- RESEARCH PAPER -

RESEARCH TITLE

Transitioning from university to workplace: experiences of novice teachers in rural schools

by

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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,
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DECLARATION OF ORIGINALITY

I, **Matlou Eliphus Madibana,** declare that the study of "**Transitioning from university to workplace: experiences of novice teachers in rural schools**" is my own work. I also confirm that this study has never been submitted before in any form of degree or diploma at other tertiary institutions. Work of other researchers has been used and sources were identified in the study and acknowledged in full in the reference list.

Signature: …………………………………………….

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ACKNOWLEDGEMENTS

ABSTRACT

The study investigated activities initiated in different rural secondary schools to assist novice teachers with less than three years in the field to cope with challenges arising during the transitional phase. The study arose out of challenges encountered by novice teachers attached to my school and other neighbouring rural secondary schools as observed by me due to the lack of clear professional development activities aimed at assisting them to cope with the challenges at work which in most cases lead them into exiting the profession prematurely. I posed a primary research question: How do novice teachers cope with the transition from university to the workplace? Twelve novice teachers working in rural secondary schools in the Capricorn North District in Limpopo Province were sampled purposefully as participants in this study. The study indicated some of the challenges encountered by novice teachers in their first three years of teaching which normally kills their spirit and results in a high rate of attrition. The study employed a descriptive qualitative research approach and multiple case study design to explore the problem. The study used the theory that was developed by Fuller (1969). The theory compared a novice teacher to a new-born child that just got thrown into a new place of which he knew nothing. The theory holds that teachers go through three stages of concern, namely a state of survival, self-adequacy and thirdly, acceptance. The findings revealed that novice teachers working in rural schools experienced a different form of developmental support from their schools due to the lack of a clear professional development policy and the lack of support from the Department of Basic Education. In some rural schools, novice teachers are not being assisted at all, they depend on consultations with senior teachers which they had to initiate themselves.

KEY TERMS

Transition; novice teachers; induction and mentoring; rural secondary schools; School Management Team (SMT); School Governing Body (SGB); Heads of Department (HOD)

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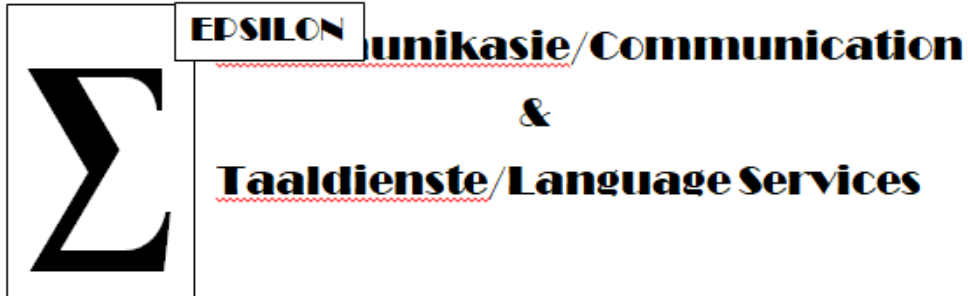
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TO WHOM IT MAY CONCERN

This is to confirm that I have completed the language editing of the mini-dissertation **Transitioning from university to workplace: experiences of novice teachers in rural schools** by Matlou Eliphus Madibana submitted in partial fulfilment of the requirements for the degree **Magister Educationis** in the Faculty of Education at the University of Pretoria.

Yours faithfully

Isobet Oberholzer

7 March 2021

LIST OF ABBREVIATIONS

ATPs	Annual teaching plans
CPTD	Continuing Professional Teacher Development
DAI	Development appraisal instrument
DBE	Department of Basic Education
DoE	Department of Education
ELRC	Education Labour Relations Council
FET	Further Education and Training
GET	General Education and Training
HOD	Head of Department
IQMS	Integrated Quality Management System
NPFTED	National Framework for Teacher Education and Development
PAM	Personnel Administrative Measures
PGCE	Post Graduate Certificate in Teaching
RSA	Republic of South Africa
SACE	South African Council for Educators
SAQA	South African Qualification Authority
SASA	South Africa Schools Act
SGB	School Governing Body
SMT	School Management Team

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CHAPTER 1

INTRODUCTION

1.1   BACKGROUND

Studies have revealed that novice teachers go through a period of transition from being a university student to being a qualified teacher (Mudzingwa & Magudu, 2013; Rotonya, 2017). During that period, they require immediate supervision and support in terms of induction and mentoring from their mentors for them to get used to their new work environment (Dumler, 2010). After completion of their tertiary studies and before being employed, novice teachers are generally filled with enthusiasm to positively contribute to a school community. However, they are often shocked by the reality they experience during their early years in the profession (Ali, 2017). There are many challenges experienced by novice teachers during the transition stage and some novice teachers called out for help from their mentors or school management, while others decided to keep quiet and struggle alone in silence because they had a view that seeking help is a sign of incompetence or weakness (Keengwe & Adjei-Boateng, 2012).

Despite their inexperience, novice teachers are expected to ensure that teaching and learning do take place, even though they are still transitioning from the university to the workplace. In a case where a novice teacher is not assisted with the challenges being experienced, he or she will continue teaching learners in a poor way, negatively affecting the academic achievements of the learners (Ali, 2017). The provision of quality education is a concern for all countries worldwide, hence the efforts taken in different countries to improve the quality of teaching (Ali, 2017). For quality teaching and learning to take place in a country, quality teachers are needed, which emphasises the importance of inducting and mentoring novice teachers to develop them into teachers of quality. After obtaining a teaching qualification from universities, most novice teachers join the profession permanently with clear expectations of putting the theory they learned into practice (Botha & Rens, 2018). However, the reality that comes with the gap between the theory and the practice often leads to novice teachers being disillusioned (Feiman-Nemser, 2001; Ünver, 2014).

A large number of novice teachers with lack of experience being employed in rural secondary schools poses a need for experienced teachers to induct novice teachers to cope with the transition from university to the profession (Ali, 2017). It is emphasised in the literature that improving the quality of novice teachers through induction and mentoring when they join the teaching profession, results in equipping them with skills and knowledge to offer quality teaching to learners, contributing to improved year-end results of the learners (Jensen, Lahn & Nerland, 2012; Clark & Byrnes, 2012). Well-inducted novice teachers have a clear direction on what to teach and what not to teach and they are able to guide learners efficiently and make them perform well in their examinations.

Some studies reported that novice teachers struggled with the transition from being a student to being a competent teacher (Rhodes, 2017; Mudzingwa & Magudu, 2013). During that phase, novice teachers need an induction, mentoring and continuous support from their supervisors to cope with the demands of their new positions (Confait, 2014; Yusoff, 2013). Evidence revealed that before being employed at a school, novice teachers are full of enthusiasm, well-prepared and ready to contribute positively to the learners' performance in the classroom, but once they are hired the reality shocks them (Palmer, 2010; Waters, 2009). Inducting and mentoring novice teachers to supplement the content they learned at tertiary institutions would assist in preparing novice teachers, reducing the shock they normally experience as they enter the teaching profession.

Some novice teachers hardly talk to colleagues or principals about the challenges they experience in the workplace as they feel that asking for help reflects badly on the quality of their teaching (Keengwe & Adjei-Boateng, 2012). Hence, they continue to teach in a way that is of poor quality, negatively affecting learner performance. Therefore, novice teachers should be encouraged to seek help whenever they encounter challenges and mentor teachers should be allocated to them to work closely with them and to offer immediate support where necessary.

Novice teachers who are not inducted and supported often become frustrated as they struggle to cope with the challenges they experienced and they end up leaving the profession early (Anderson, 2014; Howe, 2006). It is important for all schools, especially those in rural areas, to have a professional teacher development programme aimed at supporting new teachers to make them feel welcome and accepted, as that should convert into quality teaching on their part and improved learner performance at school (Epling, 2016; Dube, 2008).

A novice teacher is conceptualised as a teacher who is new to the profession and with teaching experience of fewer than three years and is sometimes referred to as a beginner teacher (Dishena & Mokoena, 2016). After joining the teaching profession, many novice teachers are burdened with a lot of administrative work together with teaching and this affects the quality of their teaching (Hattingh & De Kock, 2008). In addition, novice teachers are expected to do lesson planning, master subject content and use various strategies to present their lessons successfully to all learners in the class, using proper assessment methods and being able to create an environment conducive to learning.

1.2   CONTEXTUALISING THE STUDY

Internationally, rural schools generally find it harder to recruit and retain teachers of quality than the urban school (Eppley, 2009). Rural schools are schools located in rural areas, mostly with poor infrastructure and no proper sanitation, while urban schools' contexts are often vastly different in terms of economic and social advantages. The study by Mukeredzi (2016) suggests that novice teachers who are appointed at rural schools should be provided with a re-orientation of the curriculum to equip them with the skills needed to teach in schools located in rural areas.

In South Africa, there are two primary pathways approved by the South African Qualification Authority (SAQA) which can be followed to qualify as a teacher. The first one is a four-year Bachelor of Education (B.Ed.) degree in which content subjects and education-related subjects are integrated into one degree. The second pathway is by first obtaining a specialised three-year degree in subject fields such as commerce

(B.Com.), languages (B.A.), Biological and Physical Sciences (B.Sc.), and so forth. This degree is then followed by a one year post-graduate certificate in education (PGCE).

According to the study by Mashau, Mutshaeni and Kone (2016), students who opt for the teaching profession as the first choice of study at tertiary level are relatively few and that the profession is currently surviving by students who after passing Grade 12, realised that they do not meet the minimum requirements to study careers of their first choice and who then turn to teaching as an alternative career choice. Others studied for different qualifications and after struggling to find employment, they then enrol for a PGCE. Generally regarded as a noble profession, the teaching profession requires individuals who are passionate and dedicated (Mashau, Mutshaeni & Kone, 2016). So, to retain such teachers, professional support, for example in the form of mentoring and induction, should be initiated as early as possible.

1.3 PROBLEM STATEMENT

The literature seems to indicate that inadequate support is being provided to novice teachers in schools and that it seems to be particularly a large problem in rural schools (Mukeredzi, 2016). Teaching in rural schools is different from teaching in urban schools. In rural schools many learners are from poor families living in poverty, some must walk long distances to get to school with no transport and most parents are illiterate and show little interest in the education of their children. Some learners in rural secondary schools are older than novice teachers in terms of age. Consequently, a unique preparation that will enable teachers appointed to rural schools to cope with all challenges relevant to the rural context is required (Mukeredzi, 2016). Novice teachers working in rural schools come across serious challenges possibly not being experienced by their peers working in urban schools (Mukeredzi, 2016).

Becoming a teacher involves a transition from being a student to a fully competent teacher (Dishena & Mokoena, 2016), a process with which novice teachers often struggle. During their time at a tertiary institution, student teachers are being provided with the opportunity to go for practical teaching training where they should be exposed to real life situations in the teaching profession. However, it has been found that tertiary education hardly exposes student teachers to real life challenges experienced in the

profession (Dishena & Mokoena, 2016). There is a gap between being a student and a teacher and it becomes worse when you are working in rural schools because of the socio-economic issues that exist in a rural context. However, the initial training offered to all teachers is similar, with little to no exposure to different contexts.

The only exception is that distinctions are made for aspiring teachers to specialise in terms of the different curriculum phases such as the Foundation Phase (Grades 1 to 3), the Intermediate Phase (Grades 4 to 6), the Senior Phase (Grades 7 to 9) and the Further Education and Training Phase (Grades 10 to 12). In addition, most of the South African universities that have faculties of education that offer teacher training are situated in large metropolitan areas. As a result, the work-integrated learning experience of many student teachers takes place in urban schools, giving them little to no exposure to how it is to teach in a rural context.

Assisting novice teachers to cope with challenges experienced during their transition from being a student teacher to becoming a competent teacher may reduce the number of novice teachers exiting the profession prematurely (Kajs, 2002). According to Goldrick, Osta, Barlin and Burn (2012), novice teachers who exited the profession in the early years of teaching have placed the blame on a lack of guidance and support from school principals. Novice teachers fresh from universities are expected to have all the skills required by the profession, however, reality has proved this expectation to be unreasonable due to the gap between tertiary education and the real situation experienced in schools (Spoon, Thompson & Tapper, 2018). Generally, novice teachers join the profession full of enthusiasm, well prepared and feeling ready to impact positively on the quality of teaching at a school. However, they are often frustrated and demoralised by the bureaucratic nature of the systems and structures of the schools at which they are employed (Barkauskaité & Meskauskiené, 2017).

