning because of the challenges. He said:

*Yes, at some stage I...I...thought of changing the school...it is depressing. Even the manager was not supporting us like I even had meetings which he himself made for me. I was just ambushed into meetings. SMT meetings, SGB meetings and circuit managers meetings concerning the very same issue of resources. I did not know how to provide resources whereas he the manager should - BBC*

## **4.5 FINDINGS**

From the data, the following findings emerged:

Finding 1 - Novice teachers in rural schools experience challenges in their first few years and feel that they are not receiving enough assistance from members of the SMT.

Finding 2 - Despite finding 1, the novice teachers who participated in this study do not plan to leave teaching.

Finding 3 - SMT members do not have the training, support and policy to induct the novice teachers.

Finding 4 - SMT members do orientate the novice teachers, but the orientation is informal

Finding 5 - SMT members do mentor novice teachers, but the orientation is informal.

Finding 6 - SMT members hold departmental meetings with novice teachers, but the meetings are irregular and not well timed

Finding 7 - SMT members develop their novice teachers through IQMS, but they do not follow the IQMS process to the letter.

Finding 8 - Novice teachers are given so-called 'free' periods to reduce their workload, but these are not used for induction programmes.

Finding 9 - SMT members believe they are successful in inducting novice teachers in their schools, despite the fact that novice teacher believe the opposite.

## **4.6 SUMMARY**

Data was presented according to categories and themes as identified in the theory of organisational socialisation (Filedman 1981) which underpinned the study.

Nine findings emerged from the data - novice teachers experience challenges and feel that they are not receiving enough assistance from members of the SMT nevertheless they do not plan to quit, SMT members do not have the training, support and policy to induct the novice teachers, they orientate the novice teachers,

but the orientation is informal, they mentor novice teachers, but the mentoring is informal, they hold departmental meetings with novice teachers, but the meetings are irregular and not well timed, they develop their novice teachers through IQMS, but they do not follow the IQMS process to the latter, they give novice teachers free periods but these are not used for induction programmes, and finally, SMT members are convinced that they are successfully in inducting novice teachers in their schools, even though the novice teachers disagree.

These findings and their link to the literature will be discussed in more detail in chapter 5.

## **CHAPTER 5: DISCUSSIONS OF FINDINGS, RECOMMENDATIONS, OVERVIEW AND CONCLUSION**

### **5.1 INTRODUCTION**

In chapter 4, data was presented according to categories and grouped into phases according to the theory of organisational socialisation (Feldman 1981). This chapter discusses the findings that emerged from the data and makes recommendations, and then finally concludes the whole study. The research questions posed in chapter one provided a point of reference for the discussions. In this chapter too, the findings from the interviews are linked to the literature on the topic and recommendations for further study are made based on the literature and the findings of the study.

### **5.2 DISCUSSION OF FINDINGS**

Nine findings emerged from the data collected from SMT members and novice teachers in selected rural schools in the Limpopo province regarding the role of SMT members in the induction of novice teachers. These will be discussed individually in the section that follows.

5.2.1 Finding 1 - Novice teachers in rural schools experience challenges in their first few years of teaching and feel that they are not receiving enough assistance from members of the SMT

In the study it was found that novice teacher participants experienced challenges in terms of disciplining learners, filing and administration, classroom management, the methodology of teaching, shortages of learning and teaching support materials (LTSM), shortages of furniture in classrooms, overcrowding in classes and language barrier during their first few years of teaching in rural schools and felt that they were not receiving enough assistance from members of the SMT. This accords with scholars in the field of novice teachers - Grudnoff (2012), Kane and Francis (2013), and Kutsyuruba *et al.* (2014) found that in the United States of America, novice teachers experience challenges in their first few years of teaching, especially in the areas of classroom management, discipline, failure to adequately manage the behaviour and diverse needs of student, time constraints, conflict with parents and

other adults, problems with classroom management, discipline and motivating learners. Novice teachers also struggle to deal with individual differences, to do meaningful assessment, to establish positive and sensible professional relationship with parents, and with teaching in an environment with insufficient resources and inadequate support.

Research has found that in South Africa novice teachers also experience challenges, with some of these being similar to those experienced in developed countries. According to Darling-Hammond (2005) and Van Niekerk and Dube (2011), novice teachers in South Africa experience challenges of reality shock, inadequate resources, difficult roles, generation gap and stress. Because novice teachers in this study experienced challenges, they reported that they felt demoralised, alone and alienated, and sometimes felt like they had chosen the wrong career. This is in accordance to the literature that the challenges result in fear, anxiety, stress and feelings of inadequacy referred to as 'reality shock' (Grudnoff, 2012). Novice teachers in the study experienced teaching as frustrating, unrewarding and difficult and this may lead them to leave the profession (Lunenberg, 2011). In this study it can therefore be said that, as expressed by Ingersoll (2012), teaching for novice teachers is a profession that cannibalises its young, a baptism by fire, sink or swim, make or break or a boot camp experience.

These findings suggest the need for induction programmes by members of the SMT in schools. Some countries and education districts have already developed programmes to avert these challenges in their novice teachers. The findings also support the theoretical frame work of organisational socialisation of Feldman (1981) that in the encounter phase, new employees face challenges in their organisations and managers should develop and implement induction programmes to assist them.

5.2.2 Finding 2 - Despite finding 1, the novice teachers who participated in this study do not plan to quit

Research has found that novice teacher attrition is a serious - in the United States of America novice teachers are leaving the teaching profession in vast numbers due to burnout in classrooms (Grudnoff 2012, Fantilli & McDougall 2009, Kane & Francis



2013, Kutsyuruba *et al.*, 2014). Kane and Francis (2013) and Fantilli and McDougall (2009) report that 40 to 50% of teachers in North America leave the profession in the first five years of their teaching career because they cannot cope with the challenges.

The results of this study, although on a small scale and very localised (Limpopo province) indicate otherwise in its own context. The participants reported that they were experiencing challenges, but that they do not have any plans to leave the profession. This finding appears to support the smaller percentage (approximately 4% per annum - Green *et al.*, 2014) of novice teachers leaving the teaching profession in South Africa.

### 5.2.3 Finding 3 - SMT members do not have the training, support and policy to induct the novice teachers

This study found that SMT members do not have the training, support and policy to induct the novice teachers and this impacted negatively on both their roles in the process and the novice teachers' experience of the initial years of teaching. Also, there appear to be no formal programmes for induction, and SMT members appear to follow their instincts or use trial and error or common sense in performing their roles in induction. This is not surprising as South Africa at present does not have a formal policy or a framework on the induction of novice teachers. These results confirm the study done by Peloyahae (2005) in Ekurhuleni West District, which found that principals did not have an induction policy in their schools and as such, they manage and lead novice teacher induction on an *ad-hoc* basis.

