Views on Induction Programmes for Beginning Teachers

by

MELUSI MOSES MAMBA

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Prof. Dr J.L. Beckmann

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Declaration

I, Melusi Mamba, hereby declare that the dissertation *Views on Induction Programmes for Beginning Teachers* is my original work and that all sources consulted and quoted have been acknowledged in the list of references.
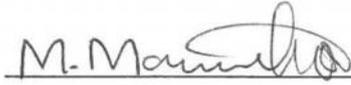
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Melusi Mamba   Date

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Ethical Clearance Certificate

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RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER:** EM 19/03/10
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CC

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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:
- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Dedication

I dedicate this research to my beloved parents, the late Beauty Lomatekisi Magagula and John Mamba. They always believed in me. In everything I touch they were very supportive, especially when taking me to Mpofu Primary School.

➢ To my two lovely children, Simphiwe Thembeka and Melusi Junior Mamba: thank you for understanding when I had to spend so much time in the library and away from you.

➢ To my siblings: thank you for being supportive throughout my study time.

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Abstract

In many professions world-wide it is common that there is supervised training called induction for newly qualified professionals before they can be appointed permanently in their positions (Health Professions Council of South Africa (HPCSA), 2017:1). The designations of the programmes differ from one profession to another. In some professions they are referred to as internships, probations or induction. What such programmes have in common is that they confirm and enhance a practitioner's awareness of his or her status as a professional (HPCSA, 2017:1).

In some countries like Scotland and regions like Ontario in Canada there are professional teacher registration bodies that use induction for beginning teachers as contemplated in the paragraph above to complete a teacher's professional training (Ontario Teachers' College, 2010:3; General Teaching Council for Scotland GTCS, 2012:2).

However, in South Africa, although induction is intended to be available for all beginning teachers, it is not always the case in practice. Moreover, the successful completion of an induction programme is not a prerequisite for a permanent appointment as a teacher. In South Africa the professional council for education is the South African Council for Educators (SACE). Its registration requirements for educators (which allow them to teach) do not include the successful completion of an induction programme and are limited to pre-service academic qualifications and registration with SACE.

The problem is that beginning teacher induction is still not fully realised in most schools in South Africa and that its purpose is uncertain (Hudson, 2012:2).

The focus in this study is beginning teacher induction in primary schools in Mbombela in the Mpumalanga province. It investigates the views of beginning teachers, experienced teachers and their principals about induction in primary schools in the Mbombela area in Mpumalanga to gain insight into how induction for beginning teachers can be improved in schools to enhance the quality of education and to promote teachers' awareness of their status as professional practitioners.

Key Terms

Dysfunctional

Experienced educator

Induction

Initiation

Mentoring

Novice educator / beginning teacher

Orientation

Profession

Professionalism

Teacher development

I HATE
MISTEAKS

TK LANGUAGE SERVICE
EDITING | PROOFREADING | TRANSLATION

Prof. Dr. Tinus Kühn

+27 82 303 5415 | tinus.kuhn@gmail.com

20 December 2019

TO WHOM IT MAY CONCERN

I, the undersigned, hereby declare that the master's dissertation titled
Views on Induction Programmes for Beginning Teachers
[excluding the appendices] by **Melusi Moses Mamba** has been edited for
grammar errors. It remains the responsibility of the candidate to effect the
recommended changes.
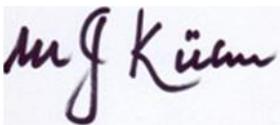
Prof. Tinus Kühn

List of abbreviations

ACE	Advanced Certificate in Education
ATP	Annual Teaching Plan
BEd	Bachelor of Education
CAPS	Curriculum and Assessment Policy Statement
CoP	Communities of Practice
DoE	Department of Education
GTCS	General Teaching Council for Scotland
HoD	Head of Department
HPCSA	Health Professions Council of South Africa
IQMS	Integrated Quality Management Systems
MDoE	Mpumalanga Department of Education
NQTs	Newly Qualified Teachers
PAM	Personnel Administrative Measures
PGCE	Postgraduate Certificate in Education
RSA	Republic of South Africa
SACE	South African Council for Educators
SAICA	South African Institute of Chartered Accountants
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
USA	United States of America

Table of Contents

List of Tables

CHAPTER 1: GENERAL ORIENTATION

1.1. PURPOSE STATEMENT

The focus of this study is beginning teacher induction programmes in primary schools in Mbombela in the Mpumalanga province. It investigates the views of teachers and their principals on induction in four primary schools to gain insight into how induction programmes for beginning teachers can be improved to enhance the quality of education in schools and to promote teachers' awareness of their status as professional practitioners.

1.2. INTRODUCTION

In many professions worldwide it is common that there should be supervised training called induction for newly qualified professionals before they can be appointed permanently in their positions (Health Professions Council of South Africa, 2017:1) (HPCSA). Induction is associated with professions like medicine where one must do induction, which is called an internship before one is regarded as fully qualified and before one can be licensed to practise one's profession. The designations of the programmes differ from one profession to another. In some professions they are referred to as internships, probations or induction. What such programmes have in common, is that they confirm and enhance a practitioner's awareness of his or her status as a professional whose role is to provide a service to somebody who depends on it and whose service is regulated by the profession itself (HPCSA, 2017:1).

The South African Institute of Chartered Accountants (SAICA) (2012:2) states that after students have completed their university qualifications, they must complete a compulsory three-year training contract with a registered training office before they can be regarded as qualified chartered accountants. In the education fraternity it is usually called induction and it is applicable to newly appointed teachers. In some countries like Scotland and regions like Ontario in Canada there are professional teacher registration bodies that use induction for beginning teachers as contemplated in the paragraph above to complete a teacher's professional training (Ontario Teachers' College, 2010:3; General Teaching Council for Scotland (GTCS), 2012:2).

However, in South Africa, although induction is intended for all beginning teachers, it is not always the case in practice; the successful completion of an induction programme is not a prerequisite for a permanent appointment as a teacher. In South Africa the professional council for education is the South African Council for Educators (SACE). Its registration requirements for teachers that allow them to teach do not include the successful completion of an induction programme and are limited to pre-service academic qualifications and registration with SACE.

In order to build effective schools and improved learner performance in South Africa we need teachers that are fully competent. Glassford and Salinitri (2007:44) argue that obtaining a teachers' degree and receiving an official teaching certificate does not confer all the knowledge and skills needed in the classroom. There is more to learn. Beginning teachers who have just graduated from university commence teaching with the same responsibilities as highly experienced teachers, even though it is widely known that beginning teachers requires a great deal of support in their early-days of teaching (Hudson, 2012:2).

The problem is that beginning teacher induction is not yet totally realised in most schools in South Africa and that its purpose is uncertain (Hudson, 2012:2). The distinction between induction and mentoring as well as other forms of human resource development practices to assist beginning teachers are often blurred (Kaufmann, 2007:1). Induction programmes include comprehensive initiation orientation programmes that are aimed at training and developing beginning teachers; mentoring is the support given by a mentor to an inexperienced teacher (Kaufmann, 2007:1). Wong (2002:2) argues that in order to redesign professional development, we need to go beyond mentoring to comprehensive induction programmes.

1.3. RESEARCH PROBLEM

There are various reasons why schools should induct beginning teachers. Ingersoll and Strong (2011:1) state that induction can play a major part in improving teaching and learner achievement as well as retaining teachers. They continue to say that the kinds and amount of induction support greatly differ in

terms of time and content. According to Weale (2015:3), most teachers who have just joined the teaching profession are ready to leave and many beginning teachers do not stay long in the profession. This may be caused by the lack of assistance beginning teachers receive when they start their career. This is supported by Dishena (2014:4) stating that almost 40% of early career teachers quit the career within the first year of qualifying as teachers. This, of course, implies a huge financial and human resource loss for the country.

According to Hudson (2012:2), with quality induction and mentoring implemented in schools, beginning teachers can develop a repertoire of problem-solving strategies for coping with the challenges of the school and teaching situations. It follows that if the initial problems experienced by beginning teachers are not addressed properly, the learners whom they are responsible for will not benefit adequately from their input (Hudson, 2012:2). In some countries like Canada and Scotland induction for beginning teachers is compulsory before teachers can be appointed to teach as full-time teachers (GTCS, 2012:2). In South Africa there seem to be school induction policies for newly beginning teachers at some schools while many schools do not have their own induction policies at all. Not all schools have induction programmes and induction is not viewed as something needed to complete one's professional training as a teacher or to be able to be registered as a professional in the education profession.

The problem is that newly qualified teachers are expected to be able to perform like experienced teachers, but they often have no mentoring, induction or support when they start teaching (Hudson, 2012:2). In South Africa it is not clear who is responsible for conducting induction. According to the guidelines for the orientation programme of new teachers (Department of Basic Education, 2017:17), districts are responsible for induction. They usually organise one day every year to induct new teachers and this is not done consistently. They induct teachers in a hall, where they explain their duties and what is expected of them. This is not enough as beginning teachers need recurring guidance to ease the pressure and challenges they face every day in schools (Kaufmann, 2007:2).

Induction is also intended to make inductees aware of their status as professionals and not as workers. The question that arises is whether induction is regarded as a welcoming or orientation to teaching, or as a completion of one's professional training, or as something that is not done at all or that is left to a mentor. This study therefore investigates the views of teachers on beginning teacher induction in primary schools in the Mbombela area to improve their job readiness, satisfaction and work performance as well as their awareness of their professional status and responsibilities.

1.4.   PURPOSE OF THE STUDY

The purpose of my study was to do the following:
- Investigate how beginning teachers view the purpose(s) of induction programmes in schools.
- Investigate the strategies used by principals when inducting beginning teachers in primary schools.
- Explore the challenges faced by beginning teachers during induction.
- Explore beginning teachers' assessment of the influence(s) of induction on their work.
- Explore beginning teachers' awareness of the implications of their status as professionals.

1.5.   RESEARCH QUESTIONS

1.5.1. Primary research question
- What are educators' views on induction programmes for beginning teachers?

1.5.2. Secondary research questions
- How do beginning teachers view the purpose(s) of induction programmes in schools?
- What strategies, if any, do principals use when inducting beginning teachers in primary schools?
- What are the challenges faced by beginning teachers during induction?
- How do beginning teachers view the influence(s) of induction on their work?

⟩ How do beginning teachers assess the influence(s) of induction on their awareness of the implications of their status as professionals?

⟩ How do beginning teachers view the roles of the various role-players in induction programmes?

1.6. RATIONALE FOR THE STUDY

Weale (2015:7) argues that most early career teachers leave the profession because they do not receive proper guidance from senior management and staff when they join the teaching profession. I have been in a situation where I have seen beginning teachers struggling to adapt in schools, experiencing challenges in disciplining learners, failing to make submissions on time and even failing to finish the syllabus as per the Annual Teaching Plan (ATP) in the Curriculum and Assessment Policy Statement (CAPS) (Department of Basic Education, 2011). As the deputy principal in a primary school I would especially like to get clarity on how induction of beginning teachers is implemented in primary schools and what purpose it serves.

The rationale of the study is that the findings obtained may contribute to present literature on the implementation of induction that is required for school improvement in practice. This is supported by Kidd, Brown and Fitzallen (2015:4) who argue that induction for beginning teachers needs to be personally and professionally fulfilling. The South African Council of Educators and schools can use the information obtained from this study for improving the implementation of beginning teacher induction activities, which is the type of quality induction that should lead to the improvement of the school and also help enhance teachers' status as professionals.

Worldwide it is accepted and practised that there should be a certain period of supervised training for all newly qualified doctors before they can be appointed and registered as medical practitioners (HPCA, 2017:2). Before newly qualified police officers are registered in the South African Police Services (SAPS) (2018:3), they must participate in supervised training for a certain period. During this stage they are not called police officers but *reservists* until they complete the training. In many other professions in South Africa, before graduates are registered or

appointed, they must undergo training to prepare them for the profession that they will be joining.

Some schools have induction policies, and some do not; there are provincial induction policies that are not the same and differ from one province to the next. Induction in the original professional connotation of the word is not currently practised in education in South Africa

Studies conducted in South Africa suggest that beginning teachers participating in induction programmes show greater improvements in teaching skills compared to teachers who participate in very few or no induction (Lorenz, Maulana, Van de Grift, 2016:15). The rationale for this research is to bridge the gap that exists in the field of knowledge by giving a sign of how standardised beginning teacher induction can be applied in schools to strengthen the status of teaching as a profession and of the teachers as professionals. This investigation on beginning teacher induction will shed light on how induction is practiced in contemporary, high-performing primary schools and should help teachers to comprehend the phenomenon of beginning teacher induction.

1.7.   PRELIMINARY LITERATURE REVIEW

The literature review on teacher induction is discussed in greater detail in chapter 2 of this dissertation. The following topics are discussed in the literature review:
- Introduction
- Induction and mentoring
- The induction programme
- The role of mentoring
- Challenges faced by beginning teachers
- The aim of induction programmes
- Consequences if induction programmes are not adequate
- Induction around the world
- Induction to support the transition to the teaching profession
- The role of the principal
- Beginning teachers and experienced teachers
- Induction programmes as support for professional development in schools

〕 School environment as an influential factor for teachers' professional development
〕 The current study
〕 Summary

1.8. THEORETICAL FRAMEWORK

In this study I used the Community of Practice (CoP) theory. This theory was first mentioned by Lave and Wenger (1991). It focuses on the relationship between knowledge and work practice (Agrifoglio, 2015:83). Lave and Wenger (1991:149) define CoP as a group of people that meet to share common goals and interests with the aim of improving their skills by working with more experienced members and participating in increasingly complicated tasks. According to this theory, practice plays a crucial role in learning and developing. As applied to my study, this theory suggests that when beginning teachers are working with inductors in schools, they implement CoP as they learn from highly experienced teachers.

In community of practice, the community allows the newcomer to learn by participating in simple tasks with the assistance of experienced people. Initially, newcomers become acquainted with tasks of the community and they gradually increase their involvement in community life (Agrifoglio, 2015:83). Relating this theory to this study, newcomers are the beginning teachers who learn by working with experienced teachers and gradually increase their skills and become experts themselves. The journey from being a beginner teacher to becoming an expert is referred to by authors as "legitimate peripheral learning" (Agrifoglio, 2015:83).

There are three dimensions or domains of CoP, namely joint enterprise, mutual engagement and shared repertoire (Agrifoglio, 2015:83). In my study, joint enterprise induction – what it is about – deals with helping beginning teachers to adapt and learn from senior teachers. It focuses on beginning teachers working together with inductors. Mutual engagement – how it functions – involves the activities of induction and includes mentoring, orientation, class observations, classroom management, helping with lesson preparations and other administrative duties.

All these activities bind the community members – inductors and inductees – together into a social entity. Shared repertoire – what capacity it produces – involves the routines, styles, stories and vocabulary shared by the community members in achieving common goals. The capacity that was needed for the study was adaptability, job satisfaction and improved learner results.

1.9.   RESEARCH METHODOLOGY

1.9.1. Research paradigm

The study implemented an interpretivist paradigm and a qualitative approach. Interpretivism as explained by Nieuwenhuis (in Maree, *et al*. 2016:83), is based on people's personal experiences and how they understand the social world by sharing meanings and how they network with one another (Nieuwenhuis in Maree *et al*, 2016:83). The study was conducted from an interpretivist paradigm to allow the researcher to have close interaction with the participants to get a pure understanding of teachers' views on the induction of beginning teachers in schools.

1.9.2. Research approach

The study used a qualitative approach to explore the views of teachers on induction programmes for beginning teachers. Creswell (2014:255) explains qualitative research as an exploratory process where the researcher makes sense of a social phenomenon by contrasting, comparing, replicating, cataloguing and classifying the object of study. Maree *et al.* (2016:50) points out that qualitative research entails collecting rich descriptive information in respect of a particular phenomenon with the aim of developing an understanding of what is being studied or observed. For the purpose of exploring teachers' experiences, the qualitative approach allowed me to better understand the challenges that are faced by beginning teachers and teachers during induction. The qualitative approach was suitable for this project because it enabled me to discover my understanding of induction for beginning teachers through a wide and general understanding of the perceptions as well as the experiences of the participants. Qualitative research also allowed me to study social actions, personal and collective beliefs, opinions and perceptions (McMillan & Schumacher, 2010:7).

The advantage of using a qualitative method is that it allows rich and detailed descriptive data to be collected from participants (Maree *et al*, 2016:50). The data may include expressed feelings, emotions and thought processes that can be very difficult to obtain when using other approaches (Marshall & Rossman, 1999:74). In order to understand how schools in the Mpumalanga province are inducting beginning teachers semi-structured, face-to-face interviews were done.

1.9.3. Research design

1.9.3.1. Case study

According to Maree *et al.* (2016:75), a case study is an orderly review, an event that aims to explain and describe a phenomenon of interest. It provides a deeper understanding of the phenomenon and recognises the impact of the context on the cause and effect of a situation (Cohen, Manion & Morrison, 2011:111). Case studies are aimed at obtaining a complete understanding of how participants interact with one another in each situation and how they make sense of a phenomenon under study (Maree *et al*, 2016:75). Most researchers believe that a case study approach is the most effective qualitative research approach.

A case study focuses more on empirical information and the social environment of individuals (Hesse-Biber & Leavy, 2010:84). Maree *et al.* (2016:75) states that case studies have the possibility of giving a voice to the voiceless and powerless. An advantage of a case study design is that it is important for learning about situations that might not be known or poorly understood; it also provides a very large amount of data and details about the research topic, and allows the researcher to work with a great deal of raw information (Maree *et al*, 2016:75).

However, there are limitations to this design. It can be time-consuming as the researcher might generate huge quantities of data that may be difficult to analyse. As the researcher, I was aware of the limitations of the proposed design. I intended to prevent, as far as possible, any challenge from affecting the quality of the study negatively – for example, eliminating biased views and monitoring continuously all interpretations to produce a rigorous study. Therefore, because I was looking at induction programmes as a support system, and focusing only on

teachers, a case study was regarded the most suitable design to answer my research question.

1.10. SAMPLING

Non-probability purposive sampling was used in this study. In purposive sampling, the participants are chosen based on their ability to help the researcher to answer the research questions and understand the problem (Creswell, 2014:82). A lesser number of participants would be adequate to explain the phenomenon of teacher induction in primary schools (Patton, 2002:236.) Therefore, in this project, I selected four primary schools in the Mbombela area as my research sites. When selecting the schools, I applied a convenience sampling strategy. I selected schools that were close to my location and easily accessible to me. They had to meet the requirements of this project and had to have beginning teachers under induction at the time of the research.

The selected participants were interviewed about the induction process to gain insight into their experiences and views on the induction activities taking place in their schools. The participants in this study were newly-appointed teachers that were involved in the induction process, their mentor teachers and experienced teachers as well as their principals. Principals were selected to participate because they were in-charge for leading the inducting for beginning teachers while newly-appointed teachers were the recipients of induction. Mentor teachers and experienced teachers were selected because they already had experience and could share their views on how they experienced their induction. The total sample comprised twenty participants from four schools – four principals, four mentor teachers, eight novice teachers in the induction process at the time and four teachers already inducted.

1.11. DATA COLLECTION

1.11.1. Semi-structured interviews

Semi-structured interviews were employed in the study to gather data from the participants. Participants were interviewed individually, using face to face semi-structured interviews. A list of predetermined open-ended interview questions was developed to guide me when conducting the interviews, to further probe and follow up questions were used to obtain clarity, meaning and depth (Creswell, 2014:88). The strength of semi-structured interviews is that they allow the researcher to enhance participants' cooperation by building a relationship that augments the creation of high response rates with them (Leedy & Ormrod, 2001:108).

1.11.2. Document analysis

Creswell (2014:85) defines a document as a powerful tool that can assist an investigator to fully understand the main emphasis of the study. Creswell (2007:86) adds that documents may include policies, letters, minutes of meetings, reports, diaries and other documents. When one uses documents as a data collection technique, one focuses on written communication that provides information on the phenomenon that one is investigating. In this study, the Mpumalanga Provincial Induction Policy Framework for Newly Appointed Teachers (2017:4), individual school induction policies and the Personnel Administrative Measures (PAM, 2016) were used to gain information on how schools apply induction for newly appointed teachers for development purposes. Maree, *et al.* (2016:82) distinguishes between primary and secondary data sources.

Primary sources may include information that is not published, but may also be in published form, like newspaper letters or business reports, minutes and many more. Secondary data sources refer to any materials that are based on previously published works, like books and articles (Maree *et al*, 2016:82-83). In this project I used secondary sources of data from the schools that addressed induction. Cohen, Mannion and Morrison (2011:108) argue that documents have limitations and I therefore used a variety of official documents on induction to minimise these limitations when collecting data from the participants. I analysed documents using

the content analysis method. Content analysis as defined by Cohen *et al.* (2011:74) refers to making a summary of and reporting written information. This method enabled me to code and categorise information, and to compare and draw theoretical conclusions from text (Cohen *et al.,* 2011:74)

1.12. DATA ANALYSIS

The data collected from the participants was analysed to identify themes and concepts that were suitable to capture the views of the participants on the phenomenon of induction (Rubin & Rubin, 2005:87). Fox and Bayat (2007:67) argue that after the process of collecting data has been completed, the analysis can begin, although the two processes may run concurrently. To evade the danger of making assumptions and drawing conclusions in this study, data analysis commenced during the interview process after data had been collected.