According to the Personnel Administrative Measures (PAM) (RSA, 2016) which is published in terms of the Employment of Educators Act, 76 of 1998, novice teachers are allocated the same responsibilities as experienced teachers. This often leads to disillusionment as school principals, parents and learners have the same expectations of them as they have of the more experienced teachers. In rural secondary schools, it is

possible to find a novice teacher responsible for teaching subjects on their own, without the assistance of a supervisor or a more experienced colleague. This raises the question of induction and mentoring as part of the transition and how it is being offered to novice teachers if they are the only ones in the school competent to teach a particular subject.

Novice teachers cope differently with the transition from being a student to becoming a competent teacher, hence the need for this study to explore how they experienced the transition into the workplace and the strategies novice teachers employ to overcome the challenges they experience. In view of the above, it appears that novice teachers, who have not been inducted, mentored, or developed in any professional way struggle to fit in and to deliver quality education to learners and that in turn affects learner performance negatively. In addition, it appears as if there has not been sufficient research on how novice teachers who are placed in rural secondary schools should be developed and supported to survive the challenges encountered during the phase of transition.

1.4 RATIONALE FOR THE STUDY

My interest in this study was stimulated by what I went through seven years ago when I joined the teaching profession as a novice teacher. Fresh from university, I was never assisted in any way to cope with the challenges I encountered during my transition from the university to the workplace. No professional support, be it in the form of induction or mentoring, was offered to me to develop skills pertaining to the creation of an environment conducive to teaching and learning which I needed at that time, as I was yet to master skills such as controlling my classes, managing learner discipline, keeping the learner attendance register, how to deal with the diversity that existed in my classes, and many more. Performing routine tasks was a serious challenge without any formal mentoring or induction. There were many administrative tasks I had to perform while at the same time trying to find my feet within the profession. I also observed that in many rural schools, novice teachers are not being inducted and mentored and that they find it difficult to plan their lessons, manage their classes and perform many of the administrative tasks as per the job description in the PAM.

Although the need to induct and mentor novice teachers has been recognised by many researchers in the world as part of helping novice teachers to cope with problems during their transition from the university into the teaching profession, a study in South Africa revealed that many schools do not offer induction and mentoring to new teachers and as a result, novice teachers experience challenges in adapting to the new environments (Dishena & Mokoena, 2016). They end up being demoralised and experience teacher burnout, which forces them to exit the profession prematurely (Dishena & Mokoena, 2016).

An international study by Norman and Sherwood (2018) indicated a need for experienced teachers to induct novice teachers to cope with their transitional challenges. In addition, a study by DePaul (2000) revealed that novice teachers in many schools are being allocated troublesome classes and that makes them feel overwhelmed, especially because principals normally expect them to perform at the same level as experienced teachers (Brock & Grady, 2007).

The provision of professional development activities to novice teachers in rural secondary schools would add greatly to the quality of their teaching, which in turn, will impact positively on learner performance (Steyn, 2004). Induction and mentoring of novice teachers as part of the professional support schools could offer to novice teachers, is important because it directly confronts most of the challenges faced by new teachers at a school. Novice teachers who are not professionally developed and supported are normally candidates for teacher burnout and they are more likely to exit the profession at a young age. Therefore induction, mentoring, and professional development of novice teachers are important to an education system as a whole. This study has the potential to contribute to previous research about this phenomenon.

1.5 PURPOSE STATEMENT AND RESEARCH AIMS

The purpose of this study is to explore how novice teachers who are teaching in rural secondary schools of Limpopo Province experienced the transition from being a student teacher at university to becoming a competent teacher in a rural school. The study aims to examine the transitional experiences of novice teachers in rural schools, determine the strategies novice teachers in rural schools use to experience self-adequacy during

their initial years in the profession, and assess the induction and mentoring experiences of novice teachers in rural schools.

1.6 RESEARCH QUESTIONS

1.6.1 Main research question

➢ How do novice teachers in rural schools experience their transition from university to the workplace?

1.6.2 Secondary research questions

➢ What challenges do novice teachers in rural schools experience?
➢ What strategies do novice teachers employ for them to experience self-adequacy?
➢ How do novice teachers experience induction and mentoring in rural schools?

1.7 THEORETICAL FRAMEWORK

Like all humans, teachers develop during their careers as they grow from being a novice teacher to becoming an experienced teacher (Franey, 2016). Therefore, the theoretical framework I used in this study is the Teacher Development Theory developed by Fuller (1969). It compares a teacher to a new-born child who has been flung into a strange and new environment which he or she knows nothing about. The theory holds that teachers experience three stages of concern, namely a state of survival, a state of self-adequacy, and finally a state of acceptance. This theory further argues that a teacher cannot move to the next stage of concern without first overcoming the challenges of the preceding stage. A graphic representation of Fuller's Teacher Development Theory is provided in Figure 1.
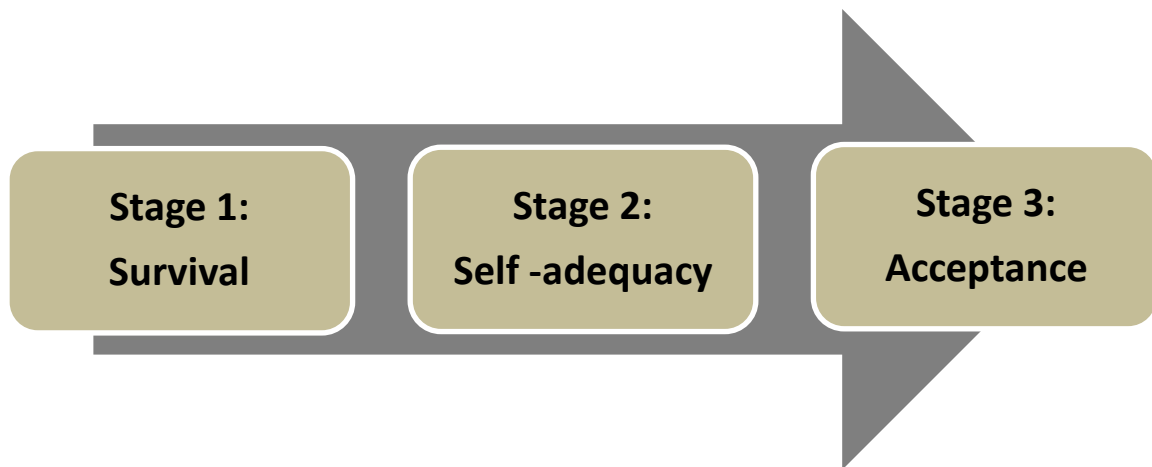
Figure 1: Fuller's Teacher Development Theory (1969)

Stage 1: Survival

In this stage the novice teacher is worried about his or her basic skills such as managing the classroom, giving out instructions to learners, and teaching the subject content. During this stage they generally work hard, hoping to impress their school principals and senior colleagues.

Stage 2: Self-adequacy

Once novice teachers feel that they can now overcome the challenges posed by their work environment, they move out of the survival stage and progress to the second stage of self-adequacy. During this stage, novice teachers are comfortable and start to try out new methods of teaching. They become bolder and are more inclined to experiment with different strategies to enhance learner performance. During this stage they start to grow in confidence.

Stage 3: Acceptance

In this stage teachers feel comfortable with all the roles they play in the profession. They are very confident in their abilities and can manage their classes without encountering any difficulties. Fuller (1969) argues that this is the stage during which a teacher normally becomes tired, bored and experiences teacher burnout. This is also the stage during which teachers are more inclined to leave the profession. Some of those who remain in the profession lose interest to innovate and change. Fuller (1969) contends that the best way to move past this stage without burning out is through the initiation of renewal processes in the school during which teachers should be exposed

to new, unique, and challenging developmental experiences. Novice teachers need induction in their first years of teaching and at a later stage. They should be provided with mentoring throughout their career for them to survive all three stages of concern as proposed by Fuller (1969).

1.8   RESEARCH METHODOLOGY

In this study I used a descriptive qualitative approach. According to Maree (2007), qualitative study refers to a procedure that explores a social and human problem where the researcher carries out the research in a setting that is natural to understand the phenomena in context and in general. A qualitative approach is about coming up with findings of the phenomenon without making use of statistics or any form of quantification (Flick, 2014). I used a descriptive qualitative approach in this study because I wanted to explore and understand the phenomenon of how novice teachers experience the transition from university to the workplace in natural settings (rural secondary schools), as the behaviour of human beings is normally influenced by the demographic situation or context where it has occurred (McMillan & Schumacher, 2014).

1.9   RESEARCH DESIGN

I made use of a multiple case study design to explore the transitional experiences of novice teachers in rural secondary schools. According to Schwandt (2001), a multiple case study design is when more participants are selected to take part in the study with the hope of getting similar or different data relating to the research phenomenon. A multiple case study design refers to the study of different cases to understand the research problem (Stake, 2000).

1.9.1 Sampling strategy

Sampling refers to the process observed in choosing participants for a study to be undertaken (Maree, 2007). For this study, I made use of stratified purposive sampling to select participants who were most likely to provide data to enable me to answer the research questions. As explained by Maree (2011), purposive sampling is relevant for a study where the researcher is targeting certain individuals with qualities and characters

needed to answer the research question. The sites of the research were six rural secondary schools from Capricorn North District of Limpopo Department of Education and the participants were twelve novice teachers with three years or less teaching experience.

1.9.2 Data collection strategies

Semi-structured interviews were used to collect data from the participants. Semi-structured interviews were found to be the most appropriate data collection tool in a qualitative study as it allowed me to ask probing and exploratory questions and provide clarity to the participants during the interview process (De Vos, Delport, Fouche & Strydom, 2011). Document analysis was also used in conjunction with the semi-structured interviews as a means of triangulation and to support the findings on collected data and to reduce bias.

1.9.3 Gaining access to the participants

I first applied to the Head of Department of the Limpopo Department of Education to conduct the study in rural schools in the Limpopo Province. After obtaining this permission, I visited rural secondary schools and introduced the study to the principals and asked whether they had any teachers that met the criteria to be selected as a participant. After gaining permission to conduct the study from the principals, potential participants were then individually invited to participate in the study. Those who agreed to participate in the study were requested to sign consent forms after their rights as participants were explained to them.

1.10 DATA ANALYSIS

To make sense of the data collected from the individual participants, I applied content analysis. Content analysis is relevant if a researcher wants to describe the existing practices and is widely used in education (Ary, Jacobs & Razavieh, 2002). Content analysis was used to analyse policies available at the schools of each individual participant relating to induction and mentoring or any form of professional support to determine initiatives, if any, which are being taken by schools in rural areas to assist novice teachers to survive transitional challenges. I also analysed the Personnel

Administrative Measures (PAM) (RSA, 2016) to determine the role of principals, deputy-principals, departmental heads and senior and master teachers in supporting and professionally developing novice teachers. More documents relating to staff development programmes such as the Integrated Quality Management System (IQMS), minutes of IQMS meetings and evaluation reports were also analysed to develop a clear picture of what is happening in rural schools regarding the professional development of novice teachers.

1.11 CREDIBILITY AND TRUSTWORTHINESS

To ensure the credibility and accuracy of the data, I made use of triangulation and member checking. Trustworthiness refers to the assurance by the researcher to external people that the findings of the study are credible and worth being noted (Johnson & Turner, 2003). After transcription of the data collected through semi-structured interviews, I took it back to participants for verification and confirmation that everything written there was exactly what they have meant.

For triangulation purposes, document analysis was employed as another data collection tool in the study to improve the validity and the accuracy of the data that has been collected. The use of triangulation enabled me to test every source of information to ensure that my findings are credible (Cresswell, 2008).

1.12 DELIMITATION OF THE STUDY

This study was limited to novice teachers working in rural secondary schools in the Capricorn North district in Limpopo Province. Novice teachers from rural secondary schools in other districts in Limpopo Province were excluded from this study. Inclusion of other novice teachers from other districts within the province was going to prolong the period of completing the study.