SMT members in European countries such as Germany, Austria, Sweden, Estonia, Romania, and Croatia have policies, support and training for novice teacher induction (Zuljan & Pozarnik, 2014). In these countries, the states have developed and mandated novice teacher induction policies and SMT members are trained on how to induct novice teachers in their schools. In the United States of America they also have policies for the induction of novice teachers. In these countries, SMT members are supported in their roles when inducting the novice teachers. Literature on induction highlight that mentors, coaches, supervisors (such as SMT members)

are trained and supported so that they can perform their roles well. This study therefore joins the call by among others Ibrahim (2012), who recommended that SMT members in South Africa should be intensively trained on how to work with novice teachers - they should learn how to identify novice teachers' needs, how to coach and how to mentor novice teachers, and this training should be provided by a mentor centre or institute.

These findings suggest that there should be a mandated policy for the induction of novice teachers. Accordingly, like in other countries that have mandated novice teacher induction, the policy should give direction and clarity to SMT members regarding their roles. Among others, the policy should address the duration of the induction period, programmes and activities to be included, and the roles of different stake holders in the process.

#### 5.2.4 Finding 4 - SMT members do orientate the novice teachers, but the orientation is informal

According to the theory of organisational socialisation (Feldman, 1981), in the anticipatory socialisation phase, new employees should undergo orientation in a new place of work. The data from this study shows that the SMT members of the six selected rural schools do orientate the novice teachers on matters such as administrative and policy procedures, the school mission and vision, and that they introduced the novice teacher to stake holders and afforded them a tour around the school while also orientating them on academic matters such as work programmes, lesson plans, pace setters and resources. This is in accord with literature on induction - in the South African context, Steyn and Schulze (2005) and Heyns (2000) found that novice teachers are orientated to provide them with essential information so that they can get started. According to these authors, this basic information consists of a tour around the school campus, an explanation of the novice teachers' roles and duties, the vision and the mission of the school, school policies, school activities, an introduction to mentors and administrative matters. In the study done by Van Niekerk and Dube in selected Community Junior secondary School in Gaborone, Botswana, it was found that orientation is the common activity that is done to induct novice teachers (Van Niekerk & Dube, 2011). However, since there

is no mandated policy or orientation programme, SMT members' perform orientation informally. Research by Zuljan and Pozarnik (2014) found that in European countries like Germany, Australia, Norway, Estonia, Romania and the Czech Republic the orientation programme is formally used to introduce novice teachers into their new schools. Also in Canada, the New Teacher Induction Programme (NTIP) kick-starts with orienting the novice teacher into the school (Kane & Francis, 2013). To aid the orientation program, Cable (2010) found that novice teacher should be given an essential information pack to study at home before attending the orientation meeting so as to avoid information overload and to afford the novice teacher enough information so that he can ask questions during the orientation meeting. Amongst others, the information pack should contain the school philosophy and mission statements, daily schedules, benefits, the school calendar, a map of the school, the dress code, details of extra and co-curricular activities, school policies, the teacher's handbook, the learner's handbook and directions to the school (Cable, 2010).

This orientation introduces the new employee to the organisation, its policies, values, mission, vision and its people. In Africa, orientation is also practised as one of the programmes of inducting novice teachers. In Namibia, formal orientation is done by the principal or the Head of Department (HOD) to introduce the novice teacher to the school, circuit and community during the first week (Dishena, 2014). In Ghana, orientation is a one day programme done by the principal to introduce key district officials and their roles to the novice teacher. The principal also introduce the novice teacher to their classes, materials and finds housing for the teacher (Dishena, 2014). In the study done by van Niekerk and Dube in selected community junior secondary school in Gaborone, Botswana, it was found that orientation is the common activity that is done to induct novice teachers because it is simple and once off (Van Niekerk & Dube, 2011).

This finding suggests that a formal orientation programme should be mandated like in other countries if SMT members are to orientate novice teachers profitably. The orientation programme should help clarify the different roles of SMT members in the orientation of novice teachers. It should indicate when, how and what to do.

### 5.2.5 Finding 5 - SMT members mentor the novice teachers, but the mentoring is informal

The theory of socialising new employees also attests that new employees should be mentored to assist them to become fully functional members of their new organisations (Feldman, 1981). Since the inception of induction programmes for novice teachers, mentors have been used to assist and guide novice teachers in their initial teaching years to achieve positive teacher commitment and retention, classroom instructional practice and student achievement (Steyn 2004, Ingersoll & Strong 2011, Salleh & Tan 2013). SMT members as mentors should ideally mentor novice teachers on three levels. On the professional level (1) they should assist them to understand policies and procedures, their roles, their rights and responsibilities as teachers and what the employer expect from them. On the instructional level (2), mentors should help novice teachers with lesson planning, lesson delivery, assessing learners and reporting learner performance. On the personal and emotional level (3) they should support novice teachers with encouragement, friendship and personal support (Kram, 1985). SMT members as mentors then become collaborators, coaches, role models, advisors, confidant, friends and service providers (Kram, 1985).

In this study it was found that SMT members of the six selected schools do in fact mentor the novice teachers, and that the novice teachers who received mentoring reported finding it helpful and enjoyable. Novice teachers in this study reported that they benefitted from the mentoring programme if offered by their schools. This confirms the study by Fantilli and McDougall (2009) that novice teachers benefitted greatly when they were assigned a mentor. This is so because mentors offer encouragement and support to novice teachers, model and demonstrate effective teaching strategies, observe and provide feedback, assist novice teachers in identifying their strength and weaknesses for further development and professional growth as well as assisting the novice teacher with curriculum and lesson planning (Podsen & Denmark, 2000).

Many countries in the developing and the developed world use a mentoring programme to induct novice teachers. Mentoring is the main ingredient of induction

programmes of many states in the United States of America (Zembytska, 2016). Formal mentoring programmes are used to mentor novice teachers in New Bunsbury, Ontario and the North Western territories in Canada and the novice teachers are matched with experienced teachers (Kutsyuruba *et al.*, 2012). In the Ontario New Teacher Induction Programme (NTIP), mentoring is included as another programme to induct novice teachers. However, unlike what was found in this study, the mentoring programmes in those instances were planned and the mentors trained. The mentors were experienced teachers from the same school teaching the same subjects (Kane & Francis, 2013). The findings of this study show that there are no formal mentoring programmes, and the SMT members were not trained to mentor the novice teachers.

These findings suggest that mentors should not necessarily be SMT members - experienced and knowledgeable teachers sharing the same grade or subject with the novice teacher could be trained to mentor novice teachers. Ibrahim (2012) found in successful mentoring programmes, novice teachers were assigned mentors who were experienced teachers teaching the same subject in the same grade or phase as the novice teacher (Ibrahim, 2012).