According to Leedy and Ormrod (2001:212), the following steps can assist the researcher when analysing data: organise data as clusters for valuable interpretations; organise each case in detail; interpret each case, identify and generalise patterns via individual case synthesis. In this study the first step was to listen the recorded responses from the interviews and the written responses.

In my analysis of the interviews I integrated information that I had gained from the literature review and the document analysis

1.13. CREDIBILITY AND TRUSTWORTHINESS

When conducting this research, I ensured conformability by acting in good faith and never allowed personal matters to interfere with the study. When interviewing the participants, I guaranteed that the data that I gathered was reliable and trustworthy. Maxwell (2006:243) states that there are two comprehensive validity threats in qualitative research, they are bias and reactivity. Bias is the way in which data collection and analysis is distorted by the researcher's personal philosophy, preconceptions or values. Reactivity is the effort to control the researcher's influence (Maxwell, 2006:243). To ensure credibility I spent adequate time at the research sites and did not haste through the interviews. This provided

more wide-ranging data and it circumvented premature theories (Driescher, 2016:31). Participants were given a chance to go through their written interviews and report any misunderstandings before data analysis. This process is called member checking.

1.14. ETHICAL CONSIDERATIONS

In a research study, it is of the utmost importance to comply with the ethical requirements, not only for the success of the research but also for the safety and security of the participants. Maree *et al.* (2016:306) states that research cannot be conducted by anyone and anywhere. I applied for ethical consent from the Ethics Committee of the Faculty of Education of the University of Pretoria and it was granted. I also applied for permission to conduct research in schools in the Mbombela area in Mpumalanga to the Mpumalanga Department of Basic Education.

I obtained permission from all the participants and schools before starting with interviews. All information that was provided by participants is kept private and names of participants will not be published in any way. Permission was requested from participants to record the interviews. All audiotapes are to be destroyed as soon as the study is finished. In reporting, pseudonyms were used to ensure that the participants are not identifiable.

1.15. LIMITATIONS OF THE STUDY

This study used data that was obtained from reachable participants, which means that the findings are not generalisable to the whole education fraternity as they represented the views of a small sample of teachers in the Mbombela area. Using a case study design can be time-consuming as the researcher may generate large amounts of data that may be difficult to analyse. As the researcher I was aware of this limitation and I tried to prevent any challenge from affecting the quality of the study negatively; for example, I allocated more time for analysing data and I monitored continuously all interpretations to ensure the credibility of the study.

1.16. SIGNIFICANCE OF THE STUDY

The study is having a potential to help in devising strategies to be used by the Department of Basic Education and policy makers in improving the implementation of induction for newly appointed teachers in schools; beginning teachers may better understand their professional status. Inductors and inductees may view induction programmes in a different perspective that can raise their awareness of the implications of their status as professionals. The South African Council of Educators may see a need for standardised compulsory induction for all newly qualified teachers before they can be allowed to practise as teachers in South Africa.

1.17. CONCLUSION

Although previous research provides some insight into induction programmes, there is a need for continued research because very limited literature is available on the form and influence of induction programmes for newly appointed teachers in South Africa. In most professions there is compulsory supervised training for recently qualified professionals but in the teaching profession in South Africa there is no given period for induction of new teachers and not all beginning teachers are inducted. The inequalities in the professions need to be addressed; the fact that only some teachers are inducted in their schools may have a negative impact on learner performance. The treatment and acknowledgement of the teaching profession is not adequate compared to other professions that require compulsory induction for all their professionals. Viewpoints of teachers on induction were explored and the outcome may help to devise strategies that may be used to support beginning teachers.

In the next chapter I discuss in detail the literature review on induction and I explore what other researchers have found concerning induction as well as the gaps in literature that may need to be further investigated.

CHAPTER 2: BEGINNING TEACHER INDUCTION

2.1. INTRODUCTION

The teaching profession is very challenging, particularly for beginning teachers as they come across many demands of the profession that they are not prepared for. Experiencing many challenges puts early career teachers at risk of burnout in their first year in the profession (Mansfield, Beltman & Price, 2014:2). Beginning a new job can be very challenging, especially if there is no proper guidance, introduction or initiation into what exactly is expected of one. Beginning teachers cannot perform to their best ability to meet the demands of the schools they are working for until they adjust and get used to their work, environment and their colleagues (Steyn, 2007:3). Maake (2013:24) argues that schools should develop beginning teachers to understand their duties as well as the needs, challenges and objectives of the school.

Maake (2013:28) points out that the best way to develop and support beginning teachers is to implement comprehensive induction programmes that develop and sustain teachers. Induction programmes can be the solution, helping beginning teachers to face teaching challenges and adapt to their new working environment as quickly as possible. Beginning teacher induction that is focused on teacher training, supporting and retention is the best way to support, advance and nurture an attitude of lifelong learning in beginning teachers (Wong, 2002:1). Induction programmes assist teachers to understand their professional status as teachers and what it entails. They develop teachers' sensitivity to understand the community, their desire for lifelong learning and professional development. Successful teacher induction programmes encourage unity and cooperation among staff members in the school.

Several authors have looked at the importance of induction and its role in developing and helping teachers to adapt; some researchers have highlighted the effects of inadequate induction programmes on the professional and personal lives of newly appointed teachers. The need for quality induction is evident in the literature as many researchers agree that induction is crucial for every newly appointed employee (Kearney, 2016:2).

In this chapter I discuss induction programmes for beginning teachers. In the South African context, there is no consistency in the implementation of induction for newly appointed teachers. Some new teachers undergo proper induction, and some do not, depending on the schools and the education districts where they are employed. I believe that not being inducted is not fair, not only to the beginning teachers concerned but to the learners as well because they are the ones that are directly affected by the performance of their teachers. In many schools, department heads (HODs) are the ones who orientate beginning teachers, clearly stipulate their expectations for a specific department or phase for a certain time, depending on the particular school. This is not enough to get new teachers fully adapted to the school environment because becoming a teacher requires more than just going to the classroom and presenting lessons. Teachers need to understand their professional status as teachers, the school culture and community, interacting with staff, extra-curricular activities and professional development.

The concepts *induction* and *mentoring* are relevant to the discourse. These concepts are related, and they are usually used synonymously or interchangeably yet they have entirely different meanings. It is important to clarify these two concepts as they are used often in this study.

2.2.   INDUCTION AND MENTORING

Kaufmann (2007:1) suggests that the line between these concepts is often blurred. Induction is the process of initiating or introducing new or inexperienced employees to a position with the necessary tools and models for starting their new jobs as well as specific guidance with the aim of helping them to meet specific performance standards. Induction programmes include mentoring, orientation, help in planning, training, internships, cohort programmes, assessment programmes and workshops (Kaufmann, 2007:1). Mentoring, however, is the process of supporting new or inexperienced employees by a mentor or senior employee. Mentorship is one of the processes of induction and mentors in schools work as advisers and provide guidance to inexperienced teachers.

Mentors have more experience than beginning teachers and they provide face to face support and wisdom to novices and share their experience with beginning teachers as counsellors and teachers (Kaufmann, 2007:2). Kaufmann (2007:2) adds that any profession can include both induction and mentoring by combining the induction process to initiate a new employee into the workplace with a mentor who has experience to help the novice get used to his or her role and responsibilities. Research suggests that novice teachers who receive quality induction and mentoring develop the necessary skills needed for effective teaching and they gain confidence to remain in the teaching profession. Wong (2002:2) adds that in order to help beginning teachers adapt faster in schools, inductors must go beyond mentoring to comprehensive induction programmes. Spooner-Lane (2017:2) agrees with the authors above that induction programmes must involve a structured and comprehensive approach to develop new teachers.

The above literature highlights the role of mentoring in the induction process. This indicates that mentoring cannot be separated from a comprehensive induction programme. The role of mentor teachers in supporting beginning teachers is important. When beginning teachers arrive in a school, they know nothing about the school, the learners or the environment and for them to adapt, they need guidance from experienced staff members. They cannot go around asking for direction from any staff member and this is where induction and mentoring can prove useful. Introducing a new teacher to the staff and to the learners is not enough. There are many other aspects that the new teacher must know inside and outside the classroom and this process cannot be mastered in one day.

I have now explained the difference between induction and mentoring and how they are interrelated. In the next paragraph I explain the induction programme by focusing on its implementation in schools.

2.3. THE INDUCTION PROGRAMME

Kearney (2016:2) argues that induction is one of the most worthwhile programmes used to ease the transition from university to the working environment. Researchers agree that comprehensive teacher induction programmes lead to professional development growth for new teachers, a reduced rate of attrition for

early career teachers and improved learner performance in schools (Ingersoll & Strong, 2011: 36). This implies that induction programmes play a significant part in developing new teachers, and if teachers receive limited or no induction at all, they may leave the teaching profession early.

Kathryn, Martin, Stephanie, Buelow and Hoffman (2015:4) define comprehensive induction programmes for beginning teachers as chances to collaborate in learning communities, observe more experienced teachers' classrooms, be observed by experienced teachers, analyse their practice and network with other beginning teachers. Quality induction programmes must allow time for beginning teachers to be observed and get feedback from their mentor teachers. They must reflect on their lessons as well as on their learners' learning. Ingersoll and Strong (2011:37) explain the most important of induction programmes as "(a) having a mentor from the same profession, (b) having the same planning time with other teachers, and (c) forming part of an external network of teachers".

Components of comprehensive induction programmes may include taking part in beginning teacher workshops, assistance by classroom aids and participating in support groups with peer beginning teachers (Ingersoll & Strong, 2011:37). Some schools have internal induction policies and they implement induction guided by the school policy. This implies that the implementation of induction is not standardised in South Africa: beginning teachers do not receive induction uniformly, unlike in other professions and some countries where every new teacher is obliged to participate in an induction programme before being regarded as a fully qualified professional.

Induction for beginning teachers is compulsory in some countries such as Scotland, Ireland, Canada and many more. The induction programmes are mostly initiated by their teaching councils. In South Africa induction is not mandatory although some schools and districts run induction programmes for their teachers but there is no standardised programme that is followed. As a result, some schools do not do induction at all. SACE does not have any documentation on induction for beginning teachers, unlike other teacher councils that have made it their responsibility to make sure that all new teachers are inducted.

According to the literature above, induction programmes are deemed very important by many researchers, which is why many professions make it a prerequisite for all newly qualified employees before they can be fully employed. The transition from university to the working environment can be very challenging to newly employed professionals. The idea of induction should be taken seriously as it can help in speeding up the productivity of new employees.

In schools, if all new teachers can undergo comprehensive induction programmes, learner performance can improve, attrition of new teachers can be reduced, and teachers can enjoy job satisfaction. There seems to be no fairness in South Africa in the implementation of induction for new teachers as some schools have policies that allow them to implement induction properly, yet some do not have. This means that some beginning teachers are inducted properly, and some do not. This is not just, not only to the beginning teachers concerned but also to the learners for whom they are responsible. This study therefore explores the implementation of induction programmes in primary schools in the Mbombela area.

In the next section I will discuss in greater detail the role of mentoring in schools as part of the induction programme for new teachers.

2.4. THE ROLE OF MENTORING

Deliberto (2016:15) defines mentoring as the guidance, professional feedback and support that a senior teacher provides to a new teacher. It refers to a process as well as a relationship that extends over time between new teachers and senior teachers. Salleh and Tan (2013:3) define mentoring as one-on-one backing of a new teacher by an experienced teacher, intended specifically to support the development of the new teacher and to ease his or her introduction into the culture of the profession and institution in question. It includes giving feedback on lessons observed and on informal meetings. Beginning teachers who arrive in a school and are given a mentor who is always there to answer questions that they may have, gives guidance and helps them to adapt easily have a major advantage over their peers that are not mentored or inducted.

School leadership needs to be careful in assigning the mentoring responsibility. A mentor teacher needs to lead by example to offer comprehensive mentoring to the mentee. Mentor teachers should be hardworking, dedicated and have a passion for the profession. Deliberto (2016:15) argues that mentors should also receive training and usually they are experienced teachers that are known to be effective in the school. This implies that the role of mentoring should not be given to every staff member but only those who are effective so that they can set a good example to beginning teachers. According to Spooner-Lane (2017:2), education authorities must improve the quality of mentoring and provide effective professional development to make the teaching profession attractive and respected. This implies that school management should make sure that, during the induction of new teachers, mentor teachers are well trained and they understand their responsibility to the beginning teachers.

Spooner-Lane (2017:2) adds that many researchers and practitioners in education agree that comprehensive induction programmes that include mentoring are crucial in developing beginning teachers to become effective teachers. Quality mentoring programmes can play a vital role in strengthening and helping beginning teachers to understand their status as professionals, reduce teacher attrition and enhance job satisfaction (Spooner-Lane, 2017:2). This is supported by Salleh and Tan (2013:4) stating that, although beginning teacher mentoring has many benefits, its essence remains to help beginning teachers to become successful in their teaching career and it enhances retention results in the long run. It also helps to improve teaching quality and improve results among both new and senior teachers.

Although mentoring is important in the induction process of beginning teachers, the effect of mentoring on improving beginning teachers' classroom practice and ultimately improving learner performance is unclear. It seems as if not much attention is given to quality monitoring; there is no consistency in the way mentoring is implemented and induction differs from school to school (Spooner-Lane, 2017:16). Mentoring is not limited to beginning teachers only, as newly-appointed principals, deputy principals and department heads (HODs) also participate in mentorship programmes. In China, the *Shanghai Famous Principals'*

Project is a project where well-known principals mentor a group of new principals (Salleh & Tan, 2013:4).

Mentoring is prominent in helping new teachers to get used to their new positions. Education authorities should ensure that mentoring is not only for beginning teachers but also for newly-appointed principals, deputies and HODs. The role of mentor teachers is very important in the induction process. Mentor teachers work with beginning teachers almost every day. They go as far as observing lessons of beginning teachers, modelling lessons to beginning teachers and helping them understand their role as teachers in the school. In this study mentor teachers shared their views on the implementation of induction for new teachers. The responsibility of a mentor can either make or destroy a new teacher. If the new teacher is given a mentor that is not committed to the programme or who does not understand the role of mentor teacher, the beginning teacher will not be able to learn from the mentor. Inductors in schools should allocate beginning teachers to hard working senior teachers so that they can learn from.

I will now discuss the day-to-day challenges that are facing beginning teachers. This should explicate the problems that beginning teachers face and may alert education authorities more to the needs of beginning teachers.

2.5. CHALLENGES FACED BY BEGINNING TEACHERS

Beginning teachers are faced with many challenges when they arrive at schools, especially when they do not get enough support to help them settle into their positions. Personal challenges may include being reluctant to seek help, low levels of self-efficacy and being worried about content knowledge, job security and differences in beliefs between teaching practices (Mansfield *et al.,* 2014:3). Lack of social and emotional support may result in relationship challenges and behaviour management problems in class. If beginning teachers have support structures that guide them and people whom they can trust and to whom they can easily open up, these challenges can be addressed successfully.

Beginning teachers very often suffer from *practice shock* and need help. Lorenz *et al.* (2016:4) argue that the challenges that were identified in the 1980s are still

waiting to be addressed in the second decade of the twenty-first century. Beginning teachers are still faced with challenges that include maintaining discipline, motivating learners, learner differences, managing heavy workloads, coping with colleagues and performing without adequate resources. The lack of support, supervision and cooperation with colleagues features strongly as reasons for the early attrition of beginning teachers. Lorenz *et al.* (2016:5) add that with proper induction programmes, the School Management Team (SMT) members can assist beginning teachers to adapt more easily and become productive more quickly in their first working environment.

Challenges may emerge in the classroom. Issues such as managing challenging behaviour, meeting diverse learners, establishing positive relationships with colleagues and learners, inadequate resources and equipment and difficult content all influence beginning teachers' entry into the profession. Classroom challenges may be very difficult for beginning teachers to face if they are working in isolation.

In recent studies cases of teachers being bullied by learners are very common. Beginning teachers are more likely to be victims if they are assigned classes and are left with the learners without regular monitoring if they are not coping with the situation (Mpofu, 2015:44).

Challenges may also emerge in the school community. Matters such as dealing with difficult parents, school organisation, time management and lack of administrative support, such as lesson planning, all contribute to the problems of beginning teachers (Mansfield *et al.,* 2014:4). Interacting with staff members and discussing subject matter with colleagues sharing the same subjects or classes can make beginning teachers understand their learners and colleagues faster. Induction can help new teachers to understand the school stakeholders, including difficult parents.

Schools that implement comprehensive induction programmes are less likely to have struggling beginning teachers compared to schools that do little or no induction at all. The problems that teachers experience in the teaching profession during their early career years contribute to a relatively larger proportion of

teachers quitting the profession sooner than at a later stage (Gerrevall, 2017:4). The problems mentioned above are very serious for beginning teachers; if these can be addressed, schools can achieve better results from beginning teachers sooner than when these problems are not addressed.

Other challenges that face beginning teachers are job satisfaction, self-efficacy beliefs, insecurity and fear. I now briefly discuss these challenges as they also contribute to the problems of beginning teachers.

⟩ **Job satisfaction for beginner teachers**

Job satisfaction is the extent to which a person likes or dislikes his or her job (Spector, 1997:2). Low job satisfaction is regarded as a major contributing factor to early career teacher burnout in most parts of the world. This is because new teachers spend most of their working day in a classroom with learners and have very little time to interact with other colleagues in the school. The induction programmes can help new teachers to get the information they need from other teachers. Interacting with colleagues may reduce the feeling of isolation and increase teacher confidence, learner achievement and teacher job satisfaction (Reeves, Pun & Chung, 2017:2). According to Reeves *et al.* (2017:9), job satisfaction is influenced by external and internal factors. External factors may include working conditions and self-efficacy as an internal factor. This implies that school managers need to pay more attention to how beginner teachers feel in the school and must support them until they have fully adapted to the school environment.

⟩ **Self-efficacy beliefs**

Bandura (1995:2) defines self-efficacy beliefs as an individual's beliefs about his or her competencies to carry out a task when faced with a challenge. For beginning teachers to gain the confidence that they need to be able to overcome any challenges that they may face, they need proper induction that will prepare them to believe in themselves. Induction can prepare beginning teachers to know what they will be dealing with in their classes and inductors will equip them with dealing with the everyday challenges that they face in schools. Teacher self-efficacy is a teachers' professed capability to survive challenges and difficulties encountered in

the teacher profession (Bandura, 1995:2). Repeated experiences of success, irrespective of the domain, enhance self-efficacy beliefs. Self-efficacy beliefs in educators are influenced by many things, like the number of years in the profession, aspects of school climate, challenging classroom circumstances and cooperation in the school team (Bandura, 1995:2). Beginning teachers' self-efficacy beliefs cannot be compared to the ones of experienced teachers; therefore, experienced teachers must work with new teachers in helping them to adapt in the school. This can be done if comprehensive induction programmes for beginning teachers are implemented.

) Insecurities and fear

A comprehensive induction programme that is monitored very closely has the potential of minimising fear, stress, anxiety and insecurity caused by reality shock (Maake, 2013:44). The implication is that induction programmes are used as a tool to guide beginning teachers about what is required from them in their positions and to assist them to cope with the challenges of transition. The causes of new teachers' insecurities and fear can be reduced significantly if schools implement comprehensive induction programmes for newly appointed teachers (Maake, 2013:34). Many studies agree that comprehensive induction programmes not only help new teachers to manage classes but also minimise their insecurities and fear that may negatively affect their performance.

The challenges that face teachers in the early stages of their career do not affect them personally only but also the institution for which they are working as well as the learners they are teaching. If beginning teachers must deal with challenges every day, there is very limited time available for them to focus on their teaching and administrative duties as they may be worried or try to solve the problems they face. For example, trying to discipline misbehaving learners can consume much teaching time. Dealing with a challenging topic and ending up spending too much time solving problems can be minimised if a mentor is available.

If the above-mentioned challenges are addressed, beginning teachers can become more productive sooner than expected. Well-planned induction programmes can assist in addressing the above-mentioned challenges faced by

beginning teachers. For example, if inductors can make beginning teachers aware of challenges like misbehaving learners that they may face in class, they can also give them tried and tested strategies that they can use to deal with such learners.

In the induction process, inductors can assist beginning teachers to cope with their workload; experienced teachers can share their strategies with new teachers and advise them on how to handle their schedules. Beginning teachers need people to talk to, ask for help and report any challenges they may face in the school. The induction process provides them the platform to voice their concerns and learn from experienced staff.

The challenges examined in the literature are more likely to be experienced by beginning teachers that have not received proper induction from their schools. Beginning teachers who receive induction may also face similar challenges depending on the support and quality of induction that is being offered by the schools. This study is aimed at obtaining the views of teachers, including those of beginning teachers on the implementation of induction programmes in schools.

After providing the detailed challenges that face beginning teachers, I will now briefly explain the aim of induction programmes for beginning teachers.