1.13 ETHICAL CONSIDERATIONS

I employed the following ethical principles when interacting with the participants:

1.13.1 No harm to participants

Saunders, Kitzinger and Kitzinger (2015) stressed that a study should not expose participants to any type of harm, be it physical or emotional harm. This research has not in any way exposed participants to any harm, stress or embarrassment.

1.13.2 Confidentiality and anonymity

The principle of confidentiality and anonymity to protect the identity of participants was applied (McMillan & Schumacher 2014). The identity of participants was protected by using pseudonyms and their names and names of their schools were never disclosed to other participants or anywhere in the study. Information about participants was never disclosed or shared with anyone. Transcripts and audio recordings were stored in a safe and secured place.

1.13.3 Informed and voluntary consent

Informed consent refers to the disclosing of information by the researcher that allows the individual to decide whether to take part or not in a study that is being undertaken (McMillan & Schumacher, 2014). Information about the purpose of the research, data collection procedures, discomforts and inconveniences were disclosed to all participants. Participants voluntarily gave their consent to participate in this study by signing the consent forms. None of the participants were forced, manipulated or coerced to take part in this study.

1.14 OUTLINE OF THE STUDY

In Chapter 1 the introduction and background of the study, research aims and purpose statement, problem statement, rationale of the study, research questions and theoretical framework, methodology, credibility and trustworthiness and ethical considerations were presented as a way of introducing the research. In Chapter 2 the relevant literature about how novice teachers experienced the support that enabled them to cope with transition from university to workplaces was reviewed.

The research methodology and design, data collection strategies, sampling strategies and participants and data analysis techniques are discussed in Chapter 3. The analysis of all the data collected through semi-structured interviews and document analysis

together with the findings are presented in Chapter 4, while Chapter 5 presents the findings of the study, the recommendations and the conclusion of the study.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

In Chapter 1 I defined the problem statement, rationale, purpose and significance of this study and the research questions and theoretical framework behind this study. In this chapter I present the background to what novice teachers experienced in their early years within the profession. I report on activities that could be initiated in schools as part of professional development to assist novice teachers to survive the challenges encountered. I draw a clear distinction between induction and mentoring as part of professional support schools could offer to novice teachers and provide practical examples of when induction and mentoring should be offered.

The following factors which have an impact on the transitioning experience of novice teachers are discussed: heavy workload, lack of proper or formal induction and mentoring, the struggle to discover self-identity as a teacher, classroom management, lesson planning and preparations and a toxic school culture. The role played by tertiary institutions in preparing novice teachers for the school environment is also explored. Communities of teachers in practice are also incorporated as one of the strategies that novice teachers could employ and assist one another in surviving the transitional shocks. The role of senior and master teachers and Head of Department (HODs) in developing novice teachers as outlined in the new Personnel Administration document (PAM) (RSA, 2016) is also illuminated.

2.2 BACKGROUND

Daniels (2015) concluded that many novice teachers face problems they never thought of while they were still studying to become teachers and that this disturbed their development within the profession. Novice teachers join the profession with pre-conceived ideas of what the profession entails. However, in their first years of teaching they realise that what they know does not necessarily prepare them for the reality (Hattingh & De Kock, 2008). Most novice teachers join the profession with knowledge of recent policies on how schools should be run, but the reality of the gap between policies

and what is happening in schools often shock them and add to their frustrations as they were never trained in how to deal with such issues (Daniels, 2015).

Teaching in rural schools is completely different from teaching in semi-urban or urban schools (Mukeredzi, 2013) and teachers of high quality are very important to the future of education offered in rural contexts (Adie & Barton, 2012). Therefore, novice teachers placed in rural schools should be subjected to a special induction program preparing them to survive in a rural environment burdened by many socio-economic issues. Recruitment of teachers of high quality in rural schools is important for the provisioning of quality teaching and learning (Adie & Barton, 2012). However, internationally many rural schools struggle to attract high quality teachers when compared to urban schools (Arnold, Newman, Gaddy & Dean, 2005) and that leads to governments placing many novice teachers in rural schools.

Rural school-university partnerships have indicated that teacher development is important because it has the capability to change how people view rural education in South Africa (Islam, 2010). This view is supported by Balfour (2012) who stated that offering induction as part of professional development to novice teachers based in rural areas would make rural schools look attractive and not as deficient as they currently are perceived.

Tertiary education should equip student teachers with skills and knowledge needed to survive the realities existing in our rural schools (Mukeredzi, 2013). In South Africa novice teachers only receive their education from tertiary institutions and workshops arranged by the Department of Basic Education after joining the profession. Formal induction as part of teacher development is being neglected. Novice teachers join the profession straight from a tertiary institution without being provided with any form of induction and that threatens their survival in the profession (Mashau, Mutshaeni & Kone, 2016). The greatest problem facing the South African education system today is the inability to produce teachers of quality (Mashau, Mutshaeni & Kone, 2016). Therefore, novice teachers need proper induction, mentoring and close supervision for them to develop and to be teachers of great quality.

Training more teachers and placing them in rural schools proved not to be a solution. However, developing induction programs for novice teachers who work in rural areas was found to be more effective (Mukeredzi, 2013). Literature confirmed that there is an immediate need for the Department of Basic Education to offer induction programs to novice teachers working in rural schools (Adie & Barton, 2012). This was supported by Mitchell, De Lange, Balfour and Islam (2011) who criticised the Department of Basic Education for not doing enough to support novice teachers placed in rural schools.

2.3 PROFESSIONAL DEVELOPMENT OF NOVICE TEACHERS

Professional development refers to any means of support given to novice teachers by experienced teachers which will translate into positive learner outcomes (Petrie & McGee, 2012; RSA, 2016). Professional support can boost novice teachers' morale and make them to want to spend more time with learners in class teaching. Professional development can be formal or informal and will add greatly to the knowledge and skills of novice teacher on how to offer quality teaching (Ono & Ferreira, 2010). Any formal or informal initiative taken by school leaders and managers to improve the teaching skills of novice teachers can be regarded as professional development.

Professional development is a process normally taken by employers to equip employees with certain skills needed in the institution and to ensure that personnel remain productive (Ian & Wagga, 2009). Mizelle (2010) explains professional development as any technique used by teachers to acquire skills and knowledge needed by them to deliver effective teachings in their classrooms. Section 4 of the Personnel Administrative Measures (PAM) document published in 1999 in the Government Gazette guides principals on their roles of monitoring and supervision of teacher's work (RSA, 1999). Though the above-mentioned document is silent about how school principals should offer professional development to novice teachers, monitoring and supervision are part of professional development, but cannot happen before induction and mentoring took place. It remains a principal's responsibility to ensure that novice teachers are supported and developed professionally. The revised PAM document published in 2016 aligns the core duties and responsibilities of school principals, deputy principals and Head of Department (HODs) with performance

standard 9 of the Integrated Quality Management System (IQMS) that expects the principal, deputy principal and HODs to manage and develop all educators to ensure the accomplishment of the school mission and vision (RSA, 2016).

Although performance standard 9 of the IQMS expects school principals, deputy principals and HODs to manage and develop all educators under their care so that the departmental goals and school mission and vision could be achieved, performance standard 5 of the IQMS provides that it is also the responsibility of every teacher to develop themselves by engaging in professional development activities which will equip the teacher with new knowledge and skills needed to survive the challenges in the profession.

Professional development programmes initiated by schools normally yield the desired results to novice teachers if they are executed under conditions that are open and where all members are free to share their views and contribute to decision-making (Nieto, 2009). Schools can make use of the IQMS to support novice teachers. It is made up of three programs aimed at enhancing and monitoring the education system, namely development appraisal which is about reflecting on the strengths and weaknesses of every teacher and come up with a program that will assist the teacher to overcome the weakness, performance measurement which aims at evaluating individual teachers for salary progression and whole school evaluation aimed at evaluating whole school effectiveness as well as the quality of teaching and learning within the school (ELRC, 2003). Although professional development programmes initiated at schools intend to support novice teachers to help them acquire knowledge and skills needed in the profession, they should be allowed to speak about their areas of concerns so that the support could address the challenges in question. School principals as representatives of the Department of Basic Education should ensure those novice teachers are supported so that they can produce the desired results as experienced teachers.

A professional development programme can help novice teachers to improve their existing skills and to equip them with the skills needed to deal with their weaknesses. It allows them an opportunity to expand on what they already know and to learn that which they do not know (Pillay, 2016). Professional development remains a possible

solution that can enable novice teachers to cope with the transitional shocks related to classroom management issues, learner discipline, lesson preparations, and communication with parents. These problem areas could be addressed through initiatives like mentoring and induction which also form part of professional development. School leaders and managers should therefore include novice teachers in the planning of professional development activities so that they remain relevant to the areas of concerns experienced by novice teachers (Mokhele & Jita, 2010). Novice teachers are the ones who need development and they need it in different areas. Engaging them will ensure those intervention strategies that are being planned are relevant.

2.4 INDUCTION AND MENTORING CONCEPTUALISED

After induction into the workplace, it is important that novice teachers receive constant mentoring from their seniors to develop them into competent and confident teachers. However, the provision of appropriate and relevant support to novice teachers is questionable all over the world. In Finland they have developed a new model called peer group mentoring used to support the development of novice teachers professionally, focusing more on dialogue and the sharing of ideas than the traditional method of passing knowledge from an experienced teacher to novice teachers (Geeraerts, Tynjälä, Heikkinen, Markkanen, Pennanen & Gijbels, 2015).

Mentoring and induction are recognised as two key elements that have been included in novice teacher support programmes dating back to the 1980s (Van Ginkel, Verloop & Denessen, 2016). Although mentoring differs from induction, they are related as mentoring follows induction. Novice teachers in rural secondary schools should be inducted in the earliest years of their teaching and thereafter be mentored throughout to avoid teacher burnout. Induction happens when a teacher is new to the institution while mentoring also applies to experienced teachers whenever a new task is allocated to them.

Researchers (Tynjälä, Slotte, Nieminen, Lonka, & Olkinuora, 2006) have found that many novice teachers agree that the training they received at the tertiary level was not sufficient to survive the challenges they have experienced in the profession, particularly in rural schools. It is evident that novice teachers need proper and effective induction programmes to deal with the shock of transition and remain in the system for longer (European Pharmacopoeia Commission, 2010).

Darling-Hammond, Holtzman, Gatlin and Heilig (2005) recognised that research had revealed the positive relationship between the quality of the teacher and good learner performance. The quality of teachers available at a school is recognised as a factor that can be used to predict learner performance (Rivkin, Hanushek & Kain 2005). Induction contributes to the quality of the teaching whereas mentoring aims at improving the quality of teaching (Heikkinen, Jokinen, and Tynjälä 2008). Therefore, both should be provided to novice teachers without compromise to develop them professionally and keep them in the system. This in turn will add to improved learner performance in our rural schools.

The attrition of novice teachers is a serious concern of policy makers and they have encouraged the use of induction and mentoring to address this challenge (Huling, Resta & Yeargain, 2012). For a teacher induction programme to be successful in addressing the challenges faced by novice teachers during the transitional period, it should not only target the major indicators of teacher attrition, but the specific needs of novice teachers (Shernoff, Mariñez-Lora, Frazier, Jakobsons, Atkins & Bonner, 2011). Induction programmes should not be fixed but flexible as novice teachers encounter various challenges in a rural work context.

Induction, mentoring and staff development programmes were identified by Hamburg and Marian (2012) as solutions that could be employed to assist novice teachers in dealing with the shock during the transitional phase. A study by Dishena (2014) found that the transition from being a tertiary student into a fully qualified teacher can be troublesome to novice teachers. To ensure that novice teachers remain within the profession for a longer and offer quality teaching to learners at all times, mentoring and

induction should be initiated by schools to ease the difficulty experienced by novice teachers when they are newly appointed (Ingersoll & Strong, 2011).