#### 5.2.6 Finding 6 - SMT members hold departmental meetings (collaboration) with novice teachers, but the meetings are irregular and not well timed

Holding departmental meetings is one of the tasks assigned to HODs in the Personnel Administrative Measures (DoE, 1998), so it is not surprising that all SMT members are following these guidelines. This document states that at such meetings, HODs should provide guidance on the latest ideas to inexperienced staff members on approaches to the subject under their administration, and dealing with matters such as teaching methodology and techniques, assessment techniques, teaching aids, syllabi, working with schemes of work, prescribing homework, classwork, tests, and practical work (DoE, 1998). In the study it was found that SMT members of all six the selected schools hold departmental meetings with novice teachers. Novice teachers also reported that they benefitted much from such meetings. Of concern, however, is the report that the meetings are irregular and not

well timed. These findings suggest that collaboration happens haphazardly and is not co-ordinated or regular.

The literature review of this study highlights the fact that collaboration as a form of collegial learning as learning from colleagues because when teachers work together as colleagues, they achieve a more powerful level of knowledge than they would if they worked individually. Departmental meetings could also be or create reflective communities of practice in which novice teachers can reflect to see what went well and what did not go well in their lessons (Makopoulou & Armour, 2014). These authors report that collaboration in the departmental meetings results in increased moral support, increased efficiency, reduces overload, established boundaries, promotes confidence, promotes teacher learning and leads to continuous improvement. However it also causes work intensification, loss of autonomy, interpersonal conflict and factionalism (Hargreaves, 1994). In the study by Van Niekerk and Dube (2011) it was found that departmental meetings are useful because they afforded teachers the space to network with the novice teacher, share resources, methods, best practices, test ideas and discuss issues pertaining to their practice.

The findings are in line with The Ontario New Teacher Induction Programme (NTIP) in Canada where head teachers and novice teachers are offered release days so that they can attend departmental meetings, co-plan and observe each other (Kane & Francis, 2013). It was found that departmental meetings served as communities of practice where novice teachers learned from their colleagues through collaboration and reflection (Lofthouse, 2015). Witterhult, Goedhart and Shure (2016) also found that departmental meetings helped teachers to exchange ideas and to discuss concerns and also reflected on their challenges and experiences. The best example of collaboration and reflection in departmental meetings is found in the Japan education system. In a typical school in Japan, all teachers stay in a large open space called the "*shokuin shitsu*". In this hall, teachers are grouped according to grades or subjects. In these groups they interact with one another, debriefing and communicating about students and classes, planning lessons, grading, calling parents and getting advice from the principal and senior teachers on a daily bases (Ahn, 2014).

This finding suggests that the practice of HODs engaging novice teachers in departmental meetings where novice teachers and veterans engage in discussing the latest ideas and approaches to the subject should be revitalised in order for the impact on the novice teacher to be maximised, for it is in these communities of practice where novice teachers learn the ropes.

#### 5.2.7 Finding 7- Novice teachers are given so called “free” periods to reduce their workloads, but these are not used for induction purposes

In this study it was found that novice teachers are assigned the same workload as the veteran teachers. Although novice teachers are assigned some ‘free’ or administrative periods, these are not used for induction programmes but for other tasks such as marking, working on South African School Administration and Management System (SA- SAMS) and photocopying.

The literature review on this topic highlights the fact that novice teachers should be assigned a reduced workload in order to facilitate planning and collaborating with their mentor, to observe best practices and for networking (Steyn 2004, Ibrahim 2012, Fantilli & McDougall 2009). These findings are also not consistent with those in international countries, where novice teachers are given reduced workload and free periods are used for induction programmes. In a study of novice teachers in the United States of America it was found that novice teachers were given a reduced workload, affording them time for common planning with the mentor (Clark & Byrnes, 2012). This emphasises the need to allocate novice teachers free periods to engage in co-operative and collegial planning activities. Also, the Novice Teacher Induction Programme (NTIP) in Ontario provides novice teachers free periods and reduced workloads so that they can work with their mentors to facilitate mentor-mentee collaboration, and to develop skills, knowledge, values and attitudes in planning, programming, assessing and reporting (Fantilli & McDougall, 2009). SMT members and the novice teachers are given reduced teaching loads to afford them space for co-planning, observing best practices in classrooms (Ibrahim, 2012).

The same was found in the South African context. Free periods and time off was given to novice teachers to observe experienced teachers in their classes to observe

how veteran teachers solve problems, and to observe different teaching styles and methodologies as well as best practices. These release times are also used for planning with their mentors or for studying handbook of policies and other forms (Steyn, 2004). However, this was not evident in the findings of this limited study of rural schools in Limpopo.

5.2.8 Finding 8 - SMT members develop their novice teachers through IQMS, but they do not follow the IQMS process to the latter

The theory of organisational socialisation (Feldman, 1981) posits that new employees should be developed and evaluated to determine if socialisation has been successful. Research has also established a positive link between learner achievement and quality teachers and also between teacher development and learner achievement (Bolam & Weindling, 2006). In this study, however, it was found that SMT members attempted to evaluate and develop their novice teachers through IQMS, as policy prescribes. However, SMT members reported that IQMS is difficult to implement and does not assist novice teachers in anyway. Novice teachers reported an almost complete lack of knowledge and understanding of IQMS.

The literature review highlights the fact that Continuous Professional Teacher Development (CPTD) can benefit both the teacher and the learners and is critical in improving quality teaching and learning because it has the potential to change classroom practices for teachers, change teacher attitudes and beliefs as well as change learning outcomes for learners, and also to facilitate the retention and career prospects of teachers (Guskey 2000, Yuen 2012). This finding highlights the fact that SMT members from the selected schools do not engage their novice teachers in CPTD properly. This finding is consistent with the findings of Duma and Khuzwayo (2015) who reported that schools experience challenges with the implementation of Integrated Quality Management Systems (IQMS) as a teacher development tool. They mentioned challenges of a lack of resources for teacher development, inadequate time frames for implementation and the disruption of normal teaching and learning. Pylman (2015) also found that the current practices of IQMS do not lead to continuous development because of a lack of capacity to lead and manage



the implementation of the policy. These two studies confirm the experiences of the SMT regarding their difficulties in engaging novice teachers in IQMS.

This finding is not consistent with the way CPTD is done in the European countries like Germany, Australia, Norway, Estonia, Poland, Czech Republic and Romania. There, after the novice teacher has participated in the induction programme, they are requested to write an examination and to produce a portfolio of evidence. On passing the examination, the novice teacher is registered as a professional teacher (Zuljan & Pozarnik, 2014). The Ontario province in Canada has mandated programmes on appraising, developing and evaluating their novice teachers where principals appraise the novice teacher using an appropriate appraisal tool to determine their strengths and weaknesses. Thereafter, the novice teacher is included in CPTD activities in learning communities. At the end of the process, the novice teacher is evaluated to determine progress. Novice teachers who continually fail the evaluation have their employment terminated (TPA, 2010).