2.6. THE AIM OF INDUCTION PROGRAMMES

Induction programmes are meant to be used in professional teacher development. Much has been said about the importance of induction, with many researchers agreeing that induction is helpful for beginning teachers. The successful completion of a teaching qualification alone cannot equip newly-appointed teachers with all the expertise needed to be effective in class (Santoli & Paige, 2014:2). This implies that newly-qualified teachers still have much to learn more than what they learn at tertiary level. The question is where beginning teachers will learn after tertiary education because they are qualified and considered ready to resume their duties because in South Africa the minimum requirement to teach is just a teacher qualification.

Induction could provide teachers with a platform to learn from the inductors. Maake (2013:31) argues that induction programmes were designed to have senior teachers formally guiding and mentoring newly appointed teachers until they adjust in their new working environments. Maake (2013:31) adds that the aim of induction is to socialise beginning teachers and assist them to maximise their professional development. The aim is to integrate new teachers into the school environment in the shortest period possible. This is supported by Unruh and Holt (2012:2) who point out that induction programmes were not designed to give additional education to newly-appointed teachers but to provide support, guidance and orientation, more especially to those in their first year of teaching.

Nemser (2012:2) says that many studies agree that induction for beginning teachers is of the utmost importance since new teachers often feel lost without any guidance from other teachers. Although the aim of induction is clear, the literature raises doubts about the successful implementation of induction in South African schools. Firstly, there is no recommended time frame for the induction programmes for beginning teachers. The studies conducted rarely refer to the role of induction programmes in helping new teachers understand their status as professionals in the teaching profession.

The literature highlights the aim of induction and underscores the fact that some countries have made standardised induction programmes for new teachers compulsory. After completing university studies, newly qualified teachers still need to learn about their new working environment as well as their duties as responsibilities as teachers. In the workplace there is no time for a formal lecturing. Teachers are expected to work. Induction helps beginning teachers to learn from inductors while working, and the faster they learn, the better because they become productive in their duties in a relatively short time. By implementing comprehensive induction programmes, schools make it easy for the teachers to learn fast so that they can produce improved learner performance.

I have discussed the aim of induction for beginning teachers and will now discuss the consequences of not conducting or offering inadequate induction to beginning teachers.

2.7. CONSEQUENCES OF INADEQUATE INDUCTION PROGRAMMES

Kearney (2016:7) argues that, although induction programmes are implemented to alleviate the pressures beginning teachers experience early in their career, there are serious consequences if beginning teachers do not receive adequate induction. He continues to say that putting a programme into action does not guarantee success. Kearney (2016:7) states that a proper induction programme must be aligned with best practice to ensure that the needs of beginning teachers are met and the spirit of induction is realised. If beginning teachers are not professionally and emotionally supported, they usually leave the profession within the first five years after graduating (Kearney, 2016:7).

Kidd *et al.* (2015:2) argue that induction for beginning teachers needs to be personally and professionally fulfilling. According to the study conducted by Kidd *et al.* (2015:3), most beginning teachers' perceptions of their induction are that the mentors and induction programmes bring about limited success. They add that beginning teachers usually start the teaching profession in difficult teaching conditions that can easily set them up for failure. The experience of a lack of support and work dissatisfaction by beginning teachers influences their decision to follow other career paths. Kidd *et al.* (2015:01) express the view that a projected 25% of newly-appointed teachers in Australia quit the teaching career within five years after graduating.

The experience of a teacher who has undergone good induction and one who has not is markedly different. A new teacher who joins a school and works without being inducted takes more time to adapt to the school as well as to his or her responsibilities as compared to his or her counterpart who arrives in a school and undergoes good induction. This is not only significant to the new teacher but to the school as well because a beginning teacher taking more time to adapt means more wasted time for the learners, which may lead to poor performance. Teachers with scarce teaching skills can be lost within the first few years of their career if they are not properly inducted and regard the profession as challenging. This study explores possible ways to improve the implementation of induction for beginning teachers.

I will now discuss the implementation of induction in some countries around the world.

2.8. INDUCTION AROUND THE WORLD

A perusal of domestic and international literature suggests strongly that induction and mentoring are essential for the successful introduction of newly-appointed teachers into the practice of their profession. In some countries, participation in induction programmes is obligatory and is a requirement for full licensure, while in other countries participation is voluntary (Santoli & Paige, 2014:3).

A study carried out in Chile by Vasquez, Constreras, Solis, Nunez and Rittershaussen (2016:2) found that time is the most serious challenge for beginning teachers. They often fail to meet deadlines or complete the syllabus on time. Beginning teachers mostly lack knowledge of the educational context in which they are working and they need support from the school. The study recommends that peer learning, self-assessment and inviting external experts to come and orientate new teachers can help them adapt to the demands of the profession (Vasquez *et al.,* 2016:14).

 About 40% of beginning teachers in the 1990s were reported to be participating in formal induction programmes in the United States. In 2007 to 2008 the number doubled to 89.4% with new public school teachers receiving induction (Nemser, 2012:2). Nemser (2012:1) states that induction should not just be about the ease of new teachers' entry into the education system, but it needs to make beginning teachers feel welcomed into a collaborative professional learning. In California, all first- and second-year teachers are obliged to complete a state-approved teacher induction process to clear their preliminary teaching credentials (Wood, 2005:3).

I support Santoli and Paige (2014:3) who criticise the United States' induction programme for focusing on helping beginning teachers to survive the first year of teaching and who, after that, offer little support. Teacher development should be an ongoing process, and induction as one of the developmental programmes for beginning teachers should be an ongoing process.

In Ireland, students graduating from recognised teacher education programmes are obliged to complete an induction process before they will be licensed to teach by the teaching council (Santoli & Paige, 2014:3). In the 1990s, teacher induction in Ireland was characterised as *inconsistent* and was mostly non-existent. In Ireland, the National Pilot Project for Teacher Induction was established in 2002 (Santoli & Paige, 2014:3). The pilot project included teacher unions, teachers, participating schools, education centres and the Department of Education and Skills. The purpose of the pilot project was to propose and identify models of induction for an effective national programme. In 2010, the National Induction Programme for Teachers began and all newly qualified teachers (NQTs) are now obliged to participate before they are licenced to work in schools (Santoli & Paige, 2014:3).

A study conducted in Australia found that teachers experience "stress" and "burnout" in their first few years of teaching. Despite recommendations by the government of the Commonwealth of Australia many teachers do not get the support that they need in their early years of teaching (Kearney, 2014:11).

Induction in many countries is valued as they have policies in place on the implementation of induction for teachers. The teacher councils ensure that all newly-qualified teachers are inducted in many countries they have policies that explain the details of induction programmes for beginning teachers.

Many countries around the world implement compulsory induction for new teachers; there is nothing that suggests that in South Africa it would not be possible to implement standardised induction programmes for beginning teachers. The fact that some provincial districts in the country offer beginning teachers induction, even if it is not adequate or appropriate, implies that some authorities appreciate the important role of induction. An awareness of the role of induction programmes for beginning teachers may convince authorities to review policies on the induction of new teachers. This is one of the reasons why this study involved teachers so that their views on beginning teacher induction in South Africa can be heard.

In the next section I will discuss induction as aiding the transition from being a student to becoming a teacher in the true sense of the word.

2.9.   INDUCTION TO SUPPORT THE TRANSITION TO THE TEACHING PROFESSION

Teacher quality is key in every school that is striving to produce quality results for learners. The relationship between teacher training and inducting teachers into the profession is considered to be very important by many researchers (Gerrevall, 2017:4). The rate of teacher attrition in schools is very high, especially in the first years of teaching.

I support Gerrevall's (2017:15) assertion that induction programmes could also help in making the teaching career more appealing. Being a student and reading about what is happening in schools and how one should deal with different situations is different to facing the practical situation as a teacher, especially as a new teacher. When teachers are inducted, they "shift" from being students to teachers and it is then that they gain real experience of working as a teacher. Many teachers agree that they experienced a reality shock, discouragement and frustration during their induction phase (Turley, Powers & Nakai, 2012:2).

There is a need for giving more attention to beginning teachers for them to stay in the profession and implementing comprehensive induction programmes is certainly one of the options. New teachers start their career with different levels of confidence in their ability to teach learners. Turkey, Powers & Nakai (2012:2) argue that induction programmes aim to provide a long-term level of support and development for new teachers, focusing on lesson planning and teaching strategies, disciplining learners and managing classes, developing curriculum around content standards and participating in reflective practices.

Induction plays an important role in aiding the changeover from being a student into becoming a professional teacher. New teachers learn from senior teachers and mentors as they are familiar with the school environment, the community, the content to be taught and working strategies that they can recommend to new teachers. School authorities should allow new teachers a platform to engage with

staff so that they can learn from them; the best time to do this is during the induction phase.

I will now discuss the role of the principal during the induction of beginning teachers as the manager of the school and also look at the role of the SMT in the induction process.

2.10. THE ROLE OF THE PRINCIPAL

School principals are very important in the induction process because as school managers, they are the ones who give direction to all the induction stakeholders. Maake (2013:31) states that school principals must minimise the isolation of newly-appointed teachers by allocating time-slots to interact with them more often.

This kind of support can bring confidence to beginning teachers regarding their principals' commitment to their professional development. When they receive guidance and direction from principals, they could feel more secure in their ability to adapt from being novice teachers to professional ones and successfully complete their induction within the first one to three years of teaching (Wood, 2005:2). Wood adds that principals are responsible for ensuring better learner achievement by assuring better teaching. For principals to achieve quality learner performance, they must have a new teacher induction programme available for all beginning teachers as part of a culture to offer professional development programmes for teachers (Wong, 2005:1).

Communication among school stakeholders and beginning teachers can be strengthened by the principal through helping the inductees in establishing sound interpersonal relations (Maake, 2013:30). I support Maake's (2013:30) assertion that frequent communication with new teachers presents an opportunity for principals to assure new teachers that they are valued in the school. This will also allow the beginning teachers to share their feelings, ask questions and give inputs that may benefit the school.

School principals that are inducting beginning teachers need to ensure that their learners, as well as the new teachers, do benefit from it. New teachers who

receive effective induction from an involved principal are more likely to understand the vision of the school and become useful members of the staff from the start than those not inducted (Du Plessis, 2014:4).

In many schools principals usually designate the HODs to be mentor teachers during the induction process. HODs are directly involved in the induction process as they are usually responsible for managing subjects in their department. They therefore have to meet and share with new teachers their expectations and offer all the support that is needed by new teachers. Supporting beginning teachers to adapt to a school is characterised by collaboration and a sense of involvement by senior management of the school with the principal as the overseer of the school (Eisenschmidt, Oder & Reiska, 2013:3).

It appears that school principals are viewed as the key role players in the induction phase. As managers, school principals have the authority to implement or ensure the proper implementation of any policy. If there is a standardised policy on induction for beginning teachers, school principals are having a significant role to play in the implementation of such a policy in their schools. Mentor teachers are usually allocated by school principals. Principals know the capabilities of their staff, the needs of the school and which teachers can mentor beginning teachers to become the best teachers that can add value to the school.

The principal as the overseer of the school cannot do the induction on his own but he can delegate staff members to be part of the inducting team. Beginning teachers mostly regard their principals as role models, and it is common for principals to influence the way beginning teachers think and behave. If principals show interest in the induction programmes of beginning teachers, like asking them whether they are coping, sharing their experiences with them, asking them whether they require any support from the school and appreciating them for the minor good things that they are doing, it can make beginning teachers feel part of school and work hard in order to be recognised.

In the next section I will discuss *beginning teachers* and *experienced teachers*. I will briefly explain the importance of interacting with one another during the induction programme.

2.11. BEGINNING TEACHERS AND EXPERIENCED TEACHERS

Allocating time for new teachers to work with experienced teachers can support new teachers in many ways as they will learn about the subject matter, the developmental needs of learners and how to discipline learners and manage a classroom (Kathryn *et al.,* 2015:4). Do anay and Öztürk (2011:3) found that beginning teachers' teaching processes and strategies differ from those of experienced teachers. Experienced teachers usually aim to motivate learners to participate in class actively and therefore they prepare learner-centred activities. They also develop learners' thinking skills and ask learners further questions based on the learners' own thinking processes. Beginning teachers focus more on teaching the subject and preparing teacher-centred lessons.

Furthermore, experienced teachers manage unwanted behaviour during classes, they follow learners' learning and arrange their classes accordingly (Do anay & Öztürk, 2011:4). Experienced teachers try to identify conceptual misunderstandings, correct them and give feedback as soon possible. Beginning teachers, on the other hand, mostly prefer lecturing and they prepare for their classes accordingly. They focus mainly on the content and usually do not observe their learners' learning processes, nor develop skills to regulate their learners' learning.

Do anay and Öztürk (2011:4) continue to say that beginning teachers are not good at giving feedback and identifying learning difficulties. There are significant differences between experienced and beginning teachers; affording beginning teachers an opportunity to work with experienced teachers can develop them to be better teachers. Inexperienced teachers are attached to the content and they stick to their original lesson plan without responding to learners' learning by adapting their lesson plans. They see themselves as distributors of information (Do anay & Öztürk, 2011:4). In a study conducted by Jansen, Hernández, Knoll and Gonzalez (2012:13), it was found that beginning teachers spend 73% on average of their

classroom time on instruction and learning while experienced teachers were spending 79%. The reason for this is that inexperienced teachers spent more time in maintaining order in the class.

Experienced teachers struggle less to discipline learners because of their experience; they have many strategies on keeping their classes disciplined that they can share with new teachers. New teachers also spend more time on lesson preparation and less time on teaching learners and doing administrative work (Jansen *et al.,* 2012:14). There is little or no job differentiation between experienced and newly appointed teachers in many schools. Despite the obvious differences between experienced and beginning teachers, newly-appointed teachers assume exactly the same duties as experienced teachers in most schools. This implies that beginning teachers have greater needs for development, particularly developing skills to create more time for instruction and learning in their classes. The implementation of induction programmes in schools may help new teachers to deal with these challenges and improve the performance of learners. School managers always try to allocate duties on an equal basis to all teachers. They usually do not consider that new teachers need some time to adapt (Jansen *et al.,* 2012:15). If this can be addressed, small differences might result in major changes for better school effectiveness.

Experienced teachers have their own way of doing things; they know how to deal with situations that an inexperienced teacher can find difficult. They know how to tackle a challenging topic in class and teach it in a way that learners can understand in a short period of time. With their extended experience, they have tried and tested skills and strategies that they can share with new teachers, starting with classroom management, lesson presentation, administrative work, disciplining learners and handling difficult parents. Beginning teachers can learn a great deal from experienced teachers as their mentees. School managers should delegate the responsibility to help beginning teachers to experienced teachers during the induction phase. If beginning teachers can understand the role of experienced teachers in their induction process, they can build good working relationships with them that can go beyond the induction phase. Building good working relationships does not only help beginning teachers to learn but it also

creates team spirit and allows teachers to work together, share ideas and help one another. Experienced teachers were involved in this study because of the role they can play in helping beginning teachers during their induction. Their views on the implementation of beginning teacher induction may help in devising strategies that can improve the induction process in South Africa.

In the next section I will discuss the role of induction programmes as support for professional development in schools.

2.12. INDUCTION PROGRAMMES AS SUPPORT FOR PROFESSIONAL DEVELOPMENT IN SCHOOLS

Induction programmes play a central role in beginning teachers' professional growth. The support that can be given to new teachers during the induction process must not be underestimated. A recent study conducted by Tammets, Pata and Eisenschmidt (2019:2), found that schools need to make sure that every new teacher joining the profession is subjected to an induction process and has a mentor's support in the first year of teaching. This study suggests that beginning teachers learn new strategies and concepts during the induction process and that the knowledge that they acquire at university and teacher colleges becomes meaningful if discussed, implemented and shared in the school context (Tammets *et al*, 2019:2).

I agree with the assertion of Tammets *et al.* (2019:2) that the knowledge acquired at university is understandable when it is discussed and implemented in the working environment. Induction as support for professional development helps beginning teachers to make sense of what they have learnt at tertiary level and puts it into practice. If new teachers do not undergo adequate induction, it can take them more time to become effective and enjoy teaching as a career. Networking of beginning teachers in different schools can play a role in developing them. Gerrevall (2017:2) argues that new teachers are likely to receive feedback from supervisors and peers based on direct lesson observations but are less likely to engage in a network of teachers devoted to formal development. In their study, Jansen *et al.* (2012:15) indicate that beginning teachers had a more positive

impression of the feedback and appraisal of their work they received compared to more experienced teachers.

Giving feedback to beginning teachers during the induction phase can motivate them. It makes a positive contribution to their job security and job satisfaction. The literature indicates that teacher development is continuous; even experienced teachers are developed to keep up with changing curriculum information. For beginning teachers, development is about learning what they did not learn at tertiary institutions and also learning while practising to improve and become the best teachers that they can be. Conducting workshops, staff or department meetings and getting advice from senior teachers is part of teacher development because professional and curriculum matters are discussed with the aim of developing one another. The induction programme is helpful in developing beginning teachers because this is the stage where they learn about the practice of their profession. This study is concerned with the development of beginning teachers; exploring the views of teachers can lay a good foundation for devising strategies that may be used to improve the induction of beginning teachers.

Beginning teachers are expected to learn in the school environment during the induction process. I will now discuss the school environment as influential factor in teachers' professional development.

2.13. THE SCHOOL ENVIRONMENT AS AN INFLUENTIAL FACTOR IN TEACHERS' PROFESSIONAL DEVELOPMENT

The school environment is a vital factor in determining the success of any professional development activity in a school. Collaboration with other teachers in the school is one of the most powerful professional development factors for new teachers (Eisenschmidt, Oder & Reiska, 2013:3). This implies that if a beginner teacher arrives at a school where the teachers are working hard and are committed to achieving the goals and objectives of the school, he or she is more likely to join the well-oiled machine and learn positive things from colleagues.

If the beginning teachers arrive at a school where everyone has a negative attitude and where there is poor cooperation among management and staff, they may also

develop a negative attitude and be less effective. Interaction among stakeholders in the school context is influenced by many factors, which may include the leadership of the school principal and, a feeling of trust, safety and support among the school personnel (Eisenschmidt, Oder & Reiska, 2013:4).

A supportive school environment has a positive influence on the whole school as an institution (Eisenschmidt, Oder & Reiska, 2013:4). This means that school management should build a culture of unity and cooperation, involve stakeholders in decision making, and encourage mutual support and teamwork. An environment that cares for its members usually shares common goals and objectives. Communicating the vision of the school to staff members will make it easier for all members to cooperate.

The factors mentioned above can have a huge negative impact on the process of inducting beginner teachers in schools if they are not handled in a proper way. A successful induction programme is characterised by the beginning teachers' professional growth. Professional development is supported by the school context and having a mentor plays a crucial role.

In the next section I will discuss the current study, its uniqueness and how it may add value in the South African education context.

2.14. THE CURRENT STUDY

This project investigates the views of teachers on induction for beginning teachers in primary schools. A large body of research has been published on induction programmes and the role that these programmes play in developing beginning teachers. Researchers emphasise the need for induction of beginning teachers. In education, the idea of induction to a profession can be traced back to Scotland and the work of the General Teaching Council for Scotland that introduced compulsory induction for beginner teachers in the 1960s. Many countries as well their teacher professional councils have policies on the implementation of induction programmes for beginning teachers. A teacher is not recognised as fully qualified and is not registered as a teacher before he or she has completed a compulsory induction period successfully; between completing their university

studies and being registered or licensed to teach beginning teachers are on probation and undergo compulsory induction that they must pass.

Although researchers suggest the involvement of principals and mentor teachers when implementing induction programmes for beginning teachers, there is no duration indicated in South Africa or an acceptable time frame for induction. Furthermore, the South African Council of Educators (SACE) (2018) has no documentation about beginning teacher induction on its website. As this professional council is the guardian of the professional status of teachers in South Africa it should appreciate the importance of an effective induction programme.

I have discussed induction programmes for beginning teachers in some detail. In the next section I will give a brief summary on what this chapter entails.

2.15. SUMMARY

Chapter 2 provides an analysis of the literature on how teacher induction is implemented in South Africa and around the world. It provides information on the aim for beginning teacher induction and the role that it plays in developing newly-appointed teachers. Newly-appointed teachers face many challenges in schools and it has been indicated that they struggle mostly with classroom management, keeping up with the Annual Teaching Plan of the subjects they are teaching and coping with other administrative duties. Many researchers agree that comprehensive induction programmes can have a positive contribution in developing newly-appointed teachers to adapt in their new positions.

This chapter also provides detailed information on mentoring and the role that it plays during the induction process of new teachers. The literature studied reveals that previous research on beginning teacher induction left a gap regarding the implementation of induction programmes in South African schools. The implementation of induction in South Africa is not clear and there is no documentation on the implementation of induction, which results in some schools providing little or no induction for new teachers. There also seems to be no guidance from the South African Council for Educators.

In the next chapter I will explain the research design and methodology that I used in this research to explore the views of teachers on induction programmes for beginning teachers. I will also explain the selection criteria for participants, data gathering tools and methods as well how data was analysed.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methodology explains the procedures followed by the researcher in conducting the research. Methodology refers to the paradigm that reinforces the research and serves as a framework of the research (Blaxter, Hughes & Tight, 2004:76). This chapter provides a comprehensive explanation of the research plan that was used to answer the research questions. It encompasses the paradigmatic assumptions that underpinned the research, the selection method and participants, data collection procedures, methods of analysing data and the ethical aspects that were taken into consideration. The researcher is responsible for making sure that participants are protected, and participation is completely voluntary. The ethical considerations to which the researcher was subject are explained in this chapter.