Gamage and Pang (2004) argue that novice teachers are the future of every school as they add more value to the existing human resource of the school. For novice teachers to succeed, they require orientation in the form of induction and mentoring from senior and master teachers on how quality teaching and learning should unfold (Pillay, 2016). Experienced teachers have been in the field for quite a long time and have been exposed to various challenges already and their support to novice teachers is of vital importance. Mentoring and induction as part of professional development play key roles in the professional life of novice teachers. However, due to high levels of teacher burnout and migration of experienced teachers from rural to urban schools, it remains difficult to get a mentor who matches the academic needs of novice teachers completely (Kyena, Cornelius, Michael, Rosenberg & Sandmel, 2019). Novice teachers who are placed in rural schools are normally developed in some areas while other areas of concern are left unattended. Induction and mentoring, if well planned and executed, can improve the teaching strategies of novice teachers and reduce the attrition rate (Ronfeldt & McQueen, 2017).

2.4.1 Induction as a transition phase between the university and the school environment

An induction phase is important in the professional development of novice teachers because it serves as a bridge linking tertiary education with a real work environment (Geeraerts, et al, 2014). Induction is a process that schools use to offer continued support and training to novice teachers and exposes novice teachers to skills needed to survive in the profession that a tertiary education did not equip them with. Teacher induction, as explained by Blair-Larsen and Bercik (1992), is the stage of transition from being a student teacher to a professional teacher during which all kinds of support is provided to novice teachers by experienced teachers. From the above statement, it is evident that novice teachers who are not inducted will take longer to adjust to their work environment and that during that time learner performance will suffer as teachers would still be focusing on their transition to practice rather than on providing quality teaching.

Induction is important, as it adds to the lifelong professional development of new teachers and as a result, it cannot be left to schools only. All stakeholders, be it the Department of Basic Education, schools, teacher unions and local education authorities, should take part in the development and implementation of induction programmes (Bjerkholt & Hedegaard, 2008). Novice teachers need to be inducted on how to manage their classrooms, prepare for their lessons, maintain discipline and how to communicate with parents regarding learner performance (Nasser-Abu Alhija & Fresko, 2010). Induction has the potential to keep novice teachers within the system and increase their effectiveness (Wong, 2004).

Novice teachers struggle to cope with the professional responsibilities allocated to them in their first years of teaching. They cannot plan a lesson, manage a classroom and maintain order in the classroom (Miles & Knipe, 2018). They need to be inducted by showing them how to execute their professional duties.

Induction is being practiced in many countries. In China, novice teachers are inducted thoroughly until they understand what their profession entails and that helps to retain quality teachers within the profession for longer (Wong, Britton & Ganser, 2005). Similarly, a study conducted by Dube (2008) in Gaborone, Botswana revealed that induction helped to retain teachers within the system of education. Considering the two studies above, it is evident that well-inducted teachers rarely leave the profession.

Many countries are investing in the induction of novice teachers to improve the quality of education that is being delivered to learners in both rural and urban school settings (Pogodzinski, 2015). By 2010, more than 30 countries in the world had developed guidelines on how novice teachers should be inducted in their first years of teaching to improve their effectiveness and to encourage them to stay within the profession (Johnson, Goldrick & Lasagna, 2010). Schools have the responsibility to offer induction to novice teachers immediately after their appointment and for this reason, induction differs from school to school. Some induction programmes include professional development, mentoring and a lesser workload (Ingersoll & Strong, 2011). The different induction programmes offered by schools have resulted in novice teachers benefiting differently from such initiatives due to the unequal allocation of resources towards the induction of novice teachers (Ingersoll & Strong, 2011).

The effectiveness of induction programmes in schools depends heavily on the availability and willingness of experienced teachers to offer support to novice teachers (Youngs, 2007). School management teams (SMTs), together with senior teachers, must work together to inform novice teachers about the professional responsibilities allocated to them (RSA, 2016), to ensure that the shocks experienced during the transition do not make them leave the profession.

A problem that has been facing the South African education system for a while is the neglect of induction programmes in schools. The education system is said to be failing to produce qualified and competent teachers who can offer all subjects in schools confidently as soon as they are employed (Mashau, Mutshaeni & Kone, 2016). Novice teachers fresh from universities are being thrown straight into the classroom without having undergone any form of induction (Mashau, Mutshaeni & Kone, 2016). Novice teachers therefore need to be inducted into activities that will familiarise them with the school culture and allow them enough time to settle in the workplace.

According to Mashau, Mutshaeni and Kone (2016) teaching as a profession in South Africa is a matter of concern because for many students teaching is not the first career choice. Many settled for teaching when they failed to qualify for the study course of their first choice or when they have struggled to find employment. Teaching as a profession in South Africa is surviving because of such people (Mashau, Mutshaeni & Kone, 2016). This is an important indicator for the need to formalise induction programmes in our schools to build on all the knowledge accumulated at tertiary level to ensure that all teachers who did not join the teaching profession as the first choice eventually do get to value the profession and stay with it for longer. However, policies of the Department of Basic Education in South Africa do not refer to induction as a part of the professional development of a teacher. They talk more of the initial training and the continuous development of the teacher, neglecting the important concept of induction, which should be part of the teacher education programme (Mashau, Mutshaeni & Kone, 2016).

Induction in schools is generally regarded as a process of merely introducing a new teacher to the rest of the teaching staff and the administrative staff and the school buildings (Mashau, Mutshaeni & Kone, 2016). Induction programmes normally take

place immediately after the employment of a new teacher with the purpose of equipping the novice teacher with the mission and vision of the school and knowledge relevant to the post he or she was appointed in (Earley & Kinder, 1994). Induction can assist the novice teacher to survive the transitional shock and reduce the attrition within the profession because its sole purpose is to support newly appointed teachers professionally and personally (Mashau, Mutshaeni & Kone, 2016).

After completing their degrees at an institution of higher learning, novice teachers are being placed in different schools for employment. Induction automatically becomes a need for them as it enables them to comprehend the change from theory to practice (Mashau, Mutshaeni & Kone, 2016). A study by Kengwee and Adjei-Boateng (2010) points to novice teachers' ability to offer quality teaching to learners by relying mainly on available programmes within their schools to ensure a smooth transition which will close the gap between theory and practice. The initial excitement novice teachers had when joining the profession is often diluted by the reality on the ground. The difference between what they thought and what the reality of the situation is, do shock and frustrate them (Mashau, Mutshaeni & Kone, 2016). As a result, the induction of novice teachers is necessary to help them survive their first years in the profession and to increase the chances of them never leaving the profession in their lifetime.

Novice teachers only have the experience gained during teaching practices which in most cases is not enough for them to cope with the challenges encountered during the phase of transition. Induction to novice teachers should therefore be prioritised (Mgeni & Anangisye, 2017). Induction is part of the professional support that a new employee should receive immediately after joining a work environment. Induction is a process aimed at familiarising the new employee with the work, work environment, culture, and employer's expectations (Wong, Briton & Ganser, 2005). Experienced teachers have the knowledge of all aspects that have been mentioned above since they have been with the school for quite some time. Therefore, they should transfer the knowledge to novice teachers to bring them up to speed and have them performing according to the expectations.

2.4.2 Mentoring

Experienced teachers have been recognised as key role players in the process of assisting novice teachers to cope with the transition during their first three years in practice (Hobson, Ashby, Malderez & Tomlinson, 2009). This sentiment is echoed in the revised version of the Personnel Administrative Measures (PAM) (RSA, 2016) which directs senior and master teachers to be mentors to novice teachers serving under them. In this regard, Norman and Feiman-Nemser (2005) view mentoring to novice teachers as professional development that has been individualised, while Dagnew and Asrat (2019) indicate that mentoring is a process where the mentor can ask reflective questions from the mentee to, for example, offer or recommend curriculum resources. Similarly, Fairbanks, Freedman and Kahn (2000) define mentoring as a process of helping novice teachers to survive the transition stage and discover their identity in the workplace through conversation and reflection. Such processes help the mentor teacher not to impose their teaching styles on novice teachers, but rather to allow them the freedom to practice their own teaching styles (Van Ginkel, Verloop & Denessen, 2016).

During the mentoring process, mentor teachers are expected to be co-learners and co-thinkers with novice teachers (Feiman-Nemser, 2012). Mentoring differs from school to school and as a tool, it has the potential to increase productivity and the usefulness of novice teachers in schools and to reduce the rate at which novice teachers are leaving the profession (Pogodzinski, 2015). Mentoring novice teachers by experienced teachers as part of professional development is important as it will guide novice teachers on how to survive the transitional phase (Knight & Moore, 2012).

The culture existing in every school has a direct influence on the professional conduct of a novice teacher (Long, Mckenzie-Robblee, Schaefer, Steeves, Wnuk, Pinnegar & Clandinin, 2012). A positive atmosphere in schools will instil passion in a novice teacher's academic life and make them to look forward to going to work the next day and as a result, they will not struggle to cope with the transitional challenges.

Mentoring is one of the methods employed in many schools when developing novice teachers professionally (Fletcher, 2012; Hamburg, 2013) by offering the necessary support to novice teachers in their first years of teaching (Edelkraut & Graf, 2011). It can

fill the teacher with knowledge and skills where there are some gaps (Hamburg & Marian, 2012). Mentoring helps a novice teacher to adjust easily to the school culture and practices and to improve his or her teaching skills which will eventually improve learner performance (Young & Cates, 2010). Although many studies acknowledge mentoring of novice teachers to be important, a study by Rikard and Banville (2010) indicated that many novice teachers felt that most of the efforts by senior teachers to mentor them were insufficient to address their areas of concern.

Mentors don't need to be the departmental heads and mentors do not replace the departmental heads. Instead, they should work together to offer professional development to novice teachers as expected (Msila, 2012). For example, it often happens that the departmental head is not fully competent in one or two subjects under his or her care. In such instances the departmental head should ask any teacher who is competent in the area of concern to assist. Mentors should continuously update the departmental heads on the progress made and where there is a need, they should request assistance (Pillay, 2016). Because the mentoring process can be complicated, it needs to be well structured and documented if it is to achieve the desired outcomes of assisting novice teachers.

2.4.2.1 Formal mentoring

Formal mentoring is well planned, structured and documented and has both physical resources and financial means attached to it (Hamburg, 2013). The mentoring of novice teachers has not yet been formalised by the Department of Basic Education in South Africa and therefore it is not easy for school governing bodies (SGBs) and school principals of non-fee-paying schools to budget for it, because funds allocated by the State is to provide for the payment of services, maintenance and teaching and learning materials.

Before mentoring can begin, the issue of a professional relationship between the mentor and mentee should first be addressed (Hallam, Rogers, Creech & Varvarigou, 2012). The desired outcomes of mentoring would not be realised if there is any bad blood between the mentor and the mentee. Mentees and mentors should meet often as that

will help to develop a positive relationship between them which, in turn, will allow the novice teacher to share challenges openly without withholding anything and be active during developmental workshops (Darling-Hammond, 2010). However, many novice teachers are not open and comfortable around their assigned mentors and the role of a mentor varies as it is based on the needs of the novice teacher (Dagnew & Asrat, 2019). It is therefore encouraged that mentors should keep close contact with novice teachers to understand the areas where they need to be supported and to intervene accordingly.

The mentoring process normally flows well when the mentor is open with the mentee so that a relationship of faith and trust could be established (Dagnew & Asrat, 2019). However, allocating a mentor to a novice teacher alone is never enough. What matters is the level of knowledge and expertise of the mentor who has been charged with the responsibility to mentor a novice teacher (Holloway, 2009). Not every experienced teacher can be a mentor. School managers should let the novice teacher's areas of concern that need development dictate who the mentor should be.

The mentoring process might be a waste of time and resources if it does not impact a novice teacher's quality of teaching positively (Dagnew & Asrat, 2019). For example, a novice teacher who needs to be mentored on how to enforce discipline in the classroom might not benefit anything from the mentoring process if allocated to a mentor who has fifteen years or more teaching experience but has no skill or knowledge on how to enforce discipline in the classroom.

Fletcher (2012) argues that formal mentoring is part of the developmental support schools routinely should offer to novice teachers to develop their self-confidence and self-esteem. Experienced teachers should take advantage of mentoring programmes in schools to offer both professional and personal guidance to novice teachers. Formal mentoring programmes focus on professional issues which in the end benefit both the mentor and the mentee (Msila & Mtshali, 2011). Novice teachers struggling with classroom management for example, should receive mentoring focusing specifically on classroom management. For a mentoring programme to be successful, experienced

teachers who volunteer to serve as mentors are required (Crawford, 2009). The demand for experienced teachers is very high in South African schools and that has resulted in many experienced teachers leaving rural schools for urban schools. Consequently, novice teachers placed in rural schools are more likely to find themselves in schools without experience teachers and that will negatively affect the quality of mentorship they will receive.