In New Zealand and England novice teachers are evaluated before they can enter the system. All novice teachers are placed on probation pending appraisal. Only novice teachers who meet the minimum competency requirements are employed permanently in schools. This is done to prevent people with poor teaching potential from penetrating the system (CDE, 2015). This is similar to the novice teacher appraisal system of Australia where a novice teacher is temporarily registered until the teacher has passed the appraisal evaluation (CDE, 2015). In countries like Belgium, Denmark, Finland, Iceland, Norway and Spain, although there is no national legislation controlling teacher appraisal, this important function is planned and managed at the school level (CDE, 2015).

5.2.9 Finding 9 - SMT members believe they are successfully inducting novice teachers in their schools despite the fact that novice teachers believe the opposite.

According to the theory of organisational socialisation, in the change and acquisition phase, the signposts for effective induction are satisfied and happy, self-motivated and committed high-performing employees (Feldman, 1981). The findings of this study show that SMT members are convinced that they are successfully inducting

novice teachers in their schools. They feel satisfied with the induction programmes that they offer novice teachers and maintain that they are reaping positive rewards and novice teachers are giving them better results. However the novice teachers in this study reported that they are frustrated and are still struggling with many challenges. Novice teachers are left frustrated by the nature of the induction programmes they receive and feel that the SMT is failing them by not giving them enough guidance and support. This is in line with the study by Van Niekerk and Dube (2011) that novice teachers are not inducted properly in their schools and this reflects a failure of the school leadership. In regard to this, SMT members are satisfied because they are getting what they wanted from novice teachers, i.e. good performance. Novice teachers are unhappy because they feel that their social and psychological needs are neglected by the SMT in their quest for higher performance.

The review of literature for this study shows that despite the efforts by SMT members to induct novice teachers, many novice teachers still experience challenges and up to 50% still continue to leave the teaching profession in United States of America due to feelings of isolation, unclear expectations, lack of support, heavy workload and frustrations (Lunenburg, 2011). Authors in the field of induction also maintain that the indicators of successful induction programmes include increased teacher retention rates, substantial personal and professional development, including improved self-reflection, problem-solving abilities, effective instruction strategies, greater levels of self-esteem and self-confidence and increasingly positive attitudes (Kutsyuruba *et al.*, 2014, Fantilli & McDoughall 2009). In the light of these findings in the literature, it appears as though SMT members in this study have failed to support novice teachers on all three levels. On the professional level (1) they should assist them to understand policies and procedures, their roles, their rights and responsibilities as teachers and what the employer expect from them. On the instructional level (2), they should help novice teachers with planning lessons, delivering lessons, assessing learners and reporting learner performance. On the personal and emotional level (3) they should support novice teachers with encouragement, friendship and personal support (Kram, 1984). This finding demonstrates that SMT members concentrated on the professional and the instructional level, while ignoring the emotional level. Adam's (2010) theory on new employee induction maintains that induction should help develop three skills in new

employees, namely (1) practical skills, (2) theoretical skills and (3) interaction skills (Adam, 2010). This theory is anchored on the three tenets which induction should satisfy, namely: T- theoretical skills, P- Practical skills and Interaction skills (Adam, 2010). Accordingly, SMT members should assist novice teachers to obtain theoretical skills (T) in subject content, practical skills (P) in maintaining discipline, subject administration, assessment and interaction skills (I) through communication and socialising with colleagues, students and parents (Adam, 2010). This finding shows that SMT members did not satisfy the (I) tenet when inducting the novice teachers.

### **5.3 RECOMMENDATIONS**

Based on the findings as discussed above, the researcher makes the following recommendations.

#### **5.3.1 Improved legislation and policy for novice teacher induction**

In this study, it was found that SMT members in schools do not have a programme or a policy or a framework on how to induct novice teachers. Induction programmes are unplanned and are executed in a haphazard fashion. In European countries (Germany, Austria, Netherlands, Sweden, France, Poland, Czech Republic, Romania, Slovenia and Croatia) the education authorities have mandated and legislated induction for novice teachers. These laws and policies control how novice teachers are inducted in schools, and specify roles of different stakeholders in novice teacher induction (Zuljan & Pozarnik, 2014). It is recommended that a similar approach be followed to the induction of novice teachers in South Africa.

#### **5.3.2 Additional support and training for SMT members**

This study has indicated that, in the schools where it was conducted, SMT members do not have the knowledge and skills to mentor novice teachers effectively. They used their common sense and did what they deemed fit. This indicates a dire need for training and support. Fantilli and McDoughall (2009) suggested that, to be effective, mentoring programmes and mentors should be well-thought out and

trained. They suggest that mentors should be qualified and trained to do their duties well. Mentors should be trained in coaching, observation, and giving feedback to ensure that the challenges of novice teachers are addressed. Mentors should also be trained on how to perform their mentoring roles (Kane & Francis, 2013).

### 5.3.3 The re-vitalisation and proper use of subject, grade and departmental meetings

This study has found that SMT members hold departmental meetings and novice teachers benefit from those meetings. Novice teachers however reported that the departmental meetings are held irregularly and at awkward times. SMT members should have a policy on departmental meetings.

The Personnel Administrative Measures, (DoE, 1998) instructs the HOD to hold departmental meetings with teachers in their departments. The role of those meetings is to provide guidance on the latest ideas and approaches on the subjects like methods, techniques, assessments, teaching aids syllabuses, scheme of work, homework, classwork, tests, and practical work to inexperienced staff members.

Departmental meetings serve as communities of practice where novice teachers could learn from their colleagues through collaboration and reflection (Lofthouse, 2015). During these meetings matters like subject policies, work output, learner performance, and strategies for tackling some critical topics are discussed (Steyn & Schulze, 2005). Makopoulou and Armour (2014) also found that teachers learn better when they learn from their colleagues.

### 5.3.4 Reduction of novice teacher workload

This study has found that novice teachers are given the same amount of workload as veteran teachers. Although some free periods are available, they are not used for induction and development purposes like networking with other teachers, holding departmental meetings, observing mentors in practice and co- planning with other teachers.

Ibrahim (2012) recommended that the workload of novice teachers be made manageable and novice teachers be afforded time off which they can use to observe their mentors in practice, plan lessons and to network with their fellow teachers

inside or outside the school. Novice teachers should not be allocated a heavy workload as this is associated with bad working conditions and is related with teacher stress, poor self-efficacy, poor job satisfaction and the decision to quit the career (Pogodzinski, 2014).