3.2. RESEARCH AIMS

The main objective of this project was to explore the views of teachers on induction programmes for beginning teachers in primary schools in the Mbombela area in Mpumalanga province. I intended to achieve a deep understanding of how teacher induction programmes are implemented by exploring the views of teachers on such programmes. This research is significant because it offers beginning teachers, mentor teachers and principals a platform to share their views on the implementation of induction in schools.

3.3. PARADIGMATIC ASSUMPTIONS

Paradigmatic assumptions refer to the outline (world view) that guides the investigator to comprehend, clarify and interpret the concepts (Kgomo, 2016:41). The methodological assumptions in this research are founded on an interpretivist paradigm. The interpretivist paradigm enabled me to work closely with the participants in order to gain a flawless understanding of how they viewed the way schools implement beginning teacher induction in schools (Nieuwenhuis in Maree *et al*, 2007:58).

The interpretivist approach provided guidelines that enabled me to analyse the views of beginning teachers, mentors and principals on the application of induction

in schools. The main aim of interpretivist research, as explained by Nieuwenhuis in Maree *et al.* (2007:60), is that it offers a viewpoint on a situation and analyses the situation under examination to give insight into the way in which a particular group of people understand their situation or the phenomena they encounter.

Kgomo (2016:42) explains assumptions as circumstances that are taken for granted by the researcher; however, these circumstances should not affect the results of the research. Such assumptions can also be described as provisional answers that the researcher gives to the research questions considering the knowledge he or she has before engaging in the empirical research. In this research, the researcher assumed that beginning teacher induction has a positive impact on teacher performance as well as job satisfaction but that effective induction programmes were not available to all beginning teachers. The researcher made sure that the assumption that induction programmes influence teacher performance and job satisfaction did not influence the findings of this study.

3.4.   RESEARCH APPROACH

The purpose of this study was to obtain a clear picture on how beginning teacher induction is implemented in primary schools, I selected a qualitative research method. Qualitative research is an inquiry process for discovering and understanding the meaning that individuals or groups attribute to a social or human challenge or phenomenon (Creswell, 2014:32). The research questions are broad and general, they attempt to understand the participants' experiences with, and views on the phenomenon, which in this study happens to be teachers' views on induction programmes for beginning teachers (Nieuwenhuis in Maree *et al,* 2007:54).

In qualitative research, the investigator listens to participants, builds on and makes sense of the information heard. In this case, the researcher interviewed the participants and obtained their views about induction programmes for beginning teachers (Creswell, 2014:61). Creswell (2014:61) points out that, in qualitative studies, the researcher is dependent on the views of participants; asks general, broad questions, collects data consisting mainly of words (texts) from participants;

describes and analyses these sets of information or data obtained from participants, and the inquiry is conducted in an objective and unbiased way.

Qualitative research assisted me to study individual and collective social actions, perceptions, beliefs and thoughts (McMillan & Schumacher, 2010:395). The advantage of a qualitative research approach was the richness and in-depth descriptive data obtained from the participants, which included articulated feelings, thought processes and emotions which would have been uneasy to observe if another research method had been used (Strauss & Corbin, 1998; Marshal & Rossman, 1999). This is supported by Maree *et al* (2007:51) who states that qualitative research studies people by interacting and observing participants in their usual environment and focusing on their meanings and interpretations. In my study, I intended to gain insight into the views of participants on how beginning teacher induction is implemented in primary schools; the qualitative approach was very appropriate because it enable me to work closely with the participants.

There are limitations in using a qualitative research approach. These include the fact that it is time-consuming and that the researcher is the primary instrument for collecting data and analysing it (Merriam, 1998:2). This approach is having the possibility of researcher prejudice because researcher prejudice comes into play during the data gathering period, analysing and interpretation of data. To guarantee credibility and avoid subjectivity and bias in the study, a reflective journal and memoranda were used during the fieldwork and a tighter data analysis phase was used to record and reflect on the information obtained.

3.5. DATA COLLECTION

3.5.1 Research design

Creswell, (2014:14) argues that "research designs are types of inquiry within qualitative, quantitative and mixed method approaches that give specific direction for procedures in a research design". Nieuwenhuis (in Maree *et al*, 2007:70) explains a research design as a strategy that moves from the underlying philosophical assumption to specifying the selection of participants, the data collection techniques used and data analysis to be done. The aim of a research design is to set up the research in such a way that precise answers to research

questions may be obtained (McMillan & Schumacher, 2010:31). The research design serves to guide the researcher's decisions about elements of the research, such as the approach that will be followed, the data collection to be used and the way the data will be analysed.

3.5.1.1.   Type of design

In order to explore how teachers understand induction programmes for beginning teachers, I used a case study design. As explained by McMillan and Schumacher (2010:31), a case study is suitable because it acknowledges peoples' competency to construct and interpret their social environment. A case study design was the most suitable to assist me to take note of the limitations elevated in the literature review as well as during the data collection phase.

Zuker (2009:2) defines a case study as a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest". A case study design was most suitable for me because it aided me in obtaining a clear understanding of how teachers view, understand and implement beginning teacher induction programmes. According to Zuker (2009:3), a case study design must have five components: a) the research question(s), b) its propositions, c) its unit(s) of analysis, d) a determination of how the data is linked to the propositions, and e) the criteria to interpret the findings. The case study design also gave me a variety of information sources and facilitated the process of exploring and describing how teachers understand and implement beginning teacher induction in primary schools (McMillan & Schumacher, 2010:331).

I support Zuker's (2009:4) assertion that case studies are the most preferred strategy when "how" and "why" questions are posed. In this study, many follow-up questions were posed to participants to get the most accurate data from the participants. According to Nieuwenhuis (in Maree *et al*, 2007:62), making use of several sources and methods in the data collection phase is major strength of the case study design. The researcher can plan well in advance on what proof to gather and what analysis procedures to employ with the data in order to answer the research question(s) (Nieuwenhuis in Maree *et al*, 2007:62).

The aim of this study was to explore and make sense of the implementation of beginning teacher induction in primary schools and how the teachers experienced the induction: whether it assisted them to adapt in schools and understand their status as professionals.

To understand this, it was essential for me to listen attentively to the teachers during the face to face interviews based on the information mirrored in the literature on beginning teacher induction (McMillan & Schumacher, 2010:31).

There are limitations to the case study approach because of its possible subjectivity and bias. However, attention to certain details enhances the analysis and increases clarity of reasoning (Zuker, 2009:10). The case study design is a valuable tool for contributing to theory, social issues, practice and actions (McMillan & Schumacher, 2010:32). Furthermore, this design is suitable for exploratory research, such as the present study. The design afforded me an opportunity to look at the practices and views of teachers, collect data and analyse the relevant data and reporting the findings. This approach helped me in gaining a greater understanding of how beginning teachers are inducted in primary schools. The case study design enabled me to capture the unique situations of the participants.

3.5.2. Research sites

The study focused on the views of teachers on induction programmes for beginning teachers in four intentionally selected schools in the Mbombela area of the Mpumalanga province.

3.5.3. Sampling

Non-probability purposive sampling was used in this study. Purposeful sampling is the choice of elements in a population that is revealing about the chosen topic (McMillan & Schumacher (2010:32). This implies that judgement must be made about the type of sample and subjects to be chosen to give the finest possible information to answer the research questions. In purposive sampling, the participants are chosen based on their ability to help the researcher to answer the research questions and understand the problem (Creswell, 2014:82). Purposive

sampling allows the researcher to select participants that will add value to the research, based on their knowledge of and background to the phenomenon. In this case, beginning teachers, mentor teachers, principals and teachers who had just been inducted were selected purposively because they were directly involved or had experienced the induction process.

This research was carried out in four primary schools in the Mbombela area of the Mpumalanga province. The sample consisted of eight newly-appointed teachers involved in the induction process at the time, four mentor teachers, four teachers who had just completed the induction process not longer than twelve months, as well as their principals. The total sample comprised twenty participants from four schools. The researcher felt that twenty participants would be sufficient for the study provided all the different types of teacher concerned (principals, novice teachers, mentor teachers and experienced teachers) were included. Too many participants might be difficult to manage with too much data that might produce duplicated information. Similarly, too few participants might not be representative of the views of the selected teachers. It was felt that twenty participants were a reasonable number for this study.

Table 3.1.   Number of participants in each of the four schools

Participants	School A	School B	School C	School D	Total
Principals	1	1	1	1	**4**
Novice teachers	2	2	2	2	**8**
Experienced Educators	1	1	1	1	**4**
Mentor teachers	1	1	1	1	**4**
Total	**5**	**5**	**5**	**5**	**20**

According to Cohen *et al.* (2011:114), purposive sampling allows the researcher to select the participants according to the desires of the study and criteria that he or she designs. In this study, principals were selected to participate because they were the ones responsible for inducting beginner teachers for professional growth in schools while the newly-appointed teachers were the recipients of induction.

Experienced teachers who had completed their induction were selected because they already had experience and could share their views on how they experienced their induction. Mentor teachers were selected because they were responsible for mentoring the newly-appointed teachers during the process of induction. I selected schools that were near my workplace and area or residence because the time taken to arrive at the chosen research sites and being away from my workplace and home was minimal.

Purposive sampling is utilised in qualitative data collection so that participants are chosen because they have experienced the area that is being researched. Purposive sampling was used to enable the researcher to select participants that met the requirements of a specific criterion (Nieuwenhuis in Maree *et al,* 2007:64).

3.5.4. Data-collection methods

Creswell (2014:239) points out that qualitative research needs the investigator to ask general, detailed questions that will allow the participants to tell their opinions free from the researcher's point of view. In many research studies, interactive researchers utilise several collection techniques, but they normally choose one as the main method (McMillan & Schumacher, 2010:408). In my study the main method of collecting data was interviews. I managed to collect much information through the interviews.

Researchers further indicate that making use of multi-method strategies yields different insights into the phenomenon and increases the credibility of the results (McMillan & Schumacher, 2010:408). I collected different types of information that enabled me to understand my chosen topic fully and answer my research questions. The data collection techniques that I used for my study are discussed next.

The data collection strategies used, namely interviews and document analysis, enabled me to engage completely in the research process. These strategies created a pleasant relationship between me as the researcher and the participants. During the interview proceedings, in-depth probing of any issues was

used so that I could get a clear understanding of how beginning teacher induction programmes were implemented in primary schools.

3.5.4.1.   Interviews

Halcomb and Davidson (2006:38) state that in a qualitative study, interviews are relevant because they facilitate interactive dialogues between the researcher and the participants. In this study, data collection was carried out through face to face, in-depth, semi-structured interviews with beginning teachers who were in the process of induction, principals, mentor teachers and teachers who had completed their induction not more that twelve months previously. This was done to obtain their views on the implementation of induction, how it benefitted or affected them and the school as a whole.

This approach was chosen because I needed to present the most accurate descriptive information from the data collected from the participants. I made use of a tape recorder to record the interviews and the data collected was later transcribed (Nieuwenhuis in Maree *et al,* 2007:64). While the interviews were taking place, I took notes. The reason for this was to help ensure the correctness of the data gathering process (Nieuwenhuis in Maree *et al,* 2007:64). Creswell (2014:239) states that interviews allow the researcher to have control over the line of questioning. He adds that interviews are useful when participants can be observed directly and that participants can give historic information when they are interviewed (Creswell, 2014:239). An interview is a tool that the researcher can use to obtain the necessary answers.

The interviews enabled me to understand and sightsee the following:
- The perceptions of teachers regarding the implementation of beginning teacher induction.
- The experiences of teachers concerning beginning teacher induction programmes.
- The challenges that beginning teachers face.
- The degree of effectiveness of the way beginning teacher induction is implemented in primary schools.

Interviews are used to obtain detailed information from someone by giving access to what the person thinks, what the person likes or dislikes and everything that is in the person's head (Cohen & Manion, 2009:4). Employing interviews as a primary source of collecting data was a good idea and I believe it allowed me access to more valuable information than I would have got if I had used other techniques.

) Types of interview

In this study I used semi-structured interviews as they were the most suitable type. The semi-structured interviews took place in the afternoon, after school hours to ensure minimum disturbance of teaching time and the normal running of the schools. Open-ended questions allowed me to make use of prompts and probing questions to get more and more detailed information from the participants. The use of semi-structured interviews enabled the participants to share their beliefs, intentions, values and reasons for how beginning teacher induction unfolds in primary schools (Henning, Van Rensburg & Smit, 2004:7).

) Types of question

Making use of open-ended questions enabled me to obtain appropriate responses from the participants. Open-ended questions allow both the researcher and participants to discuss anything that is essential concerning the topic under discussion (Nieuwenhuis in Maree *et al*, 2007:88). In this study participants managed to share their views on beginning teacher induction programmes. A majority of the research questions were based on what, how and why questions and probes were used with the intention of getting richer data from the participants (Creswell, 2014:249).

) Interview schedule

Using an interview schedule helps to ensure that all relevant topics are covered for all the participants. In order for the interviews to be effective, interview schedules were prepared (see annexures H - K) to give direction and put interview processes in focus (McMillan & Schumacher, 2010:357). Making use of the interview schedule is important because it guarantees that the same basic information is followed with each participant (Nieuwenhuis in Maree *et al*, 2007). In this study, I

prepared a list of questions (see annexures H - K) that I needed to explore during the interview proceedings. The interview schedule reflected the findings of my literature review and the research problem, the research purpose, the research question, the sub-research questions and the aims of the research. The reason was to avoid omitting vital data in the process (McMillan & Schumacher, 2010:357).

3.5.4.2.   Document analysis

McMillan and Schumacher (2010:42) define document analysis as a record of past events that is written or printed. Document analysis is one of the methodological tools for testing collected data in text (McMillan & Schumacher, 2010:361). Creswell (2014:85) defines a document as a powerful tool that can assist a researcher to better understand the main focus of the study. Creswell (2007:86) continues to say documents may include policies, letters, minutes of meetings, reports, diaries and other documents. When one uses documents as a data collection technique, it means one focuses on written communication that provides information on the phenomenon that one is investigating. In this study, individual school induction policies and the Personnel Administrative Measures (PAM, 2016) were used to gain information on how schools apply induction for newly appointed teachers. Document analysis (in this case content analysis) was used as a tool for collecting data because it was having the potential to reveal crucial information that might not necessarily have been given by the participants during the interviews (Nieuwenhuis in Maree *et al*, 2007:66).

Document analysis was very useful, not only as a data collection tool but also in the study's triangulation process (Nieuwenhuis in Maree *et al*, 2007:66). This implies that the process of analysing documents was used as a double check on the reliability of the study (Nieuwenhuis in Maree *et al*, 2007:66).

3.6.   DATA ANALYSIS AND INTERPRETATION

McMillan and Schumacher (2010:364) explain qualitative data analysis as a process of coding, categorising and interpreting information to give answers on the field that is being studied and answer the research questions. Qualitative data analysis is normally focused on an interpretive philosophy that is targeted at

assessing expressive and symbolic content of a qualitative data. It serves to clarify how participants make sense of a given topic by analysing their insights, knowledge attitudes, feelings, understanding, values and experiences to approximate their construction of the phenomenon (Nieuwenhuis in Maree *et al,* 2007:99).

Qualitative data analysis is usually an ongoing and iterative process, which means that the data gathering, processing, analysis and reporting are intertwined and not just several sequential steps (Nieuwenhuis in Maree *et al,* 2007:99). In this research, my aim was to consolidate what I had observed and heard in terms of similar phrases, words, patterns or themes that would assist me in making sense of, and interpreting what was emerging. I was aiming to interpret and understand what was in the data (Nieuwenhuis in Maree *et al,* 2007:100).

In this study, I utilised content analysis. Nieuwenhuis (in Maree *et al,* 2007:100) explains content analysis as a systematic approach to qualitative data analysis that recognises and summarises message content. Content analysis is an inductive and iterative procedure where I looked for similarities and differences that would corroborate or contradict my theory.   In my study, I used content analysis as a process for looking at the data from interviews and the document analysis with the aim of identifying key concepts in the transcript that would assist me to understand and interpret the raw data from different perspectives (Nieuwenhuis in Maree *et al,* 2007:100).

To summarise the huge quantities of words and many pages into a final report I needed a strategy for arranging and keeping track of the text. I separated different sets and marked each bit of data according to its defining characteristic (where, when, how and why I collected it). I used files and folders to gather information that matches with each other (Nieuwenhuis in Maree *et al,* 2007:100). This made it easy for me to retrieve, check and examine the bigger context in which the data occurred (Nieuwenhuis in Maree *et al,* 2007:101).

I transcribed the information gathered through interviews so that I could add some non-verbal indications in the transcript (Nieuwenhuis in Maree *et al,* 2007:101). This process involved thorough reading and studying of the data at least two times

for long and uninterrupted periods. I made a duplicate of the transcriptions and saved it (Nieuwenhuis in Maree *et al,* 2007:104). The next step was to assign preliminary coding by creating several category codes and label-related data. According to Nieuwenhuis (in Maree *et al,* 2007:104) coding is the process of coding and processing the segments of data with symbols, descriptive words or special identifying names (Nieuwenhuis in Maree *et al,* 2007:104). This implies that every time I found a meaningful segment of text in the transcript, I assigned a code or label to indicate that segment (Nieuwenhuis in Maree *et al,* 2007:104). Nieuwenhuis (in Maree *et al,* 2007:104) states that, once the transcribed data has been coded, the next step is to organise or combine related codes into themes or categories. I therefore allocated a tag to each theme (I used my special descriptive words and phrases from the transcript) and to each category. I confirmed to check if I had included all vital insights that appeared from the data through coding and categorisation (Nieuwenhuis in Maree *et al,* 2007:104).

I then brought order and structure to the categories by prudently viewing at the categories and checking how each was connected to other categories (Nieuwenhuis in Maree *et al,* 2007:105). I searched for similarities in meaning between groupings or relationships among dissimilar categories (Nieuwenhuis in Maree *et al,* 2007:109). In this way, I was able to construct a number of themes which enabled me to structure my reporting of my findings.

The next step was to interpret the data (Nieuwenhuis in Maree *et al,* 2007:109). Data was related to theory to show how it substantiated or questioned current knowledge or added new understanding of the literature (Nieuwenhuis in Maree *et al,* 2007:109). When deducing the analysed data, I looked for evolving patterns, relations, concepts and clarifications from the data with the purpose of writing conclusions (Nieuwenhuis in Maree *et al,* 2007:109). Every conclusion in the study was founded on the findings from the data that been reported, in line with what was known already in order to disclose possible new insights into current knowledge. Conclusions were founded on confirmable information (Nieuwenhuis in Maree *et al,* 2007:111).

3.7. TRUSTWORTHINESS (VALIDITY)

According to Creswell (2014:251), qualitative validity means that the researcher ensures accuracy of the findings by engaging certain procedures. This is supported by Nieuwenhuis (in Maree *et al,* 2007:81) when he says reliability and validity are essential aspects in qualitative research. In qualitative research, validity refers to the degree of congruence between the explanations of the topic in question and the world realities (McMillan & Schumacher, 2010:216). This means that the interpretation of data must have the same meaning for the researcher and the participants (McMillan & Schumacher, 2010:2016). Trustworthiness, according to Poggenpoel (1998:249) is the extent to which the investigator can give findings that are worth giving attention to and are convincing to the audience. In this research I used two methods of data collection (interviews and document analysis) and these enhanced the trustworthiness of the study.

3.7.1. Triangulation

Triangulation plays a very important part in guaranteeing reliability and validity because it aids in verifying information from a variety of sources and certifies that the weakness of one method is balanced or countered by the strengths of another (Nieuwenhuis in Maree *et al,* 2007:67). In this study, all the different data methods and/ or sources were triangulated to ensure trustworthiness of the data. All the interview data from the teachers about their views on beginning teacher induction programmes was triangulated with the literature to identify the evolving tendencies and challenges in the implementation of beginning teacher induction schools.

Triangulation relates to data on the same issue from various sources to establish whether the sources support or contradict one another. The more strongly the sources support one another, the better the chances are that the information presented is reliable and trustworthy. In this study, data from interviews with different participants on the same issues was compared and data from the interviews was also compared to data obtained from the content analysis of the document analysis phase of the research.

In addition, data obtained from participants from the same school was compared and data obtained from teachers was compared to data obtained from principals to

ensure validity and reliability. Data obtained from the teachers and principals of different schools was also compared.

3.7.2. Member checking

I did member checking to ensure the credibility of this study. McMillan and Schumacher (2010:44) define member checking as a practice where the researcher asks the participants to verify the accuracy of the accounts related to them. It involves checking the findings with the participants and checking with them about the accuracy of the results. In this study, participants were requested to peruse the transcribed interviews and report any misinterpretations before data was analysed. The participants confirmed their views and notified the researcher of information that they did not want published (Patton, 2002). Peer editing and consulting with my supervisor were done to obtain proof of legitimacy and credibility of data.

3.8. ETHICAL CONSIDERATIONS

In conducting this research, I considered and abided by the procedures stated in the University's ethics policy. Cohen & Manion (2009:42) explain that ethical matters can be very challenging when social scientists utilise different methods to collect essential data for their research. This simply means that every step or phase in the research proceeding could be subject to ethical challenges (Clasquin-Johnson, 2011:93). Because the participants are living creatures, high caution must be taken to minimise any danger to them (Denzin & Lincoln, 2000:28). I desired to ensure that my study would continue without any challenges. I applied for and received ethical clearance from the University before I started collecting data.