2.4.2.2 Informal mentoring

Informal mentoring, as explained by Mullen (2012), are the recommendation novice teachers receive from any other teacher in the workplace but who has not been formally allocated to the novice teacher as a mentor. It often happens following the creation of new friendships between novice and experienced teachers (Mullen, 2012). The mentee normally consults the experienced teacher for advice during informal gatherings such as breaks. No goals will be set and assessed under informal mentoring as the relationship is informal and not recognised. More often informal mentors offer emotional support to novice teachers (Hochberg, Desimone, Porter, Polikoff, Schwartz & Johnson, 2014). Informal mentoring normally happens during social interactions between the novice and the experienced teachers and can assist novice teachers with strategies on how to survive and produce results within the school (Pillay, 2016).

Informal mentors are more accessible than formal mentors and consultation with them can be made anytime, unlike with formal mentors where appointments are made (Pillay, 2016). Many rural schools in Limpopo Province do not have a large learner enrolment. Fewer teachers are thus allocated to a school and they fulfil administrative duties too. Little time is left for formal mentoring of novice teachers so informal mentoring becomes crucial in those schools. Though informal mentoring is important, it does not reduce the importance of formal mentoring in a school (Pillay, 2016). Novice teachers placed in rural areas should be provided with both formal and informal mentoring if they are to survive the transitional shock and remain in the profession for longer. Though formal and informal mentoring will offer different types of assistance to novice teachers (Hochberg et al, 2014) they are both crucial to develop the novice teacher to cope in the new work environment and to be productive.

2.4.2.3 The importance of mentoring

Mentoring is recognised in many countries as a way of learning and developing new skills in a person (Dagnew & Asrat, 2019). Through mentoring, novice teachers can sharpen the skills that they already had and develop the ones they never had. Mentoring as part of a professional development practice can make the novice teacher successful in achieving his or her teaching outcomes as it involves one on one interaction with the mentor (Dagnew & Asrat, 2019). Novice teachers who receive professional support through mentoring can cope with the constant educational reforms which expect them to adopt new ways of teaching (Weaver, 2012). Many rural secondary schools in Limpopo Province are not doing very well academically, and if not supported, novice teachers placed in such schools will experience teacher burnout prematurely and either leave the profession or stay, but with no interest at all.

The Ministry of Education in Ethiopia (2010) defined a mentor as a person who is truly knowledgeable and who provides support and guidance to those who seek it. It goes without saying that novice teachers are the ones who seek support. They are often placed in rural schools where there is no experienced teacher knowledgeable enough to mentor them, especially in subject related matters. A mentor teacher is a teacher who has the required professional knowledge and skills needed by those who are still new in the profession (Donaldson, 2008). Novice teachers new to the profession deserve to be mentored by experienced teachers on how to execute professional matters and survive the challenges of the profession. Mentoring is a process wherein the most experienced teacher in school offers support to novice teachers, either voluntary or instructed by the school principal (Dagnew & Asrat, 2019). Mentoring remains a challenge in rural secondary schools because many of the experienced teachers have burnt out and they fail to motivate novice teachers.

Any means of professional support offered to novice teachers by a staff member who is more experienced can be regarded as mentoring (Dagnew & Asrat, 2019). Shocks experienced by novice teachers during the phase of transition to the workplace are many and if not supported by experienced teachers, teachers who are still new to the profession often go through some hardships as they try to settle in (Dagnew & Asrat,

2019). School rules, deadlines of submissions and the expectations by school principals are some of the challenges novice teachers experience in their first years. Experienced teachers are normally the busiest teachers in schools doing teaching, administrative duties and assessing learners. They are thus battling to meet their own tight deadlines (Gagen & Bowie, 2013). Therefore, novice teachers working in rural schools are often left on their own with no one supervising or supporting them.

Novice teachers are vulnerable because, unlike experienced teachers, they are often allocated problematic and lesser performing classes in the school (Gagen & Bowie, 2013). Problematic learners are normally not doing well academically and are not cooperative in class. Being allocated such classes in the first year of employment while still finding their feet, is scary and demoralizing to novice teachers. It is thus clear that novice teachers should be supported through induction or mentoring. However, this is not happening in many schools across the world (Anthony & Kristsonis, 2006). The lack of induction and mentoring seems to be worse in rural schools due to lack of resources where novice teachers are left to fend for themselves.

Studies carried out in Ethiopia by Smith and Ingersoll (2012) indicated that the high rate of teacher turnover could be reduced by half through a thorough, detailed and well planned and executed induction programme. Novice teachers working in rural schools in Limpopo Province are exposed to socio-economic issues such as poverty, HIV/AIDS, crime and unemployment. They were not taught how to handle such issues during their studies, they become frustrated and end up leaving the profession or look for another post elsewhere. Induction and mentoring by senior teachers on how to handle socio-economic issues could be useful.

Mentoring can improve a novice teacher's quality of teaching through a demonstration of the best teaching strategies (Dagnew & Asrat, 2019). For example, novice teachers struggling to offer a certain chapter in Mathematics should sometimes go to class with their mentors or senior teachers to observe and learn so that they can develop.

Novice teachers are often unaware of the norms and culture of the school and what the school community expects from them (Dagnew & Asrat, 2019). They must learn the school vision which guides the daily operation of the school. They should interact with

colleagues, learners and parents to find out what they expect from them as new teachers in the school.

In Ethiopia, mentoring has become the most important topic in education (MOE, 2011). It is being used as a tool to develop novice teachers professionally as they are often ignorant of their role in the school. The mentoring process is beneficial to both the mentor and the mentee as it creates new career opportunities for the mentor and offers professional support to the mentee (Dagnew & Asrat, 2019). Once experienced teachers view mentoring to be beneficial to them as well, their voluntary participation is expected to rise.

Research by Ingersoll and Strong (2011) has indicated that novice teachers who receive proper mentoring and induction rarely exit the profession or transfer to new schools. To retain novice teachers in our rural schools, effective mentoring and induction programmes should be developed and administered. The reasons why novice teachers exit the teaching profession are varied and very complex. However, there is strong evidence that the existence of mentoring and induction influence a novice teacher's decision whether to leave or remain in the job (Ingersoll & Strong, 2003). School districts should encourage school principals to ensure that novice teachers appointed in their schools do get proper and formal mentoring as a strategy to retain them in the profession and the school.

The process of mentoring and induction is beneficial to everyone involved, including the Department of Education (Villar & Strong, 2007). Though the novice teachers are the ones who will benefit the most, the mentor will also gain skills on how to offer academic support to someone who is new at work and education authorities will save money as well inducted teachers rarely need extra support which comes at a cost. Research has shown that even learner performance improves as teachers develop and mature within the profession (Harris & Sass, 2007). Inducted and mentored teachers tend to become positive and spend much of their time in class assisting learners, thereby improving learner outcomes. Learners' ability to learn and perform well in class is dependent on the quality of the teacher (Matthews, 2018) and mentoring does help to improve the teaching quality.

2.5   CHALLENGES EXPERIENCED BY NOVICE TEACHERS

Education authorities invest a lot in education with the expectation that learners should do well, as a result an experienced teacher will be preferred before a novice teacher (Matthews, 2018). However, once a teacher becomes experienced and more competent, he or she becomes more marketable and those initially placed in rural schools are seen to be transferring to urban schools, consequently, novice teachers placed in rural schools have no one to mentor them. Problems faced by novice teachers during the period of transition are many (Mashau, Mutshaeni & Kone, 2016). There is proof from the literature that novice teachers indeed find their first year in the profession to be quite hard and challenging. Novice teachers who never experience any form of support from their schools normally exit the profession prematurely due to frustration and disillusionment (Smith & Ingersoll, 2004).

2.5.1   Heavy workload

Many novice teachers working in rural schools are burdened with a heavy workload, adding to the high rate of attrition among novice teachers (Smith & Ingersoll, 2004). The gap that exists between tertiary education and real-life has the potential to shock novice teachers. Hence, if allocated a heavy workload, they become disillusioned, causing them to exit the profession prematurely. Despite all the positive things associated with induction, it may contribute to the attrition of novice teachers if induction programmes are not structured in a way that will assist novice teaches to manage their workload (Matsebane, 2015).

Many student teachers think that all they will have to do after joining the teaching profession is to apply theories learned and to put them into practice. They enter the profession with much excitement and anticipation to realise their long-awaited dream of being a qualified teacher (Kaufmann & Ring, 2011). However, the amount of work allocated to novice teachers in their first year of teaching often drains their energy and enthusiasm (Farrell, 2016). They are expected to manage classes, maintain discipline, set tests, plan lessons and the expectations of school managers are that they should carry out the allocated tasks as well as experienced teachers, even if no proper induction was offered (Redman, 2006). Such expectations normally come as a shock

and disillusionment, resulting in novice teachers leaving the profession prematurely. Many novice teachers become less effective when learners underperform in subjects allocated to them and when their workload is heavy with no form of support from senior teachers (Wushishi, Fooi, Basri & Baki, 2014).

2.5.2 Balance between professional, personal and social needs in the work environment

Novice teachers have professional, personal and social needs relating to their work environment and need to be inducted in all those dimensions. In South Africa, there is no formal provision for an induction policy (Ombe, Alipio & Nhavoto, 2009). Induction aiming to assist novice teachers to gain confidence in the teaching skills they have learned at university is particularly lacking in rural schools (Eisenschmidt, 2006). This means that the provision of induction to novice teachers will differ from school to school, or in many cases, not exist at all. Because many novice teachers do not receive proper induction, they end up feeling isolated and spend much of their time in class with learners (Brock & Grady, 2007). One of the major challenges highlighted by Mashau, Mutshaeni and Kone (2016) is a lack of understanding of their new work environment while trying to fit in with everyone at work. In addition, they also face challenges in their personal lives related to having to change their lifestyles (Okumus & Biber, 2011).

2.5.3 Toxic school culture

With many conflicts existing in rural schools, where colleagues are not talking to each other, many novice teachers are exposed to negative school environments which do not in any way add to their development (Matsebane, 2015). A negative school climate creates division amongst colleagues and novice teachers often find themselves caught in the middle of power struggles in schools, not knowing how to cope with it. Simon and Johnson (2013) highlighted a toxic school culture, bad relationships amongst teachers and the type of leadership style exercised at a school as factors contributing to teacher attrition.

It has been reported that a novice teacher's decision to quit or remain within the profession is influenced by conditions at the school and the level of support they receive (Allensworth, Ponisciak & Mazzeo, 2009). Senior or master teachers or any member of

the school management should assist them with administrative duties as they settle in. This could encourage novice teachers to stay within the profession for longer (Ikemoto, Taliaferro & Adams, 2012). Support given to novice teachers will in the short run improve learner performance in class, the novice teacher will develop confidence and the retention within the profession will improve (Schleicher, 2012).

Huber and Muijs (2010) recognise school principals as one component which can ensure the effective running of the school. Principals can do so by creating a positive school culture and initiate programmes like induction which will support novice teachers as they go through the phase of change. The ability of a school principal to create a school environment that is empowering and developing will yield positive academic outcomes for learners (Pillay, 2016). Principals must interact with novice teachers at their schools and get to know them so that they will be able to delegate one or two colleagues from the school's management team to offer academic support. However, as mentioned earlier, a problem facing the rural school context is the unavailability of experienced teachers due to the migration of experienced teachers from rural to urban schools.

2.5.4 Inadequate preparation for the rural school context

The South African education system had its effectiveness questioned in the National Policy Framework for Teacher Education and Development (NPFTED) (RSA, 2007), which highlighted that many teachers were not sufficiently armed or equipped with skills and knowledge needed to satisfy the educational needs of our democratic state in the 21st century (RSA, 2007). The framework provides strategies aimed at ensuring that teachers are being recruited, retained and professionally developed successfully by equipping them with knowledge and skills relevant to the challenges within the profession by means of the IQMS and the provision of workshops in order to improve the level of professional competency of teachers and to foster the formation of communities of competent teachers (RSA, 2007).