#### **5.4 LIMITATIONS OF THE STUDY**

The findings of this research cannot be generalised to rural schools in the Lebowakgomo District because of the limited number of schools that took part. The findings are particularised to the sampled schools and cannot be generalised to other schools. Some schools were unwilling to participate, which signals that their induction practices were not in order.

This research was conducted in rural schools, where shortage of resources may impact negatively on the results. Urban and township schools may give completely different findings because their conditions are not similar to those of rural schools.

The roles that SMT members play in novice teacher induction are similar in both the developing countries and the developed countries. Both regions practice orientation, mentoring, collaboration, continuous professional teacher development and teacher appraisal and assessment. However, research would not yield similar results as there are some differences from country to country and from school to school because of some contextual factors like mentor training, reduced workloads and mentor stipends in other countries.

#### **5.5 SIGNIFICANCE OF THE STUDY**

The findings of this research added to the literature in this field by describing the role of the SMT in rural areas, thus broadening the knowledge base and suggesting some strategies to improve practice. Also, policy makers, SMT members and the Department of Basic Education (DoE) officials would refer to and reflect on the recommendations of this research as they make policies, programmes and tools for novice teacher induction, thus improving practice.

A legislated and mandated policy for the induction of novice teachers is needed in South Africa (SA) to eliminate the incoherent, fragmented and unmanaged induction

activities in rural schools. Other countries in the developed and developing world have mandated policy on novice teacher induction thereby increasing accountability on the side of SMT members. The significance of the policy is that according to Rizvi and Lingard (2010) it will direct and guide SMT members in their roles and ensure that induction is done in a consistent manner across all schools.

Novice teachers cannot be allocated the same workload as veteran teachers. Research has showed that novice teachers are still in a liminal stage and still have to cross thresholds to cross before they can be equated to veteran teachers. Too much work can easily overwhelm and disorientate them as they still have so much to learn. The significance of reducing novice teacher workload is to afford them the opportunity to network with other teachers, observe best practices from their mentor, to attend CPTD programmes (Steyn 2004, Ibrahim 2012, Fantilli & McDougall 2009).

## **5.6 SUGGESTIONS FOR FURTHER RESEARCH**

This study was done in rural schools where there is generally a shortage of human, physical and financial resources. It was found that SMT members did not have well-structured and funded programmes for inducting novice teachers, resulting in daunting induction practices in novice teacher induction. Further research could be done in well-resourced schools to ascertain if the availability of resources can improve induction practices.

Novice teacher induction is not properly done in rural schools. Van Niekerk and Dube attributed the poor induction practices in rural schools to leadership failure (Van Niekerk & Dube, 2011). These results were obtained from this qualitative approach with a case study design. Further research could be done using a quantitative or a mixed design to triangulate these findings.

In this study, it was found that due to lack of funding, SMT members were not trained, or paid to induct novice teachers. There were no time offs to perform induction duties like mentoring and networking. Novice teachers and mentors should be given time off to network with other teachers, to attend training and workshops, to observe best practices somewhere [and this cost money] (Fantilli & McDoughall, 2009). With funding, a replica of the NTIP programme could be piloted in South Africa to see if it could produce similar quality results.

## 5.7 OVERVIEW AND CONCLUSION

The focus of this study was the roles played by SMT members in rural schools in the induction of novice teachers attached to their schools. This study attempted to understand how SMT members assist, guide and direct novice teachers in their first few years of teaching.

Research has shown that novice teachers are not inducted properly, leading to problems and challenges. Novice teachers struggle to deal with individual differences, to do meaningful assessment, to establish positive and sensible professional relationship with parents, and with teaching in an environment with insufficient resources and inadequate support (Grudnoff 2012, Kane & Francis 2013, Kutsyuruba *et al.*, 2014). These challenges result in fear, anxiety, stress and feelings of inadequacy referred to as reality shock which ultimately causes novice teachers to leave the teaching profession (Fantilli & Mc Douglas , 2009).

Policies in South Africa instruct SMT members to induct novice teachers attached to their schools. However, the Personnel Administrative Measures, (DoE, 1999) and the South African Standard for Principals (DoE, 2014) just mention that SMT members should induct novice teachers and does not describe how they should go about inducting them, leading to induction done differently in different schools

The study was guided by this main research question: How do members of the SMT in rural schools induct novice teachers? This research question was operationalized by the following research sub questions: What roles do members of the SMT in rural schools play in the induction novice teachers? What are the experiences of SMT members of their roles in novice teacher induction? What are experiences of novice teachers about the induction provided by SMT members?

The theory that informed this study was the theory of organisational socialization that was developed by Feldman in 1981. This theory was applied in industrial psychology to study how new recruits are socialised in to their new organisations. For this study, this theory was used to demonstrate the roles that SMT members play in novice teacher induction in schools. This theory is based on the idea that the socialization of new recruits into their new organisation is a process consisting of phases and the new recruit should cross all those phases before they are fully socialised and inducted into the new organisation (Feldman, 1981).

The researcher also did a literature review, where literature related to the topic was reviewed. The following themes emerged from the literature: (1) Novice teachers challenges (2) Policy on novice teachers' induction (3) Induction programmes and roles SMT members play in novice teacher induction. Different researchers have found that novice teachers experience challenges in their first year of teaching in classroom management, learner discipline, time management and assessment and this causes them stress, anxiety and fear causing them to leave the teaching profession in numbers (Grudnoff 2012, Kane & Francis 2013). Some countries in developed and in developing countries have developed and mandated novice teacher induction policies, making the roles of SMT members easier. From the induction policies, it emerged that the most prominent induction programmes manned by SMT members include orientation, mentoring, collaboration in communities of practice, continuous professional teacher development and appraisal and assessment.

To answer the research questions, the researcher used a qualitative research approach and followed an interpretive paradigm. The researcher followed a case study research design and collected data using semi structured interviews and document analysis. Purposive sampling was used to sample schools that have employed novice teachers in the Lebowaqomo District. The participants were novice teachers together with their SMT members. Data that was obtained was analysed using content analysis. To ensure that the data is credible and trustworthy the researcher employed the following checks and balances: triangulation, field log, member checking, mechanically recorded data, controlling for bias, reporting negative data, and avoided generalisation. The following ethical considerations were heeded: no harm to participants and reciprocity, confidentiality and anonymity of information and identities, informed and voluntary consent.

From the data, the following findings emerged: (1) Novice teachers experience challenges in their first few years of teaching in rural schools and feel that they are not receiving enough assistance from members of the SMT, and yet they do not plan to quit (2) SMT members also do not have the training, support and policy to induct the novice teachers. (3) SMT members do orientate the novice teachers, but the orientation is informal (4) SMT members mentor the novice teacher, but the mentoring is informal (5) SMT members hold departmental, grade or subject meetings with novice teachers, but the meetings are irregular and not well timed (6)



SMT members develop their novice teachers through IQMS, but they do not follow the IQMS process to the latter. (7) Novice teachers are given so called “free” periods to reduce their workload, but these are not used for induction purposes (8) SMT members believe they are successfully inducting novice teachers in their schools despite the fact that novice teachers believe the opposite.