In my application I had to include the following components to abide by the ethical obligations:

3.8.1. Voluntary participation

After receiving authorisation from the Mpumalanga Department of Education (MDoE) I went to the schools to meet with the participants. The reason for my visit was to give full details of the research to the participants, explain to them that their contribution was completely voluntarily, they could withdraw at any time they feel

like doing so and that without their participation I could not do my research (Creswell, 2014:136).

3.8.2   Informed consent

Informed consent is part of all ethical considerations (Cohen & Manion, 2009:50). Before I commenced with the data collection, I wrote letters to the principals of the four selected schools requesting their permission to use their schools and members of the staff. Letters of consent were sent to the participants in which the research procedures were explained. Participants were requested to go through the letters, ask questions if there was anything that they did not understand and then sign the consent form to show that they agreed to take part in the study (Creswell, 2014:136).

3.8.3. Privacy, anonymity and confidentiality

All information and responses from participants were kept private and the results were presented anonymously for the protection of the identities of the participants (Creswell, 2014:138). I disassociated the names of the participants during the recording and coding stage. To protect their identity, I used pseudonyms.

3.9.   LIMITATIONS

This study used data obtained from accessible participants which implied that the findings would not be generalised to the whole education fraternity as it would represent the views of only a small sample of teachers in four primary schools in the Mbombela area. The research was conducted on a very small scale and over a very small period in a limited environment. This study constitutes research of a limited scope (McMillan & Schumacher, 2010:357).

Using the case study design can be time-consuming as the researcher may generate large quantities of data that may be difficult to analyse or may not contribute to the enrichment of the data. As the researcher I was aware of this limitation and I tried to prevent any challenge from affecting the quality of the study negatively. For example, I allocated more time to analysing data and I monitored continuously all interpretations to ensure the credibility of the study. None of the participants who were interviewed were from my school or the neighbouring

schools. I did not interview teachers in my school and surrounding schools because of my position as the HOD in the area.

3.10. POSSIBLE CONTRIBUTION OF THIS STUDY

The teacher councils and education departments in many countries are fully involved in the induction process of newly qualified teachers. They even have national policies on induction for beginning teachers. In South Africa, SACE does not have any documentation on induction, therefore this study may alert the authorities on the need for helping new teachers adapt more quickly in schools. The different views of teachers may be a clear reflection of the challenges that beginning teachers in schools face, the challenges that inductors encounter, as well as the positives and the negatives of implementing and not implementing induction for new teachers in schools.

If comprehensive induction programmes for beginning teachers can be implemented uniformly throughout the country, the productivity of new teachers can be enjoyed by schools in a very short period and learner performance can improve. Teachers who are teaching scarce skill subjects can be retained in the education profession and that means many more learners can be instructed properly in the scarce skill subjects. South Africa faces a high number of unemployed youth because they do not have the necessary skills for the labour force. Having teachers who are experts in scarce skill subjects means that more learners with scarce skills can be produced and this can improve the economy of the country. The high number of young teachers who are taking teaching jobs abroad can be reduced.

3.11. CONCLUSION

This chapter explains the research design and methodology I explored in getting the views of teachers on induction programmes for beginning teachers in four primary schools in the Mbombela area, Mpumalanga province. The selection of participants, data gathering tools and methods of data analysis were clarified in detail.

The discussion in this chapter indicates that using a qualitative case study approach to explore the topic was relevant because it permitted the participants the liberty to express their views in their own words and in their own setting. Discussing personal views and experiences can reveal more important information that the researcher might not have accessed from the participants without this approach (McMillan & Schumacher, 2010:44). I explained the strategies that I used to ensure the trustworthiness and credibility of the research as well as the ethical aspects of the study. I concluded the chapter with outlining the limitations and possible significance of the study.

In the next chapter I will present the data analysis and interpretation of beginning teacher induction programmes in primary schools.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

The purpose of this study was to explore the views of teachers concerning induction programmes for beginning teachers in Mbombela in the Mpumalanga province. The study set out to explore the implementation of induction programmes in four primary schools in Mpumalanga.

In the previous chapter, the procedures and methods that were followed when conducting this research were discussed. The chapter further elaborated on the different steps of the study and how the research was implemented. Reasons for the choice of the research design and the methodology were provided.

This chapter talks about the data collected during the semi-structured interviews with novice teachers, experienced teachers, mentor teachers and the principals of the four schools selected. The implementation of induction programmes in the four schools was studied to understand how they augment or impede learner performance (Creswell, 2014:218). In this chapter, data is presented and discussed according to the aims of the study as well as the research questions.

The study is underpinned by a legislative framework including policies in education, such as the Personnel Administrative Measures (Department of Basic Education, 2016), the South African Schools Act 84 of 1996 (SASA) (Republic of South Africa, 1996) and the New Teacher Induction Manual (Department of Basic Education, 2017). Reference was made to other documents on induction that were developed by some schools on their own. Beginning teachers in this study were new teachers appointed in schools and who did not have more than twelve months teaching experience.

In order to comply with the ethical procedures of the University and guarantee non-traceability and anonymity, the schools and the participants' names were not mentioned. The schools were identified as school A, B, C and D. The school principals were identified as P1, P2, P3 and P4; the mentor teachers as MT1, MT2, MT3 and MT4; the experienced teachers ET1, ET2, ET3 and ET4. Each

school had two novice teachers participating and they were identified as NT1A, NT1B, NT2A, NT2B, NT3A, NT3B, NT4A and NT4B.

4.2. BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

Table 4.1: Biographical information of educators participating in the study

Participant	Gender	School	Experience	Highest Qualification
P1	Male	School A	34 years	Teachers' Diploma
P2	Female	School B	31 years	Teachers' Diploma
P3	Male	School C	10 years	B. Ed. (Hons)
P4	Male	School D	6 years	B. Ed.
MT1	Male	School A	10 years	B. Ed. (Hons)
MT2	Female	School B	14 years	B. Ed. (Hons)
MT3	Female	School C	6 years	B. Ed.
MT4	Male	School D	12 years	B. Ed.
ET1	Female	School A	25 years	Teachers' Diploma
ET2	Male	School B	6 years	PGCE
ET3	Male	School C	8 years	B. Ed.
ET4	Male	School D	5 years	B. Ed.
NT1A	Male	School A	5 months	B. Ed.
NT1B	Male	School A	7 months	B. Ed.
NT2A	Female	School B	7 months	B. Ed.
NT2B	Female	School B	4 months	B. Ed.
NT3A	Female	School C	8 months	B. Ed.
NT3B	Female	School C	8 months	B. Ed.
NT4A	Female	School D	4 months	B. Ed.
NT4B	Male	School D	7 months	B. Ed.

4.2.1. Background of schools A and B

Schools A and B are public schools that are located in a township outside Mbombela in the Mpumalanga province. The principal of school A (P1) was a male with 34 years' teaching experience and 12 years acting as a principal of the school. The principal of school B (P2) was a female with 31 years' teaching

experience and with only three years as a principal of the school. The schools shared the same characteristics and they catered for learners coming from the community and surrounding areas as some of the learners commuted to school.

The poverty index of both schools was Quintile 1[1]. Most of the learners came from disadvantaged families and most of the parents were unemployed and they sorely depended on social grants. Some were involved in illegal mining activities. The schools were no-fee schools and the parents, according to the school principals, were not fully committed to the school activities. The schools mainly used mobile classes and did not have enough proper brick buildings; there was no staff room. In school A one classroom was turned into the principal's office and an office for the administrative clerks. There were no offices for some SMT members, and they remained in their classes. The academic performance of these two schools ranged from poor low standard education. Most of the parents were poorly educated.

4.2.2. Background of schools C and D

Schools C and D were public schools located in Mbombela, the capital of Mpumalanga province. The principal of school C (P4) was a male that was still very young with 10 years teaching experience and only two years as a principal of the school. The principal of school D (P4) was a male and the youngest of the principals that participated in this study. He had six years' teaching experience and only one year as the principal of the school. The poverty index of both school C and D was Quintile 3 and learners did pay school fees. Most of the learners attending these schools were from Mbombela and some commuted from the local townships as these schools were perceived to be better than other neighbouring schools. According to the principals of these two schools, the parents were fully committed to the activities of the schools and the academic performance ranged from average to above average. The school buildings were in good condition and they had enough resources to support instruction and learning.

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[1]Public schools in South Africa are divided into five quintiles, Quintile 1 schools being the poorest of the schools and Quintile 5 schools being the least poor of the public schools. In Quintile 1 to 3 schools the school governing bodies (SGBs) are not allowed to levy legally enforceable school fees to augment allocations from the provincial department while in Quintile 4 to 5 SGBs are allowed to levy school fees.

Table 4.2. Number of staff members in each of the four schools

School	Principal	Deputy Principals	HODs	Teachers
School A	1	1	3	18
School B	1	0	2	11
School C	1	2	6	32
School D	1	1	4	26

4.3. DATA ANALYSIS AND INTERPRETATION

The main objective of this research was to investigate the views of teachers on beginning teacher induction in four primary schools in the Mbombela area in Mpumalanga. To understand the implementation of induction for beginning teachers in schools, principals, beginning teachers, mentor teachers and experienced teachers were interviewed to obtain their views on the induction programmes. Findings from the interviews are presented in themes and categories and they are supported with quotations from the teachers who participated in this study. When analysing the data from the participants' transcripts, words, phrases and sentences with the same meaning were coded (Belotto, 2018:5). The process of coding simplified the interpretation of large quantities of texts and information (Belotto, 2018:5).

The findings of this research suggest that beginning teachers do not undergo comprehensive induction in many schools. The findings also suggest that teachers in schools, including principals, are unsure about who is really responsible for inducting beginning teachers. Six themes emerged from the study, all of which are discussed below:

丿 Theme 1: Beginning educators' experiences of their first three months in the teaching profession.

丿 Theme 2: Challenges facing beginning teachers and schools during induction.

丿 Theme 3: Readiness of beginning teachers.

〕 Theme 4: Understanding the implications of induction for the teaching profession.

〕 Theme 5: The relationship between induction and successful teaching.

〕 Theme 6: Improving induction for beginning teachers.

4.3.1. THEME 1: Beginning educators' experiences of their first three months in the teaching profession

The participants shared their experiences of starting in the teaching profession. Their experiences were varied. Some had an inspiring start and some almost left the profession within the first few days.

The findings suggest that most participants were not properly inducted, and as a result it took them too long to get used to their school environments, their classes and interacting with other teachers. Teachers had different expectations of the working environment and most of them were disappointed to find out that none of their expectations were realised.

The beginning teachers talked about their experiences and their expectations. The experiences of all beginning teachers were very similar and most agreed that the reception they received in schools was not what they had expected and at their respective universities they were not warned about what to expect.

Almost all the participants received a warm welcome from everyone in the schools at which they were employed. They were given a friendly welcome by the SMT and staff and this assisted them to be at ease and look forward to a warm and productive environment to learn and grow as new teachers. The participants remarked as follows concerning their welcoming in the school[2]:

o *The first three months for me were very interesting, the teachers were all willing to help and very welcoming. They welcomed me very nicely and they taught me how to work as a team and plan for your lessons before you go to class.* (NT3B).

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[2] The responses are given verbatim and have only been edited for intelligibility.

o *The principal was very friendly, he introduced me to the staff and gave me keys for my own class and I really felt like a teacher* (NT3A).

The participants seemed to be happy about the way they were received by the schools as they felt appreciated. Despite being welcomed warmly by the school management and staff, almost all the beginning teachers did not undergo proper induction from their schools and they complained about the workload and struggling to adapt. Some seemed not to know what induction was and what really should have happened during the induction process. According to NT4A, NT4B and NT2B they were not formally inducted; their HODs just took them to their classes and left. Here are some or their responses:

o *The induction part is what confused me at first because I was never told that this person will be inducting you. I was just allocated to my HOD and they told me that this is the person I will be working with. And then as time goes on as I face problems I would go to that person and he will assist me and that will be it* (NT4A).

o *I cannot say I received induction because the principal introduced me to my HoD and he said she will give and tell me everything that I will need. The HoD took me to my class and told me that I will be the class teacher, she gave me books and files for my subjects and the timetable and that was it* (NT4B).

o *I cannot say I'm having a formal induction but as I already told you I ask other colleagues when I need help* (NT2B).

These statements above by the beginning teachers reinforce the perception that there is a lack of proper induction for newly-appointed teachers in schools. Most of the beginning teachers were not properly inducted and very few of them received any support.

A very small percentage of the participants received proper induction from their schools. This is what the two participants, NT1A and NT1B, who were both in School A, had to say concerning their induction:

o *I think I am receiving the best induction. My mentor teacher, who is the HoD is helping me to adapt in the school and I am very grateful. I have learnt a lot, he taught me how to organise my files and prepare for my lessons and interact with the staff members* (NT1A).

o *My superiors are always encouraging that we should go deeper, research more and if you are teaching a story, go deeper into the story and let the lesson to be learner-centered. Another thing, the seniors organised a certain orientation in the school just to make us aware about our job descriptions* (NT1B).

The above assertions suggest that even though many schools did not properly induct their new teachers, there were schools that were doing excellent work in inducting their beginning teachers. The impact of induction is evident in what the recipients of induction in School A said and to praise their inductors.

4.3.2. THEME 2: Challenges facing beginning teachers and schools during induction

The novice teachers mentioned many challenges that they faced in schools. One that stood out for almost all the beginning teachers was classroom management and learner discipline. According to the School Safety Framework (Department of Basic Education, 2012:10), schools have a very significant role to play in correcting, guiding and socialising learners into appropriate behaviours. Segalo and Rambuda (2018:12) argue that teachers in South African schools are unsure about disciplining learners, more especially because of the human rights stipulated, The South African Council for Educators (SACE), Act 31 of 2000 (Republic of South Africa, 2000) and Chapter 2 of the Constitution of the Republic of South Africa (Republic of South Africa, 1996b). These challenges seem to be experienced mostly by the beginning teachers and not by the senior and experienced teachers. The problems faced by beginning teachers and schools during the induction included the following sub-themes: (i) views of beginning teachers on the challenges that they face; (ii) principals' views on the challenges that are faced by beginning teachers and the school; and (iii) views of mentors and experienced teachers on the challenges faced by beginning teachers and schools during the induction programme.

4.3.2.1.   The views of beginning teachers on the challenges that they face

The beginning teachers felt that the strategies to discipline learners that they had learnt at higher education institutions were not effective.

- *The discipline strategies that they taught us at university are not helping at all, it's very difficult to discipline the learners* (NT1A).
- *In tertiary we were taught on how to deal with learners who are having behavioural problems but it is not helping. It makes things worse because the children are having rights. They misbehave and they know that they have rights not to be punished* (NT3A).
- *I can say some of the things that we were taught at tertiary institutions are helping but it is not enough at all. If maybe the universities can try to give students more practical training than theory* (NT3B).

It seems like NT3A does not understand the difference between punishment and corporal punishment in the classroom. Learners may not be given corporal punishment in terms of section 10 of SASA. However, other forms of punishment are still allowed provided they are in line with the law.

Ntsoane (2017:59) argues in his study that novice teachers felt that dealing with behavioural problems took up a great deal of their teaching time. The problem of classroom management can become a serious one if teachers are unable to control the learners in their classes. One novice teacher (NT2B) from School B cited a case where learners were fighting in her classroom and she could not stop them. It would have been worse if the learners had had weapons and one learner got injured, or worse if a learner had been killed in the classroom in the presence of the teacher.

Cases like this one should be an eye opener to school managers and departmental authorities on the importance of ensuring that beginning teachers are prepared thoroughly before they are given classes of their own. This is equivalent to allowing a student doctor to perform an operation on a patient without the supervision of a senior or fully-qualified doctor. This is what the novice teacher said:

- *As much as I am enjoying being a teacher in this school, the problem of learner discipline is troubling me. Learners are disrespectful towards me and controlling them in class is no child's' play. The learners are always up and down, shouting while I'm in class. I remember this other day two boys started*

fighting in my presence and I couldn't stop them as they never listened to me at all. I was even shy when I was reporting to my seniors on what transpired in the classroom (NT2B).

These incidents suggest strongly that learners lack respect for their teachers and for one another. Moreover, it seems that beginning teachers are battling to exercise discipline in the classroom and there may be worse cases in classes every day.

Two participants from School D, NT4A and NT4B, raised concerns about the behaviour of the parents of their learners. Segalo and Rambuda (2018:4) note that parents need to play a significant role in the child's character development and its overall wellbeing. One participant even highlighted that he was wary to discipline one learner because the parent once came to the school and threatened to assault him. It can be very difficult to work with learners while one has to mind every word one says because one fears that the parents may interpret one's intentions incorrectly. Another participant supported the view that parents invited to come and discuss the learner's progress do not pitch but if the teacher makes a mistake they come running to the school:

o *Some parents are problematic. There was an incident whereby I told the learner to ask the parent to assist him with his homework. The parent sent a message through the child and the child told me in front of the other children that the mother said I should count my words and I should mind what I'm saying to them* (NT4A).

o *They are too sensitive and protective towards their children. If you can mistakenly say or do something, they will come to the school to attack you immediately but when you request them to come and discuss the progress of the child they don't come* (NT4B).

Section 20 of SASA suggests that parents of learners have a significant say in the governance and ethos of the school. That is why they are included in SGB committees. From the comments of the beginning teachers one can conclude that parents do not always cooperate with teachers in the moral development of their children. In his study, Roberts (2014:76) found that approximately 77% of teachers

concurred that learners with behavioural problems were a result of lack of parental discipline.

Beginning teachers also find it difficult to manage both their classroom duties and administrative work. Some complained about the loads of paperwork and coping with the Annual Teaching Plan (ATP). According to the participants, they were not capacitated regarding what was expected from them in terms of submissions and senior members monitoring their work:

o *The management are always on my case rushing me with due dates on things that need to be done or that I failed to submit* (NTA1).

o *Another challenge is submission of work to the HoDs. Sometimes they expect submissions and you find out that you know nothing about it* (NTB1).

o *Another challenge is the workload. We are not only expected to teach but there is also too much paperwork that is taking more time than the teaching* (NTB2).

The comments above strongly suggest that induction is non-existing in many schools. SMTs are not doing enough in orientating and equipping beginning teachers with the necessary information that they require. It seems as if the quality of training or induction that is offered to beginning teachers by the few schools that are offering the induction programmes is not adequate. They do not seem to be able to identify problems and refer learners for help. Furthermore, assistance is not necessarily available at the school or even in the district.

One participant, NTA1 from School A, mentioned that some of the learners were impossible to teach because of communication and learning problems:

o *There are learners who are really struggling and even if I apply different strategies there is no difference. I think these learners need more time. When I teach, I can see that they don't understand anything* (NTA1).

The physical stature of the newly-appointed teachers was also a challenge to some novice teachers. When learners met new teachers, they assumed that they were young and they regarded the novice teachers as their friends. Some learners challenged the teachers to have a love relationship with them. One participant, NT4B, articulated that his physical stature was a disadvantage:

o *I think my body structure (small) is also a problem, some learners look at me and think that we are equals and they see me as a boyfriend* (NT4B).

NT4B added that some of his senior colleagues were unable to use technology to access educational resources that they could use to teach. As a result, they were envious of the young teachers who were able to download teaching media. Technology makes life very easy for teachers and one could see the conviction and confidence when he talked about the use of technology in the classroom:

o *As young teachers we are used to technology and sometimes the senior teachers are jealous that we can use computers and find information or teaching aids on the internet and most of them cannot do that* (NT4B).

This should not be a challenge, but it should be an opportunity to create a working relationship between the beginning teachers and senior teachers. Learning does not have a limit. The senior teachers can learn from the beginning teachers and vice versa. During the induction process, as the beginning teachers are learning from their inductors, they can also convey IT skills to the senior teachers.

4.3.2.2. Principals' views on the challenges facing beginning teachers and schools

As in any project, there are challenges that schools face when inducting the novices. Challenges may come from within the school and some challenges may be caused by the inductees themselves.

There are specific challenges that are faced by the new teachers themselves in their classes. Classroom management was at the top of the list of challenges during the interviews. The inductors also faced certain challenges during the induction phase. Besides inducting the beginning teachers, in most cases, the inductors were members of the SMT and they had many responsibilities. Apart from focusing on their teaching they were also responsible for monitoring teachers' work, involved in different committees in the school and in other extra-curricular duties. Balancing their daily duties with inducting beginning teachers required special skills.

Beginning teachers are not the only ones facing problems in their early days in schools. Schools experience different challenges when inducting beginning teachers. There are challenges within schools as to who exactly is responsible for

conducting the induction process for newly-appointed teachers. There are also problems because some of the inductees do not view induction positively and see no need for it.

School principals shared their views on the challenges that they faced when implementing induction programmes for new teachers. The principal of School 4 mentioned that some beginning teachers did not attend to what they were told during induction and it seemed as if they did not understand the importance of this process:

o *Some beginning teachers do not want to listen to the inductors and they think that they know much more than the inductors (laughs), that's the problem that we are facing when we induct the new teachers, some even don't want to comply with what we are telling them to do* (P4).