Tertiary education programmes are planned in a way that they equip novice teachers with knowledge, skills and processes required in the teaching profession (Miles & Knipe,

2018). However, there are no special programmes offered at tertiary level for novice teachers to be based in rural schools after the completion of their studies and as a result the transitional shock experienced by novice teachers based in rural areas might differ from the ones based in urban areas. The quality of teaching at tertiary institutions has a critical impact on the quality of teaching learners receive from novice teachers (Miles & Knipe, 2018).

A study by Farrell (2016) revealed that many novice teachers do well during their time at university and look forward to becoming qualified teachers, but the transitional shock experienced during their first years of employment leads to some of them quitting the profession prematurely. It has been reported that many novice teachers exit the profession not because of problems with learners, but because of the system that seems not to have any formal programmes of assisting novice teachers to cope with the transition from university to workplace (Mandel, 2006). Although many scholars have highlighted the inadequate teacher preparation as a reason behind many teachers leaving the profession, the study by Farrell (2016) suggests that it is the quality of teaching in the first year that can retain a teacher within the profession and not how well the teacher was prepared at tertiary education level.

Petersen (2017) reported that many novice teachers failed to cope in a classroom context and put blame on teacher education programmes by arguing that the preparation of student teachers is inadequate. Teacher education programmes should be designed in line with the changes happening in the world (Darling-Hammond & Bransford, 2005). Teachers placed in rural areas should be equipped with the knowledge and skills relevant to problems and social issues existing in that work environment for them to survive. In the rapidly changing world we find ourselves, the importance of teachers cannot be overlooked as they are the ones who can prepare learners to cope with the challenges the current world keeps throwing at them (Schleicher, 2016).

Kennedy (2016) revealed that despite their passion for the profession, novice teachers struggle to cope with the professional demands the profession is posing. It is therefore important that school principals themselves, or a delegate, assist novice teachers and

support them both personally and professionally during the phase of transition to reduce the level of the transitional shock they experience. Due to unemployment and other economic factors, the total number of people who joined the teaching profession with qualifications in other fields of studies is high (Darling-Hammond, 2010), therefore the quality of preparedness of those teachers is questionable. However, with proper support, they can be groomed into teachers of high quality.

2.5.5   Discovering self-identity as a teacher

A major challenge experienced by novice teachers immediately after being employed is that of trying to balance learning how to teach and discovering their identity as a teacher (Farrell, 2016). The shock gets worse as novice teachers who were looking forward to becoming part of the profession believing that they were readily prepared, start to realize that they must navigate many unknown aspects relating to their work (Farrell, 2016).

Novice teachers are expected to work with the rest of the staff to ensure that effective teaching and learning takes place. They are said to be the future of the profession (Pillay, 2016), however novice teachers are not on the same level as their more experienced colleagues in terms of readiness for teaching the curriculum.

2.5.6   Diversity in the classroom

Diversity in the classroom is also a challenge that novice teachers deal with regularly (Emmanuel, 2005). According to Engelbrecht, Nel, Nel and Tlale (2015), many novice teachers graduate from tertiary education without knowledge of inclusive education and related policies and struggle to teach in a diversified classroom setting. They come to class with a mentality that all learners are the same and when they notice differences in the needs of learners, they are uncertain how to deal with them. Learners attending rural schools normally come from vastly different cultures, they are from different racial and ethnic groups, speak different languages, have different financial backgrounds and attend different churches. As a result, novice teachers need not only to have knowledge of inclusive education policies, but they should also have the competencies to apply these policies if they are to survive the challenges associated with diverse classes.

Many teachers working in rural schools come from urban or semi-urban areas and as a result their culture is different from the culture of the learners they are teaching. The implication is that they require skills on how to adapt to other cultures if they are to improve learner performance. Novice teachers working in rural schools had indicated that they are unprepared to handle diversity in schools (Baker, 2012). It is thus important for novice teachers to develop a strong relationship with learners as that will afford them opportunities to not only better understand the culture and background of every learner, but also their individual needs.

Many novice teachers experience problems with interpreting and teaching the curriculum and content knowledge (Miles & Knipe, 2018) and diverse learning contexts and inclusive learner needs normally come as a surprise to them. In addition, many novice teachers are allocated the most diversified classrooms which they do not know how to manage (Kyena et al, 2019). In the context of the Limpopo Province, it is possible to find in a Venda speaking community a school with learners who speak different languages or who come from neighbouring villages or countries. Inducting novice teachers on how to manage and teach diversified classes will equip them with the knowledge required to cope with this demanding aspect of teaching.

2.5.7 Classroom management and ill-discipline of learners

The NPFTED (RSA, 2007) acknowledges that there is a need for good management and leadership in our schools and that all activities initiated in the name of professional development should target the classroom responsibilities of teachers. A study by Baker (2012) reported that the classroom management of novice teachers is a major concern for them. Participating novice teachers highlighted the ill-discipline of learners, excessive talking during the lessons, learners refusing to take instruction, and lack of respect as some of issues that make it hard for them to create an orderly learning environment and effectively manage classrooms (Baker, 2012). Isolation of novice teachers by colleagues is also a challenge (Conway, 2015). Lack of control over the environment and stress related to assessment are reported as other challenges experienced by novice teachers working in rural and underperforming schools (Cucchiara, Rooney & Robertson-Kraft, 2013).

A rooky teacher working in rural areas goes through different challenges from the ones experienced by a new teacher in urban areas, but the employer - the provincial Department of Education - demands the same outcomes in terms of learner performance (Munroe, 2019). A clear understanding by the employer of the challenges experienced by novice teachers working in rural areas would help in terms of the development of programs aimed at assisting novice teachers to survive such challenges.

Novice teachers pointed out classroom management and ill-discipline of learners as the most difficult challenges they have experienced and wish they could be given more time to settle before being allocated the administrative duty of managing classrooms (Miles & Knipe, 2018).

2.6   THE PREPARATION OF NOVICE TEACHERS

The preparation of novice teachers is an important element that can address teacher attrition in rural schools. Teachers with good pedagogical skills tend to spend more time within the profession than novice teachers with lesser developed pedagogical skills (Albert, 2017). Ingersoll, Merrill and May (2012) indicated that there is a direct relation between novice teacher attrition and pedagogy. Novice teachers who have been equipped with the skills required by the profession are most likely to survive the transitional shock and never exit the profession (Ingersoll, Merrill & May, 2012). The curriculum design at tertiary level for teaching students can encourage or discourage a novice teacher after the completion of their studies to stay or exit the profession prematurely (Allen, 2013).

Lovett and Davey (2009) questioned the one-size-fits-all approach followed by many tertiary institutions that offered teacher training. The argument was those novice teachers based in rural schools experience a different transitional shock from the ones based in urban schools. Therefore, tertiary education programmes should equip student teachers with advanced skills needed in the rural context. Novice teachers who are assisted in schools to survive the transition from student to teacher through induction programmes of high quality, hardly exit the profession as compared to those who have experienced poor induction or no induction at all (Forseille & Raptis, 2016). Preparation

of novice teachers at tertiary level through programmes and in schools through induction and mentoring programmes is necessary and can help the novice teacher to survive the transitional shock.

Though they appreciate all the knowledge accumulated while at tertiary level, novice teachers have a concern regarding the way teacher education programmes are designed in institutions of higher learning. They indicated that they do not feel fully prepared to deal with uncertainties existing within the profession, especially in rural areas (Bezzina, 2006). The induction of novice teachers therefore should be carried out immediately to build on all theories that the novice teacher has learned at university intending to produce a quality teacher (Hollins, 2011). Novice teachers often struggle to put the learned theories into practice once they join the work field (Bezzina, 2006) and that calls for the need for support in terms of mentorship and induction to assist during the transition process. Pillay (2016) argues that principals are in the right position to ensure that novice teachers appointed in their schools receive the required support.

2.7   COMMUNITY OF TEACHERS IN PRACTICE

Professional development of novice teachers is vital as it allows a platform where good teaching practices are shared amongst colleagues and professional relationships are encouraged (Ingersoll & Strong, 2011). Professional development should not be a one-way process but should be interactive amongst colleagues. Professional development allows both experienced and novice teachers an opportunity to network and share good practices. This allows novice teachers opportunities to access a knowledge bank consisting of experienced teachers (Pillay, 2016). Even though experienced teachers are more knowledgeable than novice teachers, there are things that novice teachers know which experienced teachers may not know. Therefore, networking between and during professional development sessions is necessary.

Wenger (1998) describes a community of practice as meaningful activities people engage in to share knowledge and skills that will improve the quality of teaching and motivate teachers to remain productive. Disillusioned novice teachers placed in rural secondary schools with no one to mentor them on pedagogical matters because of the migration of experienced teachers to urban schools, can come together and form a

community group where they meet to assist one another. In this context, a community of practice refers to teachers coming together to share their professional skills, knowledge, and good practices to improve the quality of their teaching (Wenger, 1998). Novice teachers placed in rural schools could gain knowledge and skills from these groups and apply them during the transitional phase to survive the transitional shocks. It was reported that countries such as Singapore, Finland, and Korea made use of the collaboration of experienced teachers to help support novice teachers to survive initial challenges (Darling-Hammond, 2010). The same practice could be adopted in South Africa to support novice teachers based in rural schools and thus reduce early teacher burnout.

International studies revealed that teachers collaborating with one another on professional issues have been able to come up with solutions that addressed those issues and improved learner performance (Borko, 2004; Darling-Hammond, 2010). Since a formal induction and mentoring policy is not yet published and operational in South Africa, novice teachers could form community groups where they discuss the challenges they are experiencing within the profession. In this way they can assist one another with practical solutions to overcome these challenges. Novice teachers who engage in community groups with other teachers can survive the transitional shocks through the exploration of shared ideas which will help them develop confidence in their own teaching practice (Pillay, 2016). A community of practice provides novice teachers an opportunity to absorb the shocks experienced and provide possible practical strategies that could be employed (Pillay, 2016). Through interaction with others, novice teacher can learn that the challenges being experienced were once experienced by other teachers and then learn from the ideas or strategies which worked for them to overcome the challenge in question.

2.8 THE ROLE OF EXPERIENCED TEACHERS IN THE DEVELOPMENT OF NOVICE TEACHERS IN RURAL SCHOOLS

In the school context, school principals are the ones who should ensure that novice teachers are being introduced to everyone in a school. The induction of novice teachers is important for work ethic and professionalism of novice teachers and can guarantee

professional development and career opportunities for novice teachers (Mgeni & Anangisye, 2017). In addition, senior and master teachers are required to serve as mentors to novice teachers to improve their work ethic in and outside the profession and to guide them on how to carry out professional duties (RSA, 2016).

A study by Botha (2004) indicated that the workload of school principals is increasing day by day and becoming unmanageable. The implication is that under normal circumstances, principals cannot be the ones expected to execute tasks of professionally educating and developing the novice teacher. Such tasks should be delegated to departmental heads as they normally interact with teachers on issues close to the classroom (Du Plessis & Eberlein, 2018). This is recognised in the job descriptions of departmental heads as contained in the revised PAM document (RSA, 2016). In addition, senior and master teachers are expected to act as mentor and coach for less experienced teachers and "to collaborate with and support teachers regarding instructional procedures and personal growth" (RSA, 2016).

Performance standard 9 of the development appraisal instrument (DAI) of the IQMS (ELRC, 2003) provides that school principals, deputy principals and departmental heads should manage and develop the teaching staff. It is therefore evident that members of the school management team (SMT) have a role to play in the development of novice teachers in their schools.

2.9   CONCLUDING REMARKS

In this chapter, I presented background features about novice teachers' transition from university to the workplace and clarified some concepts. I defined professional development and explained how it could be offered to novice teachers. I also distinguished between induction and mentoring and indicated how the two could be employed in schools as strategies to support and develop novice teachers. I indicated that novice teachers based in rural schools encounter different challenges as compared to their colleagues based in urban schools and emphasised that special activities should be initiated to support novice teachers working in rural areas.

I also pointed out how novice teachers in South Africa and the rest of the world are being supported and developed professionally and highlighted some challenges

encountered by them during the period of transition as it appears in the literature. Among others, these challenges relate to classroom management, ill-discipline of learners and toxic school cultures.