From the findings, the following recommendations were made: (1) Improved legislation and policy for novice teacher induction should be in place (2) SMT members should be given additional support and training (3) Departmental, subject and grade meetings should be fortified and properly used (4) Novice teachers workload should be reduced and (5) novice teachers should be appraised on entering the system, developed continually and often evaluated to evaluate the effectiveness of the induction programmes.

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## ANNEXURES

### Annexure A - Informed consent: Principal or deputy principal



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Faculty of Education

### REQUESTING INFORMED CONSENT FROM PARTICIPANT: PRINCIPAL OR DEPUTY PRINCIPAL

10 April 2016

Dear Sir/Madam,

#### **PARTICIPATION IN THE STUDY ON THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE INDUCTION OF NOVICE TEACHERS IN RURAL SCHOOLS**

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is ***The role of SMT members in the induction of novice teachers in rural schools***. This study is therefore concerned with the investigation into the school management team members' understanding of their core duties and responsibilities as these relate to novice teacher induction.

It would therefore be a great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the related scope and responsibility, should you choose to participate. It is my intention to gather the information I require for this research project as follows:

(a) By interviewing the Principals or Deputy Principal and a Head of Department about the roles they play and their experiences of novice teacher induction, and also by analysing the documents they use in novice teacher induction.

(b) By interviewing novice teachers about their experiences of the induction programmes offered by the School Management Team.

The aim of this research project is to paint an accurate picture of how school management team members understand their core duties and responsibilities in inducting the novice teacher.

Please understand that the decision for you and/or your school to participate is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Limpopo Department of Education. Please also be assured that the information obtained during the research study will be treated confidentially, with not even the Department of Education having access to the raw data obtained from the interviews. At no time will either you as an individual or your school be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations. This research study presents a unique opportunity for you and/or your school to get involved in the process of research aimed at exploring ways and means to improve our understanding of the role played by school managers in the induction of novice teachers. If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you in anticipation.

Yours in the service of education,

Mr. Letuba Ntsoane  
Researcher

Dr. Eric Eberlein  
Supervisor

**LETTER OF CONSENT**

**VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED:**

***THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE  
INDUCTION OF NOVICE TEACHERS IN RURAL SCHOOLS***

I, \_\_\_\_\_, as a Principal / Deputy Principal, hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mr. Letuba Ntsoane, currently a student enrolled for an MEd Educational Leadership degree at the University of Pretoria.

I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

\_\_\_\_\_

Full name

\_\_\_\_\_

Date



## Annexure B - Informed consent: HOD or senior teacher



Faculty of Education

### REQUESTING INFORMED CONSENT FROM PARTICIPANT: HEAD OF DEPARTMENT (HOD) OR SENIOR TEACHER

10 April 2016

Dear Sir/Madam,

#### PARTICIPATION IN THE STUDY ON THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE INDUCTION OF NOVICE TEACHERS IN RURAL SCHOOLS

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is ***The role of SMT members in the induction of novice teachers in rural schools***. This study is therefore concerned with the investigation into the school management team members' understanding of their core duties and responsibilities as these relate to novice teacher induction.

It is therefore my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project as follows:

(a) By interviewing the Principals or Deputy Principal and a Head of Department about the roles they play and their experiences of novice teacher induction, and also by analysing the documents they use in novice teacher induction.

(b) By interviewing novice teachers about their experiences of the induction programmes offered by the School Management Team.

The aim of this research project is to paint an accurate picture of how school management team members understand their core duties and responsibilities in inducting the novice teacher.

Please understand that the decision for you and/or your school to participate is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Limpopo Department of Education. Please also be assured that the information obtained during the research study will be treated confidentially, with not even the Department of Education having access to the raw data obtained from the interviews. At no time will either you as an individual or your school be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations. This research study presents a unique opportunity for you and/or your school to get involved in the process of research aimed at exploring ways and means to improve our understanding of the role played by school managers in the induction of novice teachers. If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you in anticipation.

Yours in the service of education,

Mr. Letuba Ntsoane  
Researcher

Dr. Eric Eberlein  
Supervisor



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

## Faculty of Education

### LETTER of CONSENT

**VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED  
*THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE INDUCTION  
OF NOVICE TEACHERS IN RURAL SCHOOLS***

I, \_\_\_\_\_, as a member of the School Management Team, hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mr Letuba Ntsoane, currently a student enrolled for an MEd Educational Leadership degree at the University of Pretoria.

I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

\_\_\_\_\_  
Full name

\_\_\_\_\_  
Date

## Annexure C - Informed consent: Novice teachers



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Faculty of Education

### REQUESTING INFORMED CONSENT FROM PARTICIPANTS: NOVICE TEACHERS

10 April 2016

Dear Sir/Madam,

#### **PARTICIPATION IN THE STUDY ON THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE INDUCTION OF NOVICE TEACHERS IN RURAL SCHOOLS**

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is ***The role of SMT members in the induction of novice teachers in rural schools***. This study is therefore concerned with the investigation into the school management team members' understanding of their core duties and responsibilities as these relate to novice teacher induction.

It would therefore be my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project as follows:

By interviewing the Principals or Deputy Principal and a Head of Department about the roles they play and their experiences of novice teacher induction, and also by analysing the documents they use in novice teacher induction.

(b) By interviewing novice teachers about their experiences of the induction programmes offered by the School Management Team.

The aim of this research project is to paint an accurate picture of how school management team members understand their core duties and responsibilities in inducting the novice teacher.

Please understand that the decision for you and/or your school to participate is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Limpopo Department of Education. Please also be assured that the information obtained during the research study will be treated confidentially, with not even the Department of Education having access to the raw data obtained from the interviews. At no time will either you as an individual or your school be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations. This research study presents a unique opportunity for you and/or your school to get involved in the process of research aimed at exploring ways and means to improve our understanding of the role played by school managers in the induction of novice teachers. If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you in anticipation.

Yours in the service of education,

Mr. Letuba Ntsoane  
Researcher

Dr. Eric Eberlein  
Supervisor

**LETTER OF CONSENT**

**VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED:**

***THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE  
INDUCTION OF NOVICE TEACHERS IN RURAL SCHOOLS***

I, \_\_\_\_\_, as a novice teacher, hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mr Letuba Ntsoane, currently a student enrolled for an MEd Educational Leadership degree at the University of Pretoria.