The principal of School C delegated the induction process to the HODs. He complained that some of the HODs did not take the induction process seriously as they allowed the beginning teachers to go to class and only assisted them when they saw that they were making mistakes. He noted the following:

o *Another challenge is that the HODs who are supposed to initiate the process sometimes prolong the process of inducting the new teachers. You will find out that the teacher is going to class for over two months without being inducted* (P3).

The principal of School B mentioned that time was a serious obstacle to the induction process in her school. She asserted that the inductors in her school were always busy with their normal responsibilities, which included teaching and other managerial responsibilities as most of them were in the SMT. She said that after school teachers had to rush for their transport as they commuted to work every day:

o *When we try to induct them, we are having very limited time. Some of new teachers and inductors are commuting. They are always rushing the for the bus, and some are not used to staying in school for long hours* (P2).

One principal commented that most of the young teachers coming into the profession did not have the best interests of the profession at heart. She was very emotional because teachers joined the profession because of the easy access in

terms of getting bursaries and more job opportunities after graduating compared to other professions:

- *Most of the new teachers are not born teachers, they don't have the calling, they became teachers because there are no jobs, they need money. They became teachers because there are bursaries that are provided by the government and they learn free of charge and when they come here, they fail to cope* (P2).

Most of the principals seemed to understand the role of induction in equipping beginning teachers with the skills that they required to be successful in schools. Moreover, they seemed to doubt the commitment of beginning teachers coming straight from the university with reasons varying from their being lazy to not having the interests of the profession at heart.

None of the principals interviewed had a special induction policy or programme that they followed when inducting beginning teachers. One principal said that even though his school did not have an induction policy, he conducted the induction himself and he applied his experience in making sure that the new teachers were well capacitated. His school depended on the departmental policies that specifically address teacher development:

- *We do not have a specific programme but we rely on the development manuals and PAM to explain the roles and responsibilities of the new teachers. If it calls for me to go to the class and demonstrate I do that. I also rely on the one on one meetings with the teachers* (P1).

The statement above suggests that most schools do not have guidelines that they follow when inducting beginning teachers. One can therefore assume that this is possibly one of the reasons why beginning teachers are not inducted in schools because the inductors do not really know where to begin with the induction process.

It seems that principals themselves, mentors, education authorities and beginning teachers all contribute to the problems with induction. A problem that keeps on surfacing is that there really isn't enough time or manpower to properly conduct induction. That is a problem that principals, education officials and the labour

unions need to address as this might also require changes in the conditions of service of teachers.

4.3.2.3. Views of mentors and experienced teachers on the challenges facing beginning teachers and schools

Experienced teachers can play a major role in sharing what they are doing differently to manage their classes with the new teachers. A mentor from School B mentioned that some experienced teachers said that the induction took too much of their teaching time and some did not regard it as a necessity:

o *I think some of the experienced teachers think that induction takes much of their time, especially the teaching time and some assume that it is not necessary to induct newly appointed teachers because they are from colleges and universities* (MT2).

The above assertion suggests that some experienced teachers do not think induction is necessary and they view it as a responsibility of the higher education and training institutions. It could also be seen as "passing the buck" or a refusal to accept responsibility and accountability.

While some mentor teachers were complaining about too much time wasted on inducting new teachers, MT1 believed that the time allocated for inducting new teachers was limited. Inductors had a great deal to share with new teachers. MT1 even suggested that the induction process had to be continuous and run for at least a year:

o *I think the induction programmes should be continuous. We should have some sessions where they reflect on the first session of the induction to check if they are growing professionally or not* (MT1).

One participant, an experienced teacher at School B, acknowledged that some learners gave new teachers a hard time but also mentioned that the behaviour and conduct of some new teachers was a factor affecting the way learners behaved. The experienced teacher of School B also felt that the way in which teachers interacted with learners inside and out of the classroom could contribute to how the learners behaved in class:

- *Some of the causes of discipline issues is the way that teachers conduct themselves in front of the learners. It goes back to the issue of professionalism. If teachers maybe are properly inducted and they know how to conduct themselves professionally that would at least minimise the discipline issue* (ET3).

- *We are teaching a very difficult young generation. If you really don't have a very good and effective procedure as from the first day as you walk into the class, how you present yourself and interact with the learners, you will have a problem. By procedure I mean the ways in which you do things* (ET4).

Another very serious challenge was giving new teachers subjects that they had not studied at university, or worse, allocating a beginning teacher a phase that they were not qualified to teach. Such a teacher would be frustrated by classroom management, adapting to the new environment and dealing with content he or she was not familiar with. One experienced teacher, ET3 mentioned that this was a serious challenge that needed immediate intervention:

- *Sometimes a teacher who is fresh from university has been taken to the lower grades where the teacher is qualified to teach in the upper grades. That would be a real challenge for the teacher to downgrade maybe to a grade seven content while the teacher is qualified to teach maybe grade ten to twelve. We do have many cases of teachers teaching grades and subjects that they are not qualified to teach* (ET3).

Most beginning teachers are computer literate and technologically knowledgeable. Learners enjoy lessons that involve technological teaching media and it seems as if it is the language that they understand best because they are used to mobile gadgets. One experienced teacher acknowledged the importance of advanced teaching media and technology that is introduced by the new teachers but also highlighted that most beginning teachers misuse their smartphones and that they are glued to their gadgets during lessons:

- *I think the greatest problem for the young newly-appointed teachers are their cell phones. They like using their cell phones even in the classroom* (ET1).

This suggests a lack of work ethics by the beginning teachers. Learning about work ethics should be covered in tertiary institutions and in the working environment

during development sessions. The induction phase is a perfect platform to address issues of expected behavior by members of staff.

ET1 added that beginning teachers find it very difficult to cope with large classes. She mentioned that some were lazy and often must be pushed to mark learners' books and do extra-curricular activities:

o *They are also not used to large number of learners in classes. They are struggling to cope with the large classes. They are also lazy to mark the learners' work* (ET1).

The participants in this study argued that the attitude of beginning teachers towards induction varies from one teacher to another. Some beginning teachers regard it as beneficial and show more interest in it while some consider it as a waste of time. MT2 expressed the view that beginning teachers become excited to be teachers and they want to learn from everyone:

o *I noticed that new teachers become excited to start a new profession. They become ambitious to know the learners and other colleagues. They also become eager to learn; they ask many questions* (MT2).

This is a sign of a professional attitude. It shows that the beginning teachers are willing to learn and this attitude should work to the advantage of the inductors during the induction and equip the beginning teachers with all the information that they need to adapt in the schools.

MT2 mentioned that beginning teachers are sometimes given subjects that they never studied at university and most beginning teachers resent this practice. NTA3 also mentioned that as a new teacher she was given two subjects to teach that she had not studied at university and it took her too long to fully master the content. While a teacher is trying to adapt to a subject in which he or she has not specialised, learners' time is being wasted and justice is not being done to the learners. This is what a mentor teacher from School B had to say:

o *I also noticed that beginning teachers do not feel comfortable when they have to teach subjects that they did not study at the university* (MT2).

MT1 said the attitude of new teachers depended on the character of an individual. There were new teachers who were willing to learn but there were also those that

thought they knew everything. A mentor teacher from School C also agreed with a mentor teacher from School A that the attitudes of novice teachers towards induction differ:

- *New teachers who are negative in most cases are those who are unable to swallow their pride. Those who can swallow their pride are more accommodating and open to every recommendation that you make towards their development* (MT1).
- *We do teach and mentor them, but you can see that some of the new teachers are not into it. Some they will take what you say and some they won't that's how it is* (MT3).

Beginning teachers may react negatively to induction because of various reasons. Leaders and inductors should be clear about how they are going to conduct the induction programme. This can be clearly explained in a school induction policy, which many schools unfortunately do not have. Higher institutions of learning should also alert their prospective teachers about induction, its purpose and why it is important for one to participate.

4.3.3. THEME 3: Readiness of beginning teachers

Almost all participants agreed that at university they were taught a great deal about classroom management and disciplining learners and that most of these strategies they had learnt were not effective, especially in disciplining learners. The participants expressed the view that universities did not prepare them for the realities of the classroom and they insisted that students deserved to be told what to expect in schools because what they actually found in the classroom was completely different from what they had expected. They argued that universities do not equip prospective teachers adequately to cope with classroom pressures, especially in disciplining learners:

- *At university they always gave us the 'perfect picture environment', they never told us what to expect and everything was just fine to them* (NT4A).
- *What I noticed during my practical as a student, the mentor teachers were always arranging the perfect classes for us. They never allowed us to go with the university instructors to classes that misbehaved the most because they wanted us to get higher marks* (NT4A).

- *I can say some of the things they taught us are beneficial. At the university they are giving us more theory than practical skills. When we get into the workplace it's something different, but we were getting distinctions back at university* (NT4B).
- *Some of the things they taught us are helping but some are not, like the strategies of disciplining learners that are misbehaving - they are not working at all. It's surprising though that the senior teachers can handle the learners* (NT1B).

The statements above suggest that the beginning teachers do not cope well in schools, especially regarding classroom management and that they believe their former universities could have done more to prepare them for the situations they were likely to encounter.

4.3.4. THEME 4: Understanding the implications of being professionals and members of the teaching profession

Most novice teachers seemed to have a vague understanding of the implications of their status as members of an acknowledged profession. They knew what it meant to be a teacher as most of them explained the extra-mile that they walked in serving not only the school but also the community at large and taking leadership roles in the community. This is what the participants had to say:
- *I do understand that. I am a teacher my talk, my walk and my work are totally different because now I must play a parental role and pastoral role* (NT1A)
- *I fully understand that and I'm actually very proud of my status as a teacher. If you are regarded as a professional person then it means that you must always be professional whether you at home or anywhere you must act according to your status as a teacher. You can't just talk in any way with people, you must always be humbled and respectful* (NT3A).
- *I understand the implications of my status as a professional teacher. I know that as a teacher I'm not only a teacher in my class but everywhere in the school and even in the community* (NT1B).

It is clear that beginning teachers had not been told anything about teaching as a profession and what it implied. In their training they did address the topic of professional behaviour, which is a very vague term. It appeared that none of them

knew induction is a phase in the professional training of a professional and that a permanent appointment should under ideal circumstances follow successful completion of a structured and effectively induction process. Nobody seemed to link induction to the role of the South African Council for Educators (SACE) in promoting the professional status of teachers. None of them referred to their registration with SACE.

Professionalism is one key characteristic that every professional including teachers should practice. Teachers are working with learners whom they have to groom and lead by example so that they can become responsible and productive citizens in the future. Higher institutions of learning, school managers, education authorities and SACE should play an active role in promoting teacher professionalism. Beginning teachers should find schools well organised with competent teachers so they can join the ranks of the professionals. During the induction phase, teacher professionalism must be at the top of the list because it is the foundation that makes a good teacher.

4.3.5. THEME 5: The relationship between induction and successful teaching

According to the participants interviewed, there is a strong relationship between induction and successful teaching. Almost all the participants believed that, if newly-appointed teachers could be effectively inducted, they would be more successful in adapting and being productive in the schools. All the participants who had been inducted were more successful in the classroom compared to their counterparts who were not. The principals of School D and B agreed that there was a positive strong bond between induction and successful teaching:

o *There is a positive relationship between induction and successful teaching. The more we induct teachers correctly, the more likely we are to get positive results* (P4).

o *There is a relationship because, if teachers are well inducted, they know exactly what to do in the classroom and in that way they will be able to produce good results. They will teach better than un-inducted teachers. They will understand because the teachers will know exactly what to do in the class* (P2).

The statements above confirm the role that induction plays in empowering new teachers to adapt speedily to their new environment. This was confirmed by the beginning teachers of School C and D who commented that induction enabled them to cope in the classroom:

o *The more you are introduced properly to your duties and to your colleagues, it will make it very easy for you to achieve the goals that you have set for yourself. If you know what you need to do you have a clear direction and can be able to produce good results in the classroom* (NT3B).

o *In order to teach successfully, you need to know what you are going to do in class and the only way to know is through induction. If new teachers are inducted, they are more likely to succeed in their classes* (NT2A).

One novice teacher from School A with a proper induction argued that his friends with whom he started working but who were in different schools were struggling to teach without induction:

o *When I compare myself with the other newly-appointed teachers from the other schools, some were appointed way earlier than me but academically I am way ahead of them. I even assist them and share what my mentors have taught me here in this school* (NT1A).

Mentor teachers of School A and B reflected that most new teachers were not ready for their tasks as they had chosen the profession as an easy way out to survive in a country that is faced with challenges of job scarcity. One mentor teacher from School A said that most of the novice teachers were lazy and this was caused by the monthly allowances that they received as bursary holders while at university:

o *Most of the new teachers I have mentored are lazy. The laziness is being perpetuated by the stipend that they used to get when they were studying.* (Laughing)*. They don't value this profession, someone who is used to having money is not easy to motivate him or her to do their work better* (MT1).

A mentor teacher from School C commented that most of the novice teachers joined the profession for the sake of getting paid. They did not have the passion for and calling that is very crucial in the profession. She commented as follows:

o *What I've noted about the teachers is that, they are teachers because they want to earn money. It's not like teaching is a calling for them. I can say that most of them are just there for money not for the sake of the children* (MT3).

Despite the negatives that the mentor teachers mentioned, they believed that induction could play a major role in shaping the thinking of newly appointed teachers and help them to adapt as swiftly as possible. One mentor teacher said being prepared was key when one worked with beginning teachers. He mentioned that reflecting on the progress of the development of the teachers could also assist:

o *Working with the novice teachers requires you to be prepared. You need to have the programmes in action so that you know that you are being guided by this programme and you can reflect on the teacher development as to whether the teacher is progressing or not. That is what I do in most cases when I work with them. I also engage them; I give them a chance to reflect on my mentoring style* (MT1).

Induction was associated with successful teaching by most of the participants. They argued that there was a strong relationship between induction and successful teaching. Teachers who had been inducted properly seemed to be more successful in the classroom compared to their counterparts who received little or no induction at all. ET3 argued that induction was very beneficial to new teachers and that the Department of Basic Education should make means available to make sure that new teachers were inducted:

o *If the challenges that are facing beginning teachers can be addressed from the induction, it can actually assist in curbing some of the problems even though it won't remove them completely, but it can be minimised* (ET3).

Induction is seen by most of the participants as beneficial. This is an indication that schools should implement induction comprehensively if they are keen in helping their beginning teachers to adapt very fast and begin to be productive in their positions.

4.3.6. THEME 6: Improving induction for beginning teachers

The principals had different views on the process of inducting beginning teachers. Most of the principals understood the importance of induction for newly appointed

teachers. Although they admitted that they did not implement a fully comprehensive induction programme for various reasons, they acknowledged the impact of induction on beginning teachers. One principal commented that there were some that were enthusiastic about the induction process while others felt that the inductors invaded their space when they inducted them:

o *There are new teachers who are willing to learn and go an extra mile to make sure that they learn from other teachers, there are also those who need to be followed all the time, but induction helps a lot* (P2).

The participants in this study understood that much needs to be done to improve the induction programmes for newly appointed teachers. Some of the inductors realised the need to capacitate themselves to become more competent in inducting beginning teachers, more especially to the SMT. Some of the novice teachers themselves felt that the inductors did not do enough. Some were not inducted at all. One mentor teacher commented about policies, saying that they played a crucial role in guiding and giving direction and indicating how inductors should help keep beginning teachers informed of the policies:

o *Every system has its own policies. By inducting novice teachers, you are making them aware of the policy matters in the system and where you are going. This is how you should conduct yourself professionally. If they are not well taught, they will misbehave in the community because they never had a good role model* (MT1).

He emphasised the importance of having a programme for inducting new teachers and giving feedback by means of appreciating something worthwhile:

o *It is important to have an induction programme. By inducting new teachers, you are making them feel free to work and they will now know what to do and when. By doing so it becomes very easy to implement the programme and to monitor their progress. Giving feedback is also very key. If there is good practice by the novice teachers, they must be appreciated* (MT1).

School managers need to be very careful when appointing people to induct the newly-appointed teachers. According to one of the mentors, a mentor teacher must be someone who sets a good example to newly appointed teachers:

o *Schools need to ensure that there are mentor teachers in place and make sure that even the mentor teachers themselves understand their status as mentor*

teachers to the novice teachers. They must always lead by example in order for the beginning teachers to learn from them. A mentor must be a role model to the new teachers (MT3).

o *I also think that schools that are successful at inducting beginning teachers are schools that are exposing their teachers to the school policies* (MT3).

The participants referred to their experiences in their former schools where they were inducted and compared their experiences with their current schools and pointed out how the different schools were dealing with the induction of new teachers:

o *Some schools are more successful because they follow the process correctly and they make sure that their teachers are well inducted. They know that at the end they will also be proud of themselves and the school will gain a good reputation* (MT2).

According to the participants interviewed, more than half had little or no induction, which shows that much still needs to be done to improve the induction programme for new teachers. ET3 argued that the induction that he received in his schools was very limited.

o *I would say yes; I was inducted but it was not sufficient. It was not enough in a sense that the mentor himself, the one who was supposed to mentor me was quite busy - he is in the school management, so he was always in meetings* (ET3).

It seemed as if some inductors did not understand their responsibilities in the induction process. The participants that were inducted pointed out that they were shown the school buildings, their classes and other facilities only and that was all that was done. Showing inductees around the school is merely a part of induction:

o *My induction was quite brief, and it can be improved in so many ways. They sort of showed me around, the buildings, the classes where I will be teaching, the grades, protocol, time in time out, what do we do in the morning and in the afternoon but they didn't actually get deeper into what is it that I have to do when you get in class* (ET3).

There are schools where induction is comprehensively done, and I could see that their teachers had been well inducted in terms of how they did things. Another

participant who was an experienced teacher at School A commented that her induction was very significant:

o *I used to observe teachers teaching and assist them with marking and they were showing me how to use flash cards, maintaining the classroom and keeping it clean. After school we used to sit and make teaching aids and lesson plans for the following day together with the other teachers* (ET1).

o *I learned to love my class as the manager in the class. I was making sure that teaching aids are available in the class as I know that some learners learn best when they see* (ET1).

The participants in this study made it very clear that induction programmes were dysfunctional in most schools but they still believed that such programmes could play a very crucial role in helping beginning teachers to adapt in schools. The participants expressed their views on what they believed could be done to improve the induction process. Allocating more time and preparing for the induction process stood out in the responses of most of the participants. ET1 and ET2 mentioned that SMTs in schools should allocate more time to induct new teachers:

o *Prepare for the induction, allow enough time because you will find that someone is working in the school but he or she doesn't even know all the corners of the school. The presentation of the induction, it should be planned in such a way that it does not leave anything out that is necessary for the new teacher to know* (ET2).

o *I think schools with good performance are having enough time or they make enough time to induct their teachers in the beginning of the year* (ET1).

Most of the schools that participated in this study did not have an induction policy or any documentation on induction. ET3 said that to run the induction process effectively, schools should have induction programmes for beginning teachers. He added that schools should appoint a team of experienced teachers to run the induction. It should be teachers that are known to be the best so that the new teachers can learn positive things from them:

o *The SMT should have a properly-drafted induction plan for the teachers that are coming in. It is very necessary in a sense that they touch on issues of professionalism, how you conduct yourself as a newly appointed teacher, how*

you conduct yourself in front of your colleagues and the learners and dressing code, what is expected of you (ET3).

o *The induction programme should also highlight the consequences. Teachers should know that if maybe they behave in a manner that is not in accordance with the profession what is it that will happen, they must know that they are accountable as professionals* (ET3).

o *The induction team must have a programme and in that programme there must be a time frame, they must state what are the things that they will be doing when inducting the new teachers* (ET3).

The statements above suggest that experienced teachers have many ideas on what can be done to improve the implementation of induction in schools. Delegating experienced teachers that are committed to their work to take part in the induction process can play a major role in providing quality induction to beginning teachers.

4.4. CONCLUSION

The literature suggests that induction should make inductees aware of the expectations they have to meet. According to the data analysis, many schools do not implement proper induction for beginning teachers. Literature also suggests that successful mentors take good care of their new teachers and make sure that they adapt to the school culture. They expose them to the school policies that emphasise the expectations of the school. Induction programmes are dysfunctional in the majority of schools that participated in this study. School management is contributing to the challenges. The school principals who participated seemed to understand to importance of induction for beginning teachers but not much is done to improve the implementation of the programme in their schools.

The findings of this study expose the ignorance of schools regarding the proper induction of beginning teachers and its impact on the teachers' development and adapting to their new environments. The findings also expose incidents that can occur in classes as a result of poor classroom management by beginning teachers and how teaching time is wasted in dealing with ill-disciplined learners. Lack of

policies on induction of new teachers results in no accountability of inductors and they end up doing very little or no induction. Time is regarded as a serious challenge because the inductors in most schools are SMT staff and their schedules are very busy; they do not have time to conduct the induction for beginning teachers.

The findings indicate that some inductees are also adding to the challenges that schools are experiencing concerning induction. Some of the participants indicated that there are beginning teachers who are lazy. Every time they must be pushed to do their duties. The findings suggest that some beginning teachers do not have the best interests of the profession at heart. They only joined the profession because of the opportunities that they were offered and some couldn't find jobs in their first choice careers and they ended up in the teaching profession.