I indicated that although the new PAM document (RSA, 2016) and the IQMS performance standard 9 charge principals, deputy-principals, departmental heads, senior and master teachers with the responsibility to develop novice teachers professionally and personally, novice teachers still have the responsibility to develop themselves according to performance standard 5 of the IQMS. I explored the roles of senior and master teachers in developing novice teachers to ensure that both the departmental goals and school mission are achieved. Inadequate teacher preparation was discussed as one of factors that add to the frustrations experienced by novice teachers.

In Chapter 3 I discuss the methodology I employed in conducting this study. Attention is paid to my research design, the data collection methods and data analysis. Besides, the strengths and weaknesses of each of the methods I employed are discussed. A reflection on the trustworthiness of the data and ethical issues related to the study is also included.

CHAPTER 3:

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

Chapter 2 presented a thorough description of how novice teachers should be assisted to cope with the challenges encountered during the period of transition from university to the workplace by reviewing the relevant literature. Ali (2017) reported that there are a great number of novice teachers deployed in rural schools who have a need for experienced teachers to support them professionally through the induction and mentoring processes. Novice teachers based in rural areas should be provided with professional support and development in the form of induction and mentoring and other methods to enable them to cope with the challenges facing the profession, especially in the rural context. If novice teachers are not assisted during the period of transition, they often end up exiting the profession prematurely (Kajs, 2002).

This chapter outlines the research methodology and research design used in this study. Secondly, the chapter focuses on the data collection strategies employed in the study including the strategies used to sample and select participants. Thirdly the data analysis procedures are discussed and lastly, I explained the trustworthiness and ethical issues relating to the study. The chapter is concluded with a discussion of the limitation of the research approach used in this study.

3.2 RESEARCH METHODOLOGY

The research methodology is defined as a plan and procedure to be followed by a researcher when doing research (Creswell, 2014). This study uses a descriptive qualitative approach. Qualitative research refers to a research procedure that explores a social and human problem where the researcher carries out the research in a setting that is natural to understand the phenomena in context and in general. The researcher does not attempt to manipulate the phenomenon of interest (Maree, 2007). A whole and multi-faceted representation is constructed utilizing a rich narrative and description as well as a careful inspection of the participants' words and opinions (Creswell, 1998). Content analysis allows the researcher to study the behaviour of participants indirectly by analysing how they communicate and in this study it was done through semi-

structured interviews. The beliefs, values, attitudes and ideas of participants normally emerge during the dialogue, whether consciously or unconsciously (Fraenkel & Wallen, 2006).

In this study a qualitative approach is about coming up with findings on how novice teachers cope with the transition from university to the workplace without making any use of statistics or any form of quantification (Flick, 2014). It is research about the feelings and experiences of people (novice teachers) on how they experienced the first three years in the teaching profession, and the strategies they employed to experience self-adequacy. It is about analysing the subjective meaning of issues or events on how novice teachers experienced the support they received from both their school and the Education Department to cope with challenges they experienced in their first three years of teaching by gathering verbal accounts and analysing them rather than working with numbers (Flick, 2014).

The advantages of using a qualitative research approach are that it allowed me to gain access to data that are rich and detailed about feelings, opinions and experiences of novice teachers as the sampled participants and to interpret the meaning of their responses (Denzin, 1989). The main disadvantage of a qualitative approach is that the findings of the study may be given low credibility by policymakers (Rahman, 2017) in the country as people normally consider the findings from quantitative research as more generalizable than findings from qualitative research (Sallee & Flood, 2012).

I wanted to gain a clear understanding of the local context from every participant (Packard, 2011). Also, I wanted to develop a richer, better and deeper understanding of the experience of novice teachers about how they are being supported to cope with the challenges during the phase of transition. The qualitative approach was deemed the most relevant for explaining and understanding the behaviour of human beings (Dau, 2010).

3.3   RESEARCH DESIGN

A research design is a plan and structure of investigating and gathering data to be used in answering the research questions and it covers the sampling and data collection techniques, as well as the data analysis strategies to be used (Maree, 2007). For this

study, I made use of a multiple case study design to explore the transition from university to the workplace of novice teachers in rural secondary schools in the Capricorn North District in Limpopo.

A multiple case study design is when more participants are selected to take part in the study in the hope of getting similar or different data relating to the research topic (Schwandt, 2001). When describing these designs, Stake (2000) refers to collective case studies. According to Stake (2000), a multiple case study design is the study of different cases to understand the research problem, the population or general condition of the selected participants as it will lead to a better understanding of the phenomenon being investigated.

A multiple case study design demands that investigators should select their cases when conducting research (Stake, 2000). Making use of multiple case studies allowed me to research thoroughly and understand the phenomenon of interest better (Yin, 2003). In fact, proper selection of cases is important when conducting qualitative research (Stake, 2000). The case study design allowed me to capture different circumstances unique to each participant as they emerged during the interview process. Therefore, a multiple case study design enabled me to explore the circumstances of each participant to understand and appreciate the meanings participants give to their realities.

3.4   SAMPLING

Sampling refers to the process used in choosing the participant for the proposed study (Maree, 2007). For this study, I have made use of stratified purposive sampling to select participants most relevant to answering the research questions based on their availability. Only participants who were available, easily accessible and interested in taking part in the study, were selected (Patton, 2002).

Data were collected from twelve sampled novice teachers working in different rural secondary schools in the Capricorn North District of Limpopo. The sampled teachers are in the same district as I and that enabled me the opportunity to visit sampled participants more than once for the collection of data (Stake, 2000). Novice teachers who participated are the ones who are fresh from the universities who had three years or less teaching experience at the time of data collection. Because this is a qualitative

study, I could not ask all novice teachers in the Capricorn North district to take part in the study as it would have been too costly and time consuming.

3.5   DATA COLLECTION STRATEGIES

The collection of data was done employing semi-structured interviews with twelve novice teachers. Document analysis was used in conjunction with the semi-structured interviews as a means of triangulation and to support the findings on collected data and to reduce bias.

3.5.1 Semi-structured Interviews

Because this is a descriptive qualitative study, I used semi-structured interviews as an instrument of data collection. An interview is a way of collecting data through conversation between the researcher and the participants where the researcher asks questions. The interviews are audio recorded and the researcher takes notes as a participant responds (Griffee, 2005). Semi-structured interviews are relevant as dialogue between the researcher and the participants are encouraged (Halcomb & Davidson, 2006). For the semi-structured interviews to be focused and successful, I made use of an interview protocol whereby interview questions were planned and formulated prior to the interview (Spanneut, 2007). The interview protocol I developed and used for this study is included as Addendum A.

I used the semi-structured interviews to discover how the participants experienced their transition from university into the workplace and to determine how they were assisted in their schools to cope with the challenges they encountered. The semi-structured interviews were conducted on a one-on-one basis and not in focus groups. All the interview questions were aimed at eliciting data that would enable me to answer the research problem and were guided by the research questions and theoretical framework used in this study.

Semi-structured questions allow the participants room to explore and ask for clarification of an asked question before they respond, because they are given the freedom to express themselves without any limitations (Alshammari, 2013). I made an appointment with all sampled participants and agreed on dates and times when the interviews would take place. I explained the main purpose of this study to every participant before the

start of each interview. The interviews took place after school to ensure that the participant's contact time at their school was not being inconvenienced or compromised. Most of the questions asked during the interview were what, how and why questions and I asked probing questions to illicit richer data where needed (Creswell, 2002; Rubin & Rubin, 2004).

I obtained written permission from all the participants to digitally record their responses during the interviews. Audio recordings of the interviews ensured that I captured all the responses without missing anything. Transcribed versions of the audio-recorded interviews were used for member checking to ensure the reliability of the data before the data analysis (Mafora & Phorabatho, 2013).

3.5.2 Document analysis

Another method of data collection that was used to collect data in this study is document analysis. Document analysis is a process of reading, re-reading and assessing school policy documents which are either printed or in an electronic format (Bowen, 2017) to examine and interpret them to gain more knowledge and a better understanding of the phenomenon under investigation. As such, I analysed all documents which guided me on what the schools at which the sampled novice teachers were employed, had planned and implemented to ensure that the novice teachers in their schools were being professionally developed and supported.

Documents can provide researchers with valuable data relating to the research topic and questions that participants may omit during the interview process. Documents provide clear background information as well as past perceptions. Information obtained from documents can assist with questions to be asked during the interview process as well as events to be observed when collecting data (Bowen, 2017).

Analysing relevant documents allows researchers to see whether school policies are being updated from time to time and to also note the changes to such policies (Bowen, 2017). Therefore, I analysed all documents available at the schools of each participant relating to induction and mentoring or any form of professional support to determine what initiatives, if any, are taken by the schools to assist novice teachers to cope with the transitional challenges. I acknowledged that in some schools it may not be possible

to find these documents. Therefore, I also analysed official documents such as the latest version of the Personnel Administrative Measures (PAM) (RSA, 2016) in which the role of the principal, deputy principal, departmental head, senior and master teachers in ensuring that teachers are developed professionally are stipulated.

School policies in line with the professional development of educators were also analysed to get a clear picture of what schools are doing to support novice teachers. More documents relating to staff development programmes, the Integrated Quality Management Systems (IQMS), minutes of IQMS meetings and evaluation reports were also analysed. The document analysis aimed to analyse the policies from the schools and the Department of Basic Education, as well as the procedures pertaining to the induction, mentoring and professional development of novice teachers in rural schools in the Capricorn North district of Limpopo. School principals did not participate in this study.

3.6 DATA ANALYSIS AND INTERPRETATION

The data analysis procedures I applied in this study are explained below.

3.6.1 Content analysis of semi-structured interviews

To make sense of the data collected from the individual participants, I applied content analysis. Content analysis is a systematic approach used in a qualitative study to identify, analyse and summarise the content of the data collected (Maree, 2011). Content analysis is relevant if a researcher wants to describe the existing practices and is widely used in education (Ary, Jacobs & Razavieh, 2002). Content analysis was used to discover how different novice teachers experienced their transition from university to the teaching profession and how they were supported by their schools during this transition.

Data analysis is the process of making sense of the data supplied by the participant by noting patterns, themes and categories (Maringa, 2016). Data collected through the recordings of the semi-structured interviews were firstly transcribed to enable me to analyse the data. The process of transcribing the data involves transferring of the audio

recordings from the semi-structured interviews into text data (Creswell, 2012). Transcripts of the interview recordings were made available to the participants as part of member checking to verify the accuracy of the data (Matsebane, 2015). The transcribed interviews were organised by research participants, differentiating between novice teachers with only one year in the profession and those with two or three years in the profession. Thereafter the data were carefully read without interruptions. I then coded the content of the transcribed interviews. Coding is explained by Macias (2012) as the process within research whereby data is broken down into smaller sets for clear understanding. This was done by identifying various category codes and by organising the data to correlate with these codes (Matsebane, 2015). Relevant sections of the transcribed data were colour coded before they were put into categories. Categories were then put into themes relating to the research questions which guided this study.

3.6.2 Analysis of relevant documents

I analysed the policies from the Department of Basic Education such as the Personnel Administrative Measures (PAM) (RSA, 2016) and the Integrated Quality Management System (IQMS) regarding the roles of the principal, deputy principal, head of department, senior and master teachers in ensuring that teachers are developed professionally as stipulated. I further analysed the relevant internal school policies to gain a better understanding what the school has put in place to ensure that teachers are being developed professionally. Minutes of the IQMS meetings and evaluation reports were also analysed to establish how teachers were being developed at the school level. The documents analysed were available in both printed and electronic format. I used the elements of content analysis whereby I have grouped the data related to the research topic into categories (Bowen, 2009). I identified the data which are relevant for the study and separated it from that which are not relevant (Corbin & Strauss, 2008). I performed coding and construction of categories based on the characteristics of the data to discover relevant themes (Bowen, 2009).

3.7 TRUSTWORTHINESS AND CREDIBILITY

Trustworthiness refers to the assurance by the researcher to external people that the findings of the study are credible and worth being noted (Johnson & Turner, 2003). After

collecting the data, I used respondent checking (Bush, 2012) and member checking (Creswell, 2012) as strategies to check the accuracy of data provided by the participants. I transcribed the data and returned it to the participants for verification to confirm that everything written there is what they have said and meant to ensure the credibility of the data. I allowed all participants to correct anything they see wrong in the transcribed data (Patton, 2002). I also allowed them the opportunity to reflect on the data and share their views on what they think should or should not be disclosed (Seale, 2000).

To improve the credibility of my findings, I made use of triangulation to check if there are differences in the findings (Matsebane, 2015). In other words, it means I used more than one method to collect data. To ensure the validity and accuracy of data collected I applied the triangulation method by using semi-structured interviews and document analysis as data collection tools in this study. The use of triangulation enabled me to test every source of information to ensure that my findings are credible (Cresswell, 2008).

Interview questions, if correctly and carefully constructed, may assist the respondents in answering questions accurately during an interview (Du Plessis, 2014). Therefore, I worked very closely with my supervisor to formulate the research questions and the interview questions in the interview protocol.

3.8   ADVANTAGES OF THE QUALITATIVE RESEARCH APPROACH

The greatest advantage of a qualitative research approach is that it uses multiple realities since it is not statistical (Rahman, 2017). Qualitative research produces the feelings, opinions, and experiences of participants in a thick or detailed description (Denzin, 1989). The approach can produce deep insight into the subjective meanings of issues, events or practices by collecting data from participants (Chalhoub-Deville & Deville 2008). The approach understands the experience of human beings in specific locations (Rahman, 2017). A qualitative approach studies participants as individual cases and enables a researcher to understand the various voices of the participants as well as meanings and events (Richardson, 2012). The semi-structured interviews allowed me to have direct contact with each of the participants and that allowed me to

clarify questions and to ask probing questions to clarify answers given by the participants. This contributed to ensuring that the responses by the participant are accurate (Rahman, 2017). The structure of the qualitative research design used in this study is flexible as it can be constructed and reconstructed (Maxwell, 2012). The use of qualitative research methods can produce a thorough and appropriate analysis of an issue since it allows the participant the freedom to define what is reliable for them (Flick, 2011).

Content analysis is relevant if the researcher wants to describe the existing practices and is widely used in education (Ary, Jacobs & Razavieh, 2002). Another advantage of using content analysis to analyse data collected through interviews is that it does not consume a lot of time and financially it is not costly (Fraenkel & Wallen, 2006). It also allowed for the replication of the study because the data used in this study can always be referred to and used in other studies in future by other researchers (Fraenkel & Wallen, 2006). The use of content analysis limits the researcher's impact on what is being investigated (Ary, Jacobs & Razavieh, 2002). Content analysis makes it easy for researchers to identify, analyse and reports patterns as they emerge when going through the data from interview transcripts (Ntsoane, 2017). This was done by looking at the collected data from different angles to allow me to understand and interpret data correctly (Maree, 2011).

3.9   DISADVANTAGES OF THE RESEARCH APPROACH USED

A disadvantage of a qualitative research approach is that it sometimes leaves out the contextual nuances and concentrates more on experiences and meanings given by participants (Silverman, 2010). This makes the interpretation and analysis of data complex and challenging (Richards & Richards, 1994).

A low credibility rating on the results of a qualitative study may be given by policy makers in the country (Rahman, 2017). Government normally prefers to use findings from quantitative research to make decisions when research is required (Sallee & Flood, 2012). This is because the size of sampling used in a qualitative study is so small that the results cannot be generalised (Harry & Lipsky, 2014).

Coming up with a research question is hard under a qualitative study and as a result the research question is normally refined throughout the study (Darlington & Scott, 2003). It often takes longer to analyse cases in a qualitative study with the result that the researcher may end up generalising the findings from one participant to the rest of participants (Flick, 2011).

3.10 ETHICAL CONSIDERATIONS

According to the Helsinki protocol, clearance should be obtained from the ethics committee of an institution every time when doing research where people and animals are involved. An application for ethical clearance to the Research Ethics Committee at the Faculty of Education of the University of Pretoria was made and approved (Addendum B). The necessary permission was also granted by the Limpopo Department of Education (Addendum C). In addition, permission from the school governing body (SGB), chairpersons and principals of the schools at which the individual participants were employed was also granted. Anonymous copies of the letters to the school governing body chairpersons and principals are included as addendums D and E respectively. Sampled novice teachers who agreed to take part in this study as participants also gave their written consent. An anonymous copy of a letter to a participant is included as Addendum F.

Everybody involved in the study - participants, schools and the Limpopo Department of Education - were made aware of their rights and the general agreements pertaining to the participation in the study (Strydom, 2005). Various research concerns were described clearly and thoroughly to the school principals and novice teachers sampled as participants. School principals were asked to supply a list of novice teachers with less than three years of teaching experience in their schools as potential participants. Potential participants were then contacted separately and individually to increase confidentiality. Because semi-structured interviews were conducted as a means of collecting data from participants, it was vital for me to start by building trust between me and each individual participant to ensure that they do not feel threatened so that they would feel free to disclose as much as possible information when answering the questions (Creswell, 2012).

Participants' right to privacy was respected and as the researcher, I was open with them to earn their trust as I conducted the interviews. The results and findings of this study were treated with the utmost confidentiality and the identity of participants was protected by pseudonyms and their names and the names of their schools were never disclosed to other participants or anywhere in the study. Participants were given an opportunity to read and verify transcripts of their recorded interviews. This feature was also included in all letters sent to participants.

All participants were given consent forms to sign before the commencement of an interview and I informed them of their right to withdraw from the data collection phase of the study at any time should they feel like doing so without any penalisation. Participants also gave consent for the interviews to be recorded during this process. All participants were assured that their responses will never be shared, not even with their school principals, and that it would only be used for research and academic purposes.

To ensure that the process of collecting data did not disturb the day to day running of the school (Busher & James, 2012), all interviews were conducted after school and at a time and venue chosen by each participant. Interviews were conducted privately and only the participant and I were allowed in the room. To gain access to the documents used in the document analysis, appointments were made with school principals before the commencement of the interview process.

3.11 SUMMARY

I started this chapter with the introduction, followed by an explanation of the research approach, research design, sampling and sampling procedure, data collection methods and data analysis strategies used in this research. The credibility and trustworthiness of the study was also discussed. Relevant ethical considerations were addressed. The advantages and disadvantages of the research approach and research design were discussed as well. In chapter 4 I present the data, followed by a discussion of my findings.

CHAPTER 4:
PRESENTATION OF DATA AND FINDINGS

4.1   INTRODUCTION

In Chapter 3, I presented and discussed the methodological aspects of this study. In this chapter, the data that were collected by using semi-structured interviews are presented and the findings are discussed.

The purpose of this study was to examine how novice teachers working in rural secondary schools of Limpopo Province in the Capricorn North District coped with the transition from being a student to becoming a competent teacher. This study was undertaken because several studies have revealed that novice teachers do encounter serious challenges in their first two or three years of teaching (Grudnoff 2012, Kane & Francis 2013). The Personnel Administrative Measures (PAM) (RSA, 2016) and Integrated Quality Management System (IQMS) also clearly state the roles of the principal, deputy-principal, departmental head, senior and master teachers in terms of ensuring that beginner teachers are developed professionally which will translate into novice teachers being able to cope with the challenges they may encounter.

The questions that were asked to direct this study were framed against the theory of teacher development. The theory was developed by Fuller (1969) and compares a teacher to a new-born child being cast into a world which he or she knows nothing about. The theory holds that teachers go through three stages of transition, namely a state of survival followed by a state of self-adequacy before reaching a state of acceptance.

In this chapter, I present the biographical information of participants and recognize themes which emerged from data collected and which will assist in answering the research questions. I also present the data collected using semi-structured interviews with the participants in general descriptions according to the responses of each participant. A more detailed description of data based on themes discovered from interviews conducted will follow. It is evident that the themes used in this study were influenced by questions in the interview schedule.

The semi-structured interviews were based on sixteen questions and responses of participants were then grouped into seven themes which represented the feelings, thoughts, perceptions, experiences and observations as expressed by each participant. The themes are presented in the following order:

- Theme 1: The difference between university student and competent teacher
- Theme 2: Challenges encountered by novice teachers
- Theme 3: Professional and developmental support novice teachers need
- Theme 4: The School Management Team's role in supporting novice teachers
- Theme 5: Induction and mentoring
- Theme 6: Strategies employed to survive transitional challenges
- Theme 7: The impact of professional support on the quality of teaching

4.2   BIOGRAPHICAL INFORMATION OF PARTICIPANTS

All the teachers who took part in the study are South African citizens employed at rural secondary schools in the Capricorn North district in Limpopo Province. Participants 1 and 2 are female and have one year teaching experience. Participant 1 is teaching grades 10 to 12 while Participant 2 is teaching grades 8 to 12. Participant 3 is a male with three years teaching experience. Participants 4, 5 and 7 are female and all of them have three years' teaching experience. Participants 4 and 5 are offering classes from grade 8 to 12 while Participant 7 only teach grade 8 and grade 9. Participants 6, 9, 10 and 11 are male and have two years of teaching experience. Participants 6, 10 and 11 are teaching grades 8 to 12 while Participant 9 teaches grades 8 to 11. Participants 8 and 12 are female, with two years' teaching experience. Participant 8 teaches grades 10 to 12 while Participant 12 is teaching grades 8 to 12.

The profiles of the participating novice teachers are summarised in Table 4.1 on the following page.

Table 4.1 Profiles of the participants

Participant	Gender	Nationality	Teaching experience in years	Geographic location of workplace	Grades taught
Participant 1	Female	South African	1	Rural	10-12
Participant 2	Female	South African	1	Rural	8-12
Participant 3	Male	South African	3	Rural	8-12
Participant 4	Female	South African	3	Rural	8-12
Participant 5	Female	South African	3	Rural	8-12
Participant 6	Male	South African	2	Rural	8-12
Participant 7	Female	South African	3	Rural	8-9
Participant 8	Female	South African	2	Rural	10-12
Participant 9	Male	South African	2	Rural	8-11
Participant 10	Male	South African	2	Rural	8-12
Participant 11	Male	South African	2	Rural	8-12
Participant 12	Female	South African	2	Rural	8-12

4.3 PRESENTATION OF THE DATA

4.3.1 Theme 1: The difference between university student and competent teacher

The participants agree that there is a huge difference between being a student teacher and being a competent teacher. They indicated that their experience at university is primarily theory based, whereas as competent teachers they now are forced to apply the theory in practice. As articulated by. Participant 1, it is now more practical.

> There is a huge difference. At university we are being taught, whereas here we are the ones teaching, so the transition from being taught into the one teaching is very challenging.

A similar view with regards to the gap between theory and practice was expressed by Participant 2:

The difference is there and [it] is very challenging, because most of the things you experienced at tertiary [level] are not exactly what is happening in the teaching field. Many things get to shock you as you join the field.

Participant 3 indicated that the gap between being a student and a competent teacher is there and that it becomes evident when it is time for assessment or when you need to discipline learners in class.

Is it very challenging, because as a student you are not aware of every measure that needs to be taken into consideration in the teaching field when dealing with assessment and [the] discipline of learners.

Participant 11 highlighted that there is a gap between theory and practice and that it is extremely challenging as one is still trying to find one's feet in the profession. He indicated that lesson preparations, lesson delivery and getting to know learners and familiarising oneself with school culture are aspects of teaching were the gap between being a student and being a teacher is particularly noticeable.

[It is] very challenging, particularly in the first couple of months as one is trying to find one's feet in the profession. Preparing lessons for different subjects, delivering lessons, getting to know the learners and understanding the school culture are quite difficult when you are still new.

Some participants indicated though that the theory-practice gap does fade as they gain experience. Participant 6 explained that when you are a student teacher, classes allocated to you are not fully your responsibility. But that once you are appointed as a teacher, you need to assume full responsibility for all classes allocated to you.

Fair enough, but it fades away as you get experience on a daily basis. In terms of teaching, as a student your teaching capacity is limited to fewer classes and it is not your entire responsibility whereas as a new teacher, you assume immediate responsibility of all learners from day one. You ought to teach, manage and carry out administration work and you must know all the learners that you teach so that you can meet their various academic

demands, where as a student you may know a few [learners], as it is the mentor teacher's responsibility.

From the data presented above, it is evident that the gap between being a student and being a competent qualified teacher does