I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

\_\_\_\_\_  
Full name

\_\_\_\_\_  
Date



## **INTERVIEW PROTOCOL FOR SMT: SENIOR MANAGERS (PRINCIPAL OR DEPUTY PRINCIPAL)**

### **THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE INDUCTION OF NOVICE TEACHERS IN RURAL SCHOOLS**

#### **PURPOSE OF THE STUDY**

The aim of this study is to investigate and describe the roles that members of the SMT in rural schools perform in the induction of novice teachers.

#### **SOURCES OF DATA TO BE COLLECTED**

Data will be collected by conducting semi-structured interviews with six senior managers (Principals or Deputy Principals) in rural schools in Lebowakgomo District. Documents that they use or have created in this regard will also be analysed.

#### **ASSURANCE OF CONFIDENTIALITY**

All participants are assured that their identity as well as their responses will be regarded as completely confidential at all times and will not be made available to any unauthorised user. The participation of individuals in this study is completely voluntary. Should any participants wish to discontinue their participation during the course of the research project, he or she will be free to do so at any stage, up to and including after the completion of the actual interview.

Precautions will be taken to ensure that no participant will be harmed in any way by this research or by their participation therein. No participant will be named or identified in any way – should the researcher wish to quote from an interview transcript, a pseudonym will be allocated to that particular participant.

Every participant will be given an opportunity to verify the transcription of the discussion.

## **DURATION OF INTERVIEW**

This individual interview should take no longer than 1 hour (60 minutes). Every participant will be given the opportunity to validate the transcription as an accurate reflection of the discussion we had.

## **INTERVIEW QUESTIONS**

### **GENERAL INTRODUCTORY AND BIOGRAPHICAL QUESTIONS**

1. How many years of experience do you have:
  - a. in education?
  - b. as a principal / deputy principal?
2. How long have you been employed at this school:
  - a. in total?
  - b. as the principal / deputy principal?
3. Have you ever received any training in the induction and orientation of novice teachers? If so, when and by whom? What was the nature of this training?
4. What support, if any, do you receive from the Department of Education related to the process of orientating novice teachers?
5. Does your school have a policy on the induction of novice teachers? If so, what does this policy prescribe?

### **PHASE 1: ANTICIPATORY SOCIALIZATION / ORIENTATION**

1. Please explain how you plan for the arrival of the novice teacher in your school.
2. How do you go about conducting the orientation and induction of your novice teachers? Describe the process of orientation in as much detail as possible.
3. Which other role players are involved in this orientation programme? Please explain the roles of each of these members of staff.
4. What documents do you use to assist in the orientation of the novice teachers?
5. Which challenges, if any, do you experience in orientating your novice teachers? Please give details.
6. Does your school use a staff manual for teachers? If yes, who developed this manual?

7. Apart from the process you described in your answer to question 3, which other methods or strategies do you employ to orientate and induct your novice teachers? Describe these methods or strategies in detail.
8. In your opinion, is the orientation you conduct helpful to the novice teachers? Why, or why not?

## **PHASE 2: THE ENCOUNTER**

1. Research has shown that novice teachers experience challenges in the first few years of teaching. What strategies do you have in place at your school to assist the novice teachers with the challenges they experience once they actually begin teaching?
2. What do you understand the term mentoring to mean?
3. Does your school make use of mentoring for novice teachers? If so, how are mentors assigned? What does the mentoring process at your school entail?
4. Do you personally mentor novice teachers? If so, how do you go about mentoring them?
5. If you are acting as a mentor, what challenges do you encounter with this mentoring?
6. Does your school make use of departmental or subject meetings? If so, how often are these meetings conducted? Who chairs these meetings? What is the main focus of these meetings? What roles are novice teachers expected to play in these meetings? How, in your opinion, do novice teachers benefit from their participation in these meetings?
7. How do you engage and orientate your novice teachers for their participation in extramural and extracurricular activities.
8. How do you determine the workload of your novice teachers?
9. How do you ensure that novice teachers benefit from the administrative periods (non-teaching periods) that are included in their timetables
10. Do you have a staff wellness programme? If so, how are novice teachers included in this programme?
11. How do you prepare and induct your novice teachers for participation in IQMS?
12. How, in your opinion, does participation in IQMS prepare novice teachers to overcome the challenges they encounter in the first few years of teaching?

## **INTERVIEW PROTOCOL FOR SMT – MIDDLE MANAGERS (HOD)**

### **THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE INDUCTION OF NOVICE TEACHERS IN RURAL SCHOOLS**

#### **PURPOSE OF THE STUDY**

The aim of this study is to investigate and describe the roles that members of the SMT in rural schools perform in the induction of novice teachers.

#### **SOURCES OF DATA TO BE COLLECTED**

Data will be collected by conducting semi-structured interviews with six Heads of Department (HOD) in rural schools in the Lebowakgomo District. The documents that they use or have created in this regard will also be analysed.

#### **ASSURANCE OF CONFIDENTIALITY**

All participants are assured that their identity as well as their responses will be regarded as completely confidential at all times and will not be made available to any unauthorised user. The participation of individuals in this study is completely voluntary. Should any participants wish to discontinue their participation during the course of the research project, he or she will be free to do so at any stage, up to and including after the completion of the actual interview.

Precautions will be taken to ensure that no participant will be harmed in any way by this research or by their participation therein. No participant will be named or identified in any way – should the researcher wish to quote from an interview transcript, a pseudonym will be allocated to that particular participant.

Every participant will be given an opportunity to verify the transcription of the discussion of his or her interview.

## **DURATION OF INTERVIEW**

This individual interview should take no longer than 1 hour (60 minutes). Every participant will be given the opportunity to validate the transcription as an accurate reflection of the discussion we had.

## **INTERVIEW QUESTIONS**

### **GENERAL INTRODUCTORY AND BIOGRAPHICAL QUESTIONS**

1. How many years of experience do you have:
  - a. in education?
  - b. as an HoD?
2. How long have you been employed at this school:
  - a. in total?
  - b. as an HoD?
3. Have you ever received any training in the induction and orientation of novice teachers? If so, when and by whom? What was the nature of this training?
4. What support, if any, do you receive from the Principal or the Department of Education related to the process of orientating novice teachers?
5. Does your school have a policy on the induction of novice teachers? If so, what does this policy prescribe?

### **PHASE 2: THE ENCOUNTER**

1. Research has shown that novice teachers experience challenges in the first few years of teaching. As HOD, what challenges have you noticed that affect novice teachers in their first few days after assuming their duties?
2. In your time as HOD, have you seen novice teachers leave the teaching profession because of these challenges?
3. What strategies does your school have in place to assist the novice teachers with the challenges they experience once they actually begin teaching?
4. How have you as an HOD assisted the novice teachers in your department to overcome these challenges?
5. What do you understand the term mentoring to mean?