The next chapter is the last chapter and it serves as the conclusion to this research. The chapter presents the findings of the study, make recommendations on how the implementation of teacher induction can be improved in schools and the role that can be played by SACE and the Department of Basic Education in this regard.

CHAPTER 5: OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1. INTRODUCTION

In chapter four I explained the findings of the research. The findings were interpreted and compared to existing literature on teacher induction. This chapter serves as the conclusion to the mini-dissertation. In this chapter I present the insights I gained from the literature review on induction. I further consolidate the research findings, endorse some of them and present conclusions about the themes that arose concerning the induction of beginning teachers in Mbombela in the Mpumalanga province. Lastly, I discuss the implications and possible significance of the research and make recommendations for future research.

The aim of this study was to investigate educators' views on induction programmes for beginning teachers. To achieve this aim, the specific objectives were as follows:

1. Investigating how beginning teachers view the purpose(s) of the induction programmes in schools.
2. Investigating the strategies used by principals when inducting beginning teachers in primary schools.
3. Exploring the challenges faced by beginning teachers during induction.
4. Exploring beginning teachers' assessment of the influence(s) of induction on their awareness of the implications of their status as professionals.

Since this is the last chapter, there is a need to provide a summary under the following headings of the prominent points of this research study:

1. Summary of the study: Presenting an overview of all the chapters in this study.
2. Findings: These are taken from the answers of educators during the interviews on their views on induction and from the documents analysed.
3. Conclusions regarding the working assumptions.
4. Limitations of the research.
5. Significance of the research.
6. Recommendations:
6.1. Improvement of practice

5.2.   Summary of the study

Chapter 1

In chapter 1 I defined the problem and formulated the general objectives of the study as well as the choice of methodology for this research. Concepts used in this study were also clarified. The theoretical framework followed was explained in this chapter.

Chapter 2

Induction is a very broad concept and it is mostly associated with mentoring, which sometimes makes it difficult for many to understand the difference. In this chapter, a selection of literature on induction was studied and concepts associated with induction were explained. The literature on induction in many professions globally was explored.

Below are some of the main findings on teacher induction:

⟩ The need for quality induction is evident in the literature as many researchers agree that induction is crucial for every newly appointed employee (Kearney, 2016:2).

⟩ Researchers agree to a significant extent that comprehensive teacher induction programmes lead to professional development growth for new teachers, a reduced rate of attrition for early career teachers and improved learner performance in schools (Baker, 2016:36).

⟩ New teachers' insecurities and fears can be reduced significantly if schools implement comprehensive induction programmes for newly appointed teachers (Maake, 2013:34).

⟩ Although the aim of induction is clear, literature raises doubts about the successful implementation of induction in South African schools. Firstly, there is no recommended time frame for induction programmes for beginning teachers. The studies conducted rarely address the role of induction programmes in helping new teachers understand their status as professionals in the teaching profession.

) In California, all first- and second-year teachers are obliged to finish a state-approved teacher induction programme to obtain their introductory teaching credentials (Wood, 2005:3).

) In some countries like Scotland and regions like Ontario in Canada there are professional teacher registration bodies that use induction for beginning teachers as a way to complete a teacher's professional training (Ontario Teachers' College, 2010; General Teaching Council for Scotland GTCS, 2012:2).

) In Ireland, prospective teachers graduating from recognised teacher education programmes are obliged to finish an induction practice before they are licensed to teach by the local teaching council (Santoli & Paige, 2014:3).

Chapter 3

The research design and methodology used in this research were explained in this chapter. The data-collection steps, the role of the researcher, data scrutiny and clarification, trustworthiness, legitimacy, ethical issues and limitations were outlined

Chapter 4

In this chapter I analysed and interpreted the data gathered from the participants after the interviews. The responses of the participants were quoted and analysed and considered together with document analysis to answer the research questions of this study. The answers obtained resulted in the recommendations made in Chapter 5.

Chapter 5

This is the concluding chapter and it deals with the summary of the study, findings, limitations, recommendations and proposed topics for future research relating to induction.

5.3.   FINDINGS

The main objective of this study was to investigate the views of teachers on the induction of beginning teachers in four primary schools in the Mbombela area in Mpumalanga province. The information that is given in this study was taken from the responses of participants during the interviews when data was collected, and from the document analysis concerning the induction of beginning teachers.

Ten findings emerged from the analysis of the data obtained from the participants and are discussed separately in the segment that follows.

5.3.1. Finding 1.   Most school principals do not have documentation or a supporting policy to induct newly-appointed educators.

The study found that most of the sampled schools do not have any documentation or policy to guide them in inducting the beginning teachers and this has a negative impact because inductors should have guidelines on inducting new teachers. Most principal delegate their HODs to induct teachers; HODs take their time to induct beginning teachers and are not monitored as there are no clear guidelines, timelines or procedures to be followed. According to Maake (2013:63), structured induction programmes allow opportunity to reflect, openness in communication, improved collegiality, personal growth and self-efficacy. Beginning teachers are excluded from some of the most crucial development opportunities because of the unavailability of structured induction procedures. This finding confirms the study that was conducted by Ntsoane (2017:105), which found that in South Africa there is no formal policy or framework for the induction of new teachers.

5.3.2. Finding 2.   Beginning teachers do not receive induction that is sufficient to assist them to adapt as fast as possible.

A study conducted in Australia found that teachers experience "stress" and "burnout" in their first few years of teaching. Despite recommendations from the government of the Commonwealth of Australia, many teachers do not get the support that they need in their early years of teaching (Kearney, 2016:11).

My study found that beginning teachers undergo very little or no induction at all from the schools at which they are employed. The findings of this research, although based on limited scale research and localised in one geographic area namely Mbombela in the Mpumalanga Province, suggest strongly that beginning teachers are not inducted in many schools. Of the four primary schools that were sampled, only one inducted the beginning teachers comprehensively. This finding suggests that induction is not prioritised in schools; there is no accountability of the

inductors as there is no report or reflection that is given on the outcome of the induction.

5.3.3. Finding 3. Inductors are too busy or do not have time to induct beginning teachers as they have many responsibilities.

School principals mostly delegated the task to induct the beginning teachers to SMT members. Beginning teachers were assigned mentor teachers to induct and mentor them and these mentors were mostly HODs. According to the beginning teachers who took part in this research, their inductors were very busy with monitoring teachers' work, taking leadership roles in different school committees, attending meetings and dealing with their own classes. They actually did not have time to induct the beginning teachers properly. The inductors prolonged the process of inducting the beginning teachers and a beginning teacher could teach for over two months without being inducted because the mentor teachers were too busy. The only time they were able to assist was when the new teachers asked questions. They were not always able to answer the specific questions posed by the beginning teachers and got the novices to find answers on their own.

In some cases, either the beginning teachers or the inductors commuted to work with public transport and they always rushed to catch a bus after school. They did not have extra time to implement the induction or to be inducted. According to the findings, some of the teachers who were tasked to do the induction did not understand its importance. They believed that induction took much of their time, especially teaching time and some assumed that it was not necessary to induct newly appointed teachers because they were from colleges and universities.

5.3.4. Finding 4. Beginning teachers struggle to maintain classroom management and they spend a great deal of their teaching time trying to keep learners settled

Research has found that maintaining classroom management is a common and perennial challenge for the majority of beginning teachers. Lorenz, Maulana and Van de Grift (2016:4) argue that the challenges that were identified in the 1980s were still waiting to be addressed in the first decade of the twenty-first century.

Beginning teachers are still faced with challenges that include maintaining discipline, motivating learners, learner differences, managing heavy workloads, coping with colleagues and performing without adequate resources of among others a technical and IT nature. In this study almost all the novice teachers that participated indicated that disciplining learners was their main challenge. The mentor teachers, experienced teachers and principals concurred that the beginning teachers did not cope with classroom management and much of their teaching time was spent on trying to keep learners quiet instead of teaching.

The most noticeable outcome was that the beginning teachers from School A reported that their induction was made a priority and their inductors were doing everything possible to assist. They did not report classroom management as their main challenge. This suggests that inducted teachers are more likely to deal with challenges than their counterparts with little or no induction. Another contributing factor to the problem of classroom management, namely the large size of classes, is not easy to manage. If it is difficult for senior teachers to work with overloaded classes, so much more for a beginner teacher who still needs to learn how to manage an average-sized class.

5.3.5. Finding 5. Beginning teachers are allocated subjects and grades that they are not qualified to teach

This study found that some beginning teachers were teaching grades and subjects that they were not qualified to teach. Adapting to a module that one has not studied requires one to allow more time to study the new content, going all out researching the new subject and spending sleepless nights trying to find better ways of how to share the content with the learners. Beginning teachers need time to get used to their new environment and understand their responsibilities in the school. Therefore, getting used to the subject matter and adapting to the school environment can be very challenging and may negatively influence learner performance in the process.

5.3.6. Finding 6. Beginning teachers are always on their smartphones during teaching time

The mentor teachers and experienced teachers agreed that most of the newly appointed teachers were inseparable from their smartphones while in class. Two experienced teachers referred to the new teachers as lazy and only good at computers. A beginning teacher from another school stated that he downloaded teaching material from the internet and shared it with the learners and some interested colleagues. The study found that school management do not have a policy or clear direction on the utilisation of gadgets by teachers and learners in almost all the schools that were sampled in this study.

5.3.7. Finding 7. Parents of learners in schools interfere in the way teachers teach and discipline learners

Segalo and Rambuda (2018:4) argue that parents should play a decisive part in children's character development and their overall wellbeing. Section 20 of the South African Schools Act 84 of 1996 (Republic of South Africa, 1996a) suggests that parents should have a say in schools and they must form part of the school governance. This study found that some beginning teachers are threatened by parents and they are reluctant to discipline learners because parents are always ready to challenge them.

The SMTs do not seem to be involved in what is happening between parents and the beginning teachers. The study also found that parents who always interfere do not attend school meetings and never attend when they are invited by teachers to come and discuss the progress of their children. Induction can assist beginning teachers in how to deal with difficult parents. Experienced teachers can share their experiences of handling difficult parents in the induction phase. Teachers should no longer see the school as a mere extension of the family. There is too much animosity between schools and parents now.

5.3.8. Finding 8. Beginning teachers do not seem to have a calling for the profession, and as a result, they do not fully engage in the induction process.

One principal and one mentor teacher indicated that some of the beginning teachers did not have the best interests of the profession at heart. Some of the

beginning teachers chose the profession because of easy access and available teaching posts in a country that is faced with poor job opportunities. There were beginning teachers who studied for other careers at university but because of the lack of employment, enrolled for a Post Graduate Certificate in Education (PGCE) and later became teachers.

The South African government provides bursaries for prospective teachers and encourages young people to become teachers. Students therefore often become teachers because of these opportunities but not because they have a calling or really want to be teachers. The study also revealed that the attitude of a minority of the beginning teachers is negative to the induction process. They do not acknowledge the importance of induction, and as a result, they do not listen to the inductors as they believe they have learnt enough at university.

5.3.9. Finding 9.   Universities do not do enough to prepare prospective teachers for the working environment.

The participants in this study acknowledged the contribution made by universities in preparing prospective teachers but they mostly argued that it was not enough. The main focus of university training seems to be the teaching of methods of classroom management and disciplining learners. Participants pointed out that these methods and strategies were not effective as they tried to implement them without much success. One participant mentioned that at university they were not prepared for the real situation of the classroom. Beginning teachers should be taught practical skills and not only subject content. For example, a distinction in Mathematics III does not necessarily make somebody a good teacher.

5.3.10.   Finding 10.   There is a very strong relationship between induction and successful teaching.

Beginning teachers cannot perform to their best ability to meet the demands of the schools they are working for until they adjust to and get used to their work, environment and their colleagues (Steyn, 2007:3). Maake (2013:28) argues that schools should to develop beginning teachers to understand their duties as well as the needs, challenges and objectives of the school. Maake (2013:28) continues to

say that the best way to develop and support beginning teachers is to have a comprehensive induction programme. Induction programmes can be the solution to help beginning teachers to face teaching challenges and adapt to their new working environment as quickly as possible.

This study found that there is a strong bond between induction and successful teaching. Beginning teachers who receive a proper induction face the minimum of challenges in the classroom and are mostly successful in executing their duties compared to those who are not inducted. If the beginning teachers experience fewer challenges in the school, successful teaching and improved learner performance are the outcome. This suggests that induction plays a crucial role in the successful teaching process.

5.4. CONCLUSIONS REGARDING THE WORKING ASSUMPTIONS

The focus of this study was exploring the views of teachers in primary schools concerning the implementation of induction programmes in their working environment. The study attempted to determine how school managements support and assist beginning teachers to adapt to their new working environments.

It seems as if the role of induction is not properly understood, not only by the beginning teachers but also by the school management. School management members usually welcome and introduce the beginning teacher to the staff, show them around the school, give them teaching material and send them to their classrooms. Induction requires more than that: it should be an ongoing process until the new teachers are seen to be able to cope with their work. Literature has shown that beginning teachers are not properly inducted; they struggle to deal with meaningful assessments, to establish professional relationships with parents, classroom management, dealing with large classes and teaching with limited resources and insufficient support (Grudnoff 2012:7; Kane & Francis 2013:362; Kutsyuruba, Godden and Tregunna 2014:17).

The challenges mentioned above affect not only the beginning teachers but also learner performance and school results. This is the main reason why induction in

schools should be everyone's responsibility. The challenges lead to fear, stress, anxiety and depression that may eventually cause beginning teachers to leave the teaching profession (Ntsoane, 2017:119). According to the Personnel Administrative Measures (PAM:58), (Department of Basic Education, 2016:21) and the South African Standard for Principals (DoE, 2014), SMT staff is responsible for inducting the beginning teachers; however, there is no prescribed procedure as to how it should be done and for how long; consequently, induction is done unsatisfactorily and differs from school to school. This study focused on the views of the beginning teachers concerning the implementation of induction in primary schools and my working assumption was that I would find that schools did have some form of induction but that it would be deficient in a number of ways. My assumption proved to be correct. Induction of the beginning teachers was not monitored. Schools did not have structured programmes for the induction programme, which resulted in a lack of responsibility and accountability on the part of the inductors. There was no time frame for the duration of the induction. The study also revealed that there is no fairness in the allocation of subjects to teachers. Beginning teachers mentioned that they were given subjects that they never studied at tertiary or high school level.

5.5. LIMITATIONS OF THE RESEARCH

When conducting the research some of the participants were in a hurry and one could tell that they were responding as fast as they could, simply to complete the interview process. This may have impacted the study negatively because participants might have been dishonest when responding to some of the questions. Conducting the research in the school where the participants were employed made some of the participants uncomfortable as their colleagues saw them when doing the research interview. I tried to counter this problem with probing questions and reassuring participants of the anonymity and confidentiality of the research but the problem persisted to some degree.

5.6. SIGNIFICANCE OF THE RESEARCH

Professional teacher councils and education ministries in many countries lead and oversee the induction programmes of new teachers. They have many policies on

the implementation of induction for beginning teachers that guide them. In some of these countries, induction is mandatory before the teachers' council will licence a teacher to teach. In South Africa SACE does not address the induction of novices.

5.7.   RECOMMENDATIONS FOR THE IMPROVEMENT OF PRACTICE

I recommend the following:

⟩ A standardised policy or document on induction for beginning teachers and teacher professional growth and development should be developed by the Department of Basic Education. It should be a standardised policy on induction for beginning teachers and should include the procedures to be followed when inducting beginning teachers, who should partake in the implementation of the induction, the duration of the induction and a monitoring and evaluation plan to check the progress of the induction.

⟩ The South African Council for Educators (SACE), as the professional teacher registration council in the country, should oversee the induction process of educators – SACE gives licences to allow teachers to teach in schools. Before issuing a licence or certificate SACE should make sure that teachers are fully inducted and ready to work. In a nutshell: SACE should make it mandatory for beginning teachers to be inducted before they are licensed to work as teachers in schools like other professions and teacher councils do in California, Ireland, Canada, Scotland and other countries do.

⟩ Schools should not assign subjects to beginning teachers that they are not qualified to teach. Schools should always try to prioritise beginning teachers during the allocation of subjects and give them subjects that they will be able to teach. If circumstances are such that the allocation of such a subject to a beginning teacher is unavoidable, the school and other officials should offer every assistance to the teacher in question.

⟩ Schools should have a policy on the utilisation of smartphones and other devices by both learners and teachers. Such gadgets may be misused in class by both teachers and learners by engaging in social media, browsing the internet, texting and making phone calls during teaching time. The very same

gadgets may be useful when used for academic purposes in class. Schools should have a policy that will guide teachers on the utilisation of technology. The policy must be strictly enforced.

⟩ Schools and other education authorities should appoint and provide proper training for the inductors of beginning teachers. Principals should appoint capable senior teachers to conduct the induction of beginning teachers. The appointed inductors should be trained so that they know and understand what is expected of them.

⟩ Schools should allocate the minimum workload to beginning teachers, at least for the first year until they get used to their duties. Giving them enough time to learn can help them to excel in the work that they do.

5.8. SUGGESTED TOPICS FOR FUTURE STUDIES

The findings of this study suggest that there might be a need for conducting further research on induction and teacher development. This study was conducted using a sample from public primary schools. Similar research can be conducted in private schools or in secondary schools to corroborate the findings of this study. Some of the issues that may need further investigation are the following:

⟩ The role of the South African Council of Educators (SACE) in advancing teacher development and assisting schools in improving productivity and professionalism among teachers.

⟩ The challenges experienced by SMTs in implementing teacher development in schools.

⟩ The role of higher institutions of learning in preparing prospective teachers to cope with their duties in the working environment.

5.9. FINAL REFLECTION

Many studies have been conducted globally on induction for beginning teachers and they concur on the important role that induction plays in the development and growth of beginning teachers. Steyn (2007:1) states that beginning a new career in a different environment necessitates proper guidance and support until

practitioners fully adjust to and understand their responsibilities and the new environment. For a beginning teacher to adjust to the new school in which he or she works and gets used to the staff, learners and community, comprehensive induction and mentoring are non-negotiable (Steyn, 2007:1). Maake (2013:68) explains that induction for new teachers is a socialising stage that brings about team building and personal change and builds a strong relationship with colleagues. It helps novices get used to the new school environment.

This study has revealed that beginning teachers are not adequately supported as they were not inducted in most of the schools involved in this study. Schools do not have a clear direction on how the induction process should be implemented; they do not have any documentation on induction that can act as a guideline for the inductors. Through this investigative study, I have learnt that beginning teachers are concerned with, and frustrated about the challenges that they face in schools, especially the challenge of classroom management.

I noted that most of the sampled school principals do not monitor the progress of beginning teachers and there is no accountability to the HODs who act as inductors of the beginning teachers. Despite the responses of senior teachers to the role of induction and its relationship with successful teaching, they do not engage fully in the induction programmes; they do not prioritise the induction of new teachers and hide behind their busy schedules.

Professional councils of many professions have programmes to prepare their newly qualified candidates and help them adjust in their respective fields. Teacher councils in other countries provide induction programmes for their newly qualified teachers and some even make it mandatory to be inducted before they can be licensed to begin their careers. The SACE does not have any policy on induction for beginning teachers in South Africa. This study therefore challenges SACE to play a role in the induction of beginner teachers and calls on the DoE to standardise induction programmes for schools, encouraging schools to engage fully in the induction of beginning teachers.

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ANNEXURE A: PERMISSION LETTER TO MPUMALANGA DEPARTMENT OF

EDUCATION

The Head of the Department

Private Bag X11341

Nelspruit

1200

Republic of South Africa

(Attention to research unit)

Contact A.H. Baloyi Tel: 013 766 5474 or 072 201 4043

Email: a.baloyi@education.mpu.gov.za

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO DO RESEARCH IN PRIMARY SCHOOLD IN THE EHLANZENI DISTRICT

I am a teacher and deputy principal at Likhweti Primary School. I have enrolled for my Master's Degree at the University of Pretoria at the Department of Education Management and Policy Studies under the supervision of Prof. J.L. Beckmann.

I must complete a research module for the masters' degree and one of the requirements is to conduct a research study and write a report about my findings. I hereby request your permission for this research to be conducted in four primary schools in the Ehlanzeni District in the Mbombela area.

The title of my research is as follows: **Views on induction programmes for beginning teachers.** The aim of the study is to find educators' views on induction programmes for beginning teachers. The study will further investigate the novice

teachers' assessment on the influence(s) of induction on their awareness of the implications of their status as professionals. The outcome of the study may lead to some solutions to the current challenges that are faced by novice teachers. Participants in the study will include twenty (20) teachers, two novice teachers per school, one mentor teacher, one educator who has previously participated in induction and the principal in all four schools.

The four schools will be chosen purposely according to the availability of at least two novice teachers per school who are currently undergoing the induction process. Participants will be requested to participate in a semi-structured interview by myself and this should take approximately 30 - 60 minutes of their time. During the interview some questions relating to their education and training, bio-graphical questions, and probing questions will be asked based on the responses given. Each interview will be recorded and transcribed.

Please understand that in this study all information will be treated as sensitive and confidential and the identity of participants will not be revealed at any time. Only my supervisor and I will have access to the information given by the participants. All activities will take place after school hours to ensure minimum disruption to the activities of the school and the educators' own programmes. Participation in the study is completely voluntary and anonymous and participants may withdraw from the study at any point during the study, with no consequences.

If you agree for this research to be conducted, please complete the attached consent form. Please feel free to contact me or my supervisor should you have any queries regarding my research.

Yours faithfully

_____   _____

Mr Melusi Mamba (Student)   Prof. J.L Beckmann

melusy88@gmail.com   johan.beckmann21@gmail.com

Cell: 079 2972 330

ANNEXURE B: MPUMALANGA DEPARTMENT OF EDUCATION RESEARCH APPROVAL LETTER

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Ikhamanga Building, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Mbombela, 1200.
Tel: 013 766 5552/5115, Toll Free Line: 0800 203 116

Litiko le Temfundvo, Umnyango we Fundo   Departement van Onderwys   Ndzawulo ya Dyondzo

Mr. M. Mamba
UNIVERSITY OF PRETORIA
PRETORIA
0001

RE: APPLICATION TO CONDUCT RESEARCH: MR. M. MAMBA (UP)

Your application to conduct research study was received and is therefore acknowledged. The title of your study reads thus: **"Educators views on induction programs for beginning teachers."** The aims and the objectives of the study will benefit the whole department in particular the relevant curriculum division. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the departmental website and available on request. You are also requested to adhere to your University's research ethics as spelt out in your research ethics document.

In terms of the research policy, data or any research activity can only be conducted after school hours as per appointment with affected participants. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department as soon as you complete your research project. You may be required to prepare a presentation and present at the department's annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5476 or a.baloyi@education.mpu.gov.za.

The department wishes you well in this important project and pledges to give you the necessary support you may need.

MR. J.R. NKOSI
ACTING HEAD: EDUCATION

22/07/2019
DATE

ANNEXURE C: PERMISSION LETTER TO PUBLIC SCHOOL PRINCIPAL

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Ehlanzeni District

Dear Principal

RE: REQUEST FOR PERMISSION TO DO RESEARCH IN YOUR SCHOOL

I am a teacher and deputy principal at Likhweti Primary School. I have enrolled for my Master's Degree at the University of Pretoria at the Department of Education Management and Policy Studies under the supervision of Prof. J.L. Beckmann.

I must complete a research module for the masters' degree and one of the requirements is to conduct a research study and write a report about my findings. I hereby request your permission to conduct a part of my research at your school.

The title of my research is as follows: **Views on induction programmes for beginning teachers.** The aim of the study is to find educators' views on induction programmes for beginning teachers. The study will further investigate the novice teachers' assessment on the influence(s) of induction on their awareness of the implications of their status as professionals. I hope to obtain better insight into the way schools implement the induction process and what the educators have to say about the induction process in schools. The outcome of the study may lead to some solutions to the current challenges that are faced by novice teachers. The research will include interviews with the principal, two novice teachers, one mentor teacher and one experienced educator.

Participants will be requested to participate in a semi-structured interview by myself and this should take approximately 30 - 60 minutes of their time. During the

interview some questions relating to their education and training, bio-graphical questions, and probing questions will be asked based on the responses given. Each interview will be recorded and transcribed. Please understand that in this study all information will be treated as sensitive and confidential and the identity of participants will not be revealed at any time. Only my supervisor and I will have access to the information given by the participants.

All activities will take place after school hours to ensure minimum disruption to the activities of the school and the educators' own programmes. Participation in the study is completely voluntary and anonymous and participants may withdraw from the study at any point during the study, with no consequences.

If you agree for this research to be conducted in your school, please complete the attached consent form. Please feel free to contact me or my supervisor should you have any queries regarding my research.

Yours faithfully

_____   _____

Mr Melusi Mamba (Student)   Prof. J.L Beckmann

melusy88@gmail.com   johan.beckmann21@gmail.com

Cell: 079 2972 330

PLEASE FILL IN THE FORM AND SEND IT TO:

Email: melusy88@gmail.com

I _____ (Full names and Surname), the

Principal of _____ (Name of school)

Contact details:

Email address: _____

Phone numbers: _____

_____

Other contact details: _____

_____

hereby give permission to Mr. Melusi Moses Mamba to conduct his research at our

school.

_____   _____

Signature (Principal)   Date

School stamp

ANNEXURE D: PERMISSION LETTER TO NOVICE TEACHER

Ehlanzeni District

Dear Novice teacher

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

I am a teacher and deputy principal at Likhweti Primary School. I have enrolled for my Master's Degree at the University of Pretoria at the Department of Education Management and Policy Studies under the supervision of Prof. J.L. Beckmann.

I must complete a research module for the masters' degree and one of the requirements is to conduct a research study and write a report about my findings. I hereby request you to participate in my research study.

The title of my research is as follows: **Views on induction programmes for beginning teachers.** The aim of the study is to find educators' views on induction programmes for beginning teachers. The study will further investigate the novice teachers' assessment on the influence(s) of induction on their awareness of the implications of their status as professionals. I hope to obtain better insight into the way schools implement the induction process and what the educators have to say about the induction process in schools. The outcome of the study may lead to some solutions to the current challenges that are faced by novice teachers. The research will include interviews with the principals, experienced teachers, mentor teachers and novice teachers.

You will be requested to participate in a semi-structured interview by myself and this should take approximately 30 - 60 minutes of your time. During the interview some questions relating to your education and training, bio-graphical questions,

and probing questions will be asked based on the responses given. Each interview will be recorded and transcribed. Please understand that in this study all information will be treated as sensitive and confidential and your identity will not be revealed at any time. Only my supervisor and I will have access to the information given by you.

All activities will take place after school hours to ensure minimum disruption to the activities of the school and your own programmes. Participation in the study is completely voluntary and anonymous and participants may withdraw from the study at any point during the study, with no consequences.

If you agree to participate in this research, please complete the attached consent form. Please feel free to contact me or my supervisor should you have any queries regarding my research.

Yours faithfully

_____   _____

Mr Melusi Mamba (Student)   Prof. J.L Beckmann

melusy88@gmail.com   johan.beckmann21@gmail.com

Cell: 079 2972 330

PLEASE FILL IN THE FORM AND SEND IT TO:

Email: melusy88@gmail.com

I _____ (Full names and Surname)

Contact details:

Email address: _____

Phone numbers: _____

_____

Other contact details: _____

_____

hereby give my consent to participate in the research.

_____   _____

Signature   Date

ANNEXURE E: PERMISSION LETTER TO MENTOR TEACHER

Ehlanzeni District

Dear Mentor teacher

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

I am a teacher and deputy principal at Likhweti Primary School. I have enrolled for my Master's Degree at the University of Pretoria at the Department of Education Management and Policy Studies under the supervision of Prof. J.L. Beckmann.

I must complete a research module for the masters' degree and one of the requirements is to conduct a research study and write a report about my findings. I hereby request you to participate in my research study.

The title of my research is as follows: **Views on induction programmes for beginning teachers.** The aim of the study is to find educators' views on induction programmes for beginning teachers. The study will further investigate the novice teachers' assessment on the influence(s) of induction on their awareness of the implications of their status as professionals. I hope to obtain better insight into the way schools implement the induction process and what the educators have to say about the induction process in schools. The outcome of the study may lead to some solutions to the current challenges that are faced by novice teachers. The research will include interviews with the principals, experienced teachers, mentor teachers and novice teachers.

You will be requested to participate in a semi-structured interview by myself and this should take approximately 30 - 60 minutes of your time. During the interview some questions relating to your education and training, bio-graphical questions,

and probing questions will be asked based on the responses given. Each interview will be recorded and transcribed. Please understand that in this study all information will be treated as sensitive and confidential and your identity will not be revealed at any time. Only my supervisor and I will have access to the information given by you.

All activities will take place after school hours to ensure minimum disruption to the activities of the school and your own programmes. Participation in the study is completely voluntary and anonymous and participants may withdraw from the study at any point during the study, with no consequences.

If you agree to participate in this research, please complete the attached consent form. Please feel free to contact me or my supervisor should you have any queries regarding my research.

Yours faithfully

_____   _____

Mr Melusi Mamba (Student)   Prof. J.L Beckmann

melusy88@gmail.com   johan.beckmann21@gmail.com

Cell: 079 2972 330

PLEASE FILL IN THE FORM AND SEND IT TO:

Email: melusy88@gmail.com

I _____ (Full names and Surname)

Contact details:

Email address: _____

Phone numbers: _____

_____

Other contact details: _____

_____

hereby give my consent to participate in the research.

_____   _____

Signature   Date

ANNEXURE F: PERMISSION LETTER TO EXPERIENCED EDUCATOR

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Ehlanzeni District

Dear educator

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

I am a teacher and deputy principal at Likhweti Primary School. I have enrolled for my Master's Degree at the University of Pretoria at the Department of Education Management and Policy Studies under the supervision of Prof. J.L. Beckmann.

I must complete a research module for the masters' degree and one of the requirements is to conduct a research study and write a report about my findings. I hereby request you to participate in my research study.

The title of my research is as follows: **Views on induction programmes for beginning teachers.** The aim of the study is to find educators' views on induction programmes for beginning teachers. The study will further investigate the novice teachers' assessment on the influence(s) of induction on their awareness of the implications of their status as professionals. I hope to obtain better insight into the way schools implement the induction process and what the educators have to say about the induction process in schools. The outcome of the study may lead to some solutions to the current challenges that are faced by novice teachers. The research will include interviews with the principals, experienced teachers, mentor teachers and novice teachers.

You will be requested to participate in a semi-structured interview by myself and this should take approximately 30 - 60 minutes of your time. During the interview some questions relating to your education and training, bio-graphical questions,

and probing questions will be asked based on the responses given. Each interview will be recorded and transcribed. Please understand that in this study all information will be treated as sensitive and confidential and your identity will not be revealed at any time. Only my supervisor and I will have access to the information given by you.

All activities will take place after school hours to ensure minimum disruption to the activities of the school and your own programmes. Participation in the study is completely voluntary and anonymous and participants may withdraw from the study at any point during the study, with no consequences.

If you agree to participate in this research, please complete the attached consent form. Please feel free to contact me or my supervisor should you have any queries regarding my research.

Yours faithfully

_____   _____

Mr Melusi Mamba (Student)   Prof. J.L Beckmann

melusy88@gmail.com   johan.beckmann21@gmail.com

Cell: 079 2972 330

PLEASE FILL IN THE FORM AND SEND IT TO:

Email: melusy88@gmail.com

I _____ (Full names and Surname)

Contact details:

Email address: _____

Phone numbers: _____

_____

Other contact details: _____

_____

hereby give my consent to participate in the research.

_____   _____

Signature   Date

ANNEXURE G: PERMISSION LETTER TO PUBLIC SCHOOL SGB CHAIRPERSON

Ehlanzeni District

Dear Chairperson

RE: REQUEST FOR PERMISSION TO DO RESEARCH IN YOUR SCHOOL

I am a teacher and deputy principal at Likhweti Primary School. I have enrolled for my Master's Degree at the University of Pretoria at the Department of Education Management and Policy Studies under the supervision of Prof. J.L. Beckmann.

I must complete a research module for the masters' degree and one of the requirements is to conduct a research study and write a report about my findings. I hereby request your permission to conduct a part of my research at your school.

The title of my research is as follows: **Views on induction programmes for beginning teachers.** The aim of the study is to find educators' views on induction programmes for beginning teachers. The study will further investigate the novice teachers' assessment on the influence(s) of induction on their awareness of the implications of their status as professionals. I hope to obtain better insight into the way schools implement the induction process and what the educators have to say about the induction process in schools. The outcome of the study may lead to some solutions to the current challenges that are faced by novice teachers. The research will include interviews with the principals, experienced teachers, mentor teachers and novice teachers.

Participants will be requested to participate in a semi-structured interview by myself and this should take approximately 30 - 60 minutes of their time. During the

interview some questions relating to their education and training, bio-graphical questions, and probing questions will be asked based on the responses given. Each interview will be recorded and transcribed. Please understand that in this study all information will be treated as sensitive and confidential and the identity of participants will not be revealed at any time. Only my supervisor and I will have access to the information given by the participants.

All activities will take place after school hours to ensure minimum disruption to the activities of the school and the educators' own programmes. Participation in the study is completely voluntary and anonymous and participants may withdraw from the study at any point during the study, with no consequences.

If you agree for this research to be conducted in your school, please complete the attached consent form. Please feel free to contact me or my supervisor should you have any queries regarding my research.

Yours faithfully

_____   _____

Mr Melusi Mamba (Student)   Prof. J.L Beckmann

melusy88@gmail.com   johan.beckmann21@gmail.com

Cell: 079 2972 330

PLEASE FILL IN THE FORM AND SEND IT TO:

Email: melusy88@gmail.com

I _____ (Full names and Surname), the

SGB chairperson of _____ (Name of

school)

Contact details:

Email address: _____

Phone numbers: _____

_____

Other contact details: _____

_____

hereby give permission to Mr. Melusi Moses Mamba to conduct his research at our

school.

_____   _____

Signature (SGB Chairperson)   Date

School stamp

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

ANNEXURE H: INTERVIEW QUESTIONS FOR PRINCIPALS

The title of my study is as follows:

Views on induction programmes for beginning teachers

Thank you for your willingness to participate in this interview. The aim of this interview is to get your views concerning induction for beginning teachers. Be informed that this interview is recorded for analysing purposes. Please be advised that your participation in this interview is completely voluntary and you may withdraw from participating at any point should you feel like doing so without any consequences. Please take note that it is of utmost importance that you respond to all questions as honestly as possible, all responses provided by you will be treated confidentially. I want to repeat that you are the only people who can provide me with information to help me answer my research question and be in a position to make recommendations that could improve the induction of novice teachers into the practice of the profession.

Interview questions

1. Could you please tell me about yourself? When and where did you qualified to be a professional teacher? When did you take up your first appointment letter as a professional teacher and what were your experiences of your first three months as a professional teacher? I would appreciate it if you could talk specifically about the support that you received to settle in as a professional educator.

2. Do you have a special an induction policy or programme or strategy in your school to help beginning teachers to settle into their work as professional teachers as effectively and speedily as possible? If there is such a policy, could you please tell me what its aims are and how it operates?

3. If there is such a policy, who developed it, why was it developed and by what were the developer(s) informed?

4. As far as you are concerned, do you see the induction programmes beneficial to the newly appointed teachers? If yes/no, please explain why? Please give reasons for your answer.

5. What are the challenges that are experienced by the school when inducting novice teachers?

6. In your opinion, why do some educators support the idea of induction while others do not? Do you think beginning teachers understand the implications of their status as professionals? What role can be played by induction to ensure that novice teachers are aware of the implications of their status as professionals?

7. What do you think can be done by your school to improve the induction process of novice teachers?

8. Do you think there is a relationship between induction and successful teaching and learning? Why?

9. What is the most important part when inducting novice teachers? In your opinion, why does it seem as if some schools are more successful at inducting beginning teachers than others? What are such successful schools doing differently?

10. Thinking from an education system perspective, do you think that induction of beginning teachers is beneficial to education and to learners and to the country? Give reasons for your answer?

ANNEXURE I: INTERVIEW QUESTIONS FOR MENTOR TEACHERS

The title of my study is as follows:

Views on induction programmes for beginning teachers

Thank you for your willingness to participate in this interview. The aim of this interview is to get your views concerning induction for beginning teachers. Be informed that this interview is recorded for analysing purposes. Please be advised that your participation in this interview is completely voluntary and you may withdraw from participating at any point should you feel like doing so without any consequences. Please take note that it is of utmost importance that you respond to all questions as honestly as possible, all responses provided by you will be treated confidentially. I want to repeat that you are the only people who can provide me with information to help me answer my research question and be in a position to make recommendations that could improve the induction of novice teachers into the practice of the profession.

Interview questions

1. Could you please tell me about yourself? When and where did you qualified to be a professional teacher? When did you take up your first appointment letter as a professional teacher and what were your experiences of your first three months as a professional teacher? I would appreciate it if you could talk specifically about the support that you received to settle in as a professional educator.

2. How many people have your mentored before and what is your reflection on mentoring novice teachers especially in their first three months as professional teachers? How likely are you to recommend compulsory induction for all

beginning teachers as a senior who has experience in working with newly appointed teachers?

3. What is the attitude of novice teachers towards induction and mentoring? Do they see the importance of it and how do they respond to your teachings and guidance?

4. As far as you are concerned, do you see the induction programme beneficial to the newly appointed teachers? If yes/no, please explain why? Please give reasons for your answer

5. What are the challenges that are experienced by most novice teachers that you believe they need to be addressed and intervention on them can help novice teachers to adapt easy in schools?

6. In your opinion, why do some educators support the idea of induction while others do not? Do you think beginning teachers understand the implications of their status as professionals? What role can be played by induction to ensure that novice teachers are aware of the implications of their status as professionals?

7. What do you think can be done by your school to improve the induction process of novice teachers?

8. Do you think there is a relationship between induction and successful teaching and learning? Why?

9. What is the most important part when inducting novice teachers? In your opinion, why does it seem as if some schools are more successful at inducting beginning teachers than others? What are such successful schools doing differently?

10. Thinking from an education system perspective, do you think that induction of beginning teachers is beneficial to education and to learners and to the country? Give reasons for your answer?

ANNEXURE J: INTERVIEW QUESTIONS FOR NOVICE TEACHERS

The title of my study is as follows:

Views on induction programmes for beginning teachers

Thank you for your willingness to participate in this interview. The aim of this interview is to get your views concerning induction for beginning teachers. Be informed that this interview is recorded for analysing purposes. Please be advised that your participation in this interview is completely voluntary and you may withdraw from participating at any point should you feel like doing so without any consequences. Please take note that it is of utmost importance that you respond to all questions as honestly as possible, all responses provided by you will be treated confidentially. I want to repeat that you are the only people who can provide me with information to help me answer my research question and be in a position to make recommendations that could improve the induction of novice teachers into the practice of the profession.

Interview questions

1. Could you please tell me about yourself? When and where did you qualified to be a professional teacher? When did you take up your first appointment letter as a professional teacher and what were your experiences of your first three months as a professional teacher? I would appreciate it if you could talk specifically about the support that you are currently receiving to settle in as a professional educator.

2. Can you share your experiences of the induction that you are receiving in the school? What have you learned from your inductors so far and what do you think can be done better in the induction process?

3. As far as you are concerned, do you see the induction programme beneficial to you? If yes/no, please explain why? Please give reasons for your answer.

4. What are the challenges that you are facing in the school that you believe they need to be addressed and intervention on them can help you to adapt easy in schools?

5. In your opinion, do you think that the information you have acquired at tertiary is sufficient to help you deal with all challenges you are facing in the school? If yes/no, please explain why? Please give reasons for your answer

6. Do you understand the implications of your status as professional? What does it mean to be a teacher to your and what makes you different from someone who is not a professional?

7. What do you think can be done by your school to improve the induction process of novice teachers?

8. Do you think there is a relationship between induction and successful teaching and learning? Why?

9. What is the most important part of your induction? In your opinion, why does it seem as if some schools are more successful at inducting beginning teachers than others? What are such successful schools doing differently?

10. Thinking from an education system perspective, do you think that induction of beginning teachers is beneficial to education and to learners and to the country? Give reasons for your answer?

ANNEXURE K: INTERVIEW QUESTIONS FOR EXPERIENCED EDUCATORS

The title of my study is as follows:

Views on induction programmes for beginning teachers

Thank you for your willingness to participate in this interview. The aim of this interview is to get your views concerning induction for beginning teachers. Be informed that this interview is recorded for analysing purposes. Please be advised that your participation in this interview is completely voluntary and you may withdraw from participating at any point should you feel like doing so without any consequences. Please take note that it is of utmost importance that you respond to all questions as honestly as possible, all responses provided by you will be treated confidentially. I want to repeat that you are the only people who can provide me with information to help me answer my research question and be in a position to make recommendations that could improve the induction of novice teachers into the practice of the profession.

Interview questions

1. Could you please tell me about yourself? When and where did you qualified to be a professional teacher? When did you take up your first appointment letter as a professional teacher and what were your experiences of your first three months as a professional teacher? I would appreciate it if you could talk specifically about the support that you received to settle in as a professional educator.

2. Can you share your experiences of the induction that you have received in the school? What have you learned from your inductors and what do you think could have been done better during your induction phase?

3. As far as you are concerned, do you see the induction programme beneficial to the newly appointed teachers? If yes/no, please explain why? Please give reasons for your answer

4. What are the challenges that are experienced by most novice teachers that you believe they need to be addressed and intervention on them can help novice teachers to adapt easy in schools?

5. In your opinion, why do some educators support the idea of induction while others do not? Do you think beginning teachers understand the implications of their status as professionals? What role can be played by induction to ensure that novice teachers are aware of the implications of their status as professionals?

6. What do you think can be done by your school to improve the induction process of novice teachers?

7. Do you think there is a relationship between induction and successful teaching and learning? Why?

8. What is the most important part when inducting novice teachers? In your opinion, why does it seem as if some schools are more successful at inducting beginning teachers than others? What are such successful schools doing differently?

9. Thinking from an education system perspective, do you think that induction of beginning teachers is beneficial to education and to learners and to the country? Give reasons for your answer?