6. Does your school make use of mentoring for novice teachers? If so, how are mentors assigned? What does the mentoring process at your school entail?
7. Do you personally mentor novice teachers? If so, how do you go about mentoring them?
8. What assistance, if any, do you receive from the principal or other SMT members in the mentoring of novice teachers?
9. What challenges do you encounter with the mentoring of novice teachers?
10. What successes, if any, do you feel the mentoring of novice teachers bring about?
11. Does your department hold departmental or subject meetings? If so, how often are these meetings conducted? Who chairs these meetings? What is the main focus of these meetings? What roles are novice teachers expected to play in these meetings? How, in your opinion, do novice teachers benefit from their participation in these meetings?
12. What challenges do these meetings pose to the induction of novice teachers?
13. In your opinion, are these meetings fruitful in inducting and orientating novice teachers?
14. How do you engage and orientate your novice teachers for their participation in extramural and extracurricular activities.
15. How do you determine the workload of your novice teachers?
16. How do you ensure that novice teachers benefit from the administrative periods (non-teaching periods) that are included in their timetables?
17. Do you have a staff wellness programme? If so, how are novice teachers included in this programme?
18. How do you prepare and induct the novice teachers in your department for participation in IQMS?
19. What role do you play in the IQMS process for novice teachers?
20. How, in your opinion, does participation in IQMS prepare novice teachers to overcome the challenges they encounter in the first few years of teaching?
21. In your opinion how is IQMS helping novice teachers to provide quality teaching and learning in the classroom?
22. What other induction programmes or strategies do you use to assist and support novice teachers to provide quality teaching and learning?

### **PHASE 3: CHANGE AND ACQUISITION**

1. In your opinion, do the orientation and induction strategies increase the motivation, self-confidence and effectiveness of novice teachers?
2. In your opinion, is the quality of teaching and learning that these novice teachers provide improved by their participation in the orientation and induction programmes offered by the school? If so, explain why you feel this way.
3. In your opinion, does the induction programme in this school serve its purpose? If yes, explain in detail why you feel this way.

## **INTERVIEW PROTOCOL FOR NOVICE TEACHERS**

### **THE ROLE OF SCHOOL MANAGEMENT TEAM MEMBERS IN THE INDUCTION OF NOVICE TEACHERS IN RURAL SCHOOLS**

#### **PURPOSE OF THE STUDY**

The aim of this study is to investigate and describe the roles that members of the SMT in rural schools perform in the induction of novice teachers.

#### **SOURCES OF DATA TO BE COLLECTED**

Data will be collected by conducting semi-structured interviews with six novice teachers in rural schools in the Lebowakgomo District.

#### **ASSURANCE OF CONFIDENTIALITY**

All participants are assured that their identity as well as their responses will be regarded as completely confidential at all times and will not be made available to any unauthorised user. The participation of individuals in this study is completely voluntary. Should any participants wish to discontinue their participation during the course of the research project, he or she will be free to do so at any stage, up to and including after the completion of the actual interview. Precautions will be taken to ensure that no participant will be harmed in any way by this research or by their participation therein. No participant will be named or identified in any way – should the researcher wish to quote from an interview transcript, a pseudonym will be allocated to that particular participant. Every participant will be given an opportunity to verify the transcription of the discussion of his or her interview.

#### **DURATION OF INTERVIEW**

This individual interview should take no longer than 1 hour (60 minutes). Every participant will be given the opportunity to validate the transcription as an accurate reflection of the discussion we had.



## **INTERVIEW QUESTIONS**

### **GENERAL INTRODUCTORY AND BIOGRAPHICAL QUESTIONS**

1. How many years of experience do you have as a teacher?
2. When and where did you complete your teaching qualification?
3. Did you do any research about the school before you decided to accept the post?

### **PHASE 1: ANTICIPATORY SOCIALISATION / ORIENTATION**

1. Please describe your first two days as a teacher at this school.
2. Were you ever involved in an orientation or induction programme? If so:
  - a. Who in particular did most of the orientation?
  - b. What documents, if any, were given to you as part of this orientation or induction programme?
  - c. What activities did you participate in during this orientation or induction programme? Please describe these activities in detail.
3. What did you like about this orientation or induction programme?
4. What did you not like about this orientation or induction programme?
5. In your opinion, what more could the school have done during the orientation or induction programme?
6. In your opinion, in what ways did the orientation or induction programme support you during your first few days at the school?

### **PHASE 2: THE ENCOUNTER**

1. As a novice teacher, what challenges did you encounter in the first few days at this school?
2. How did you feel when you encountered those problems?
3. Did any member or members of the SMT help you to overcome those challenges? If so, explain how this was done.
4. In your opinion, would you say that the institution at which you obtained your teaching qualification prepared you adequately for the first few days in the 'real school world'?
5. What do you understand the term 'mentoring' to mean?
6. Have you ever been mentored before?
7. Are you being or were you mentored here at this school? If so, by whom?

8. What did or does this mentoring process entail - please describe the process in detail.
9. What do you like about being mentored?
- 10.. What do you not like about being mentored?
- 11.. In your opinion, is mentoring useful in assisting you to become an effective teacher?
12. Have you attended any departmental or subject meetings since your arrival at the school? If so, what do you see as the function of these meetings?
13. Who calls and chairs these meetings?
14. What is usually discussed at these meetings?
15. What role are you expected to play in these meetings?
16. What, if anything, do you like and/or dislike about these meetings?
17. In your opinion, are departmental or subject meetings useful in assisting you to become an effective teacher?
18. In which other ways, if any, have the members of the SMT assisted you to adjust to the real world of work?
19. What do you understand the term 'IQMS' to mean?
20. Have you been inducted into the IQMS? If yes, by whom? What did this induction entail?
21. Have you ever been assessed through IQMS? If so, what did this process involve? Who are your Developmental Support Group (DSG) members? What are the roles of each of the members of your DSG? How, if at all, is your DSG helping you to develop professionally as a teacher?
22. Have you been allocated extramural activities? If so, how and by whom were you inducted or orientated for these duties?
23. Apart from the strategies and methods discussed in the previous questions, are there any other methods or programmes that the school is using to induct and orientate you?

### **PHASE 3: CHANGE AND ACQUISITION**

1. What in your opinion were the greatest challenges you experienced in your first few days at this school?
2. How well do you feel the induction and orientation strategies and programmes offered by the school helped you to overcome these challenges?

3. Have you ever considered resigning from this post? If so, when and why?
4. You are obviously still here - why did you decide to stay?
5. In your opinion, has the SMT succeeded in assisting and supporting you adequately during this the first year of your teaching career?
6. If not, what do you think the school could have done differently to assist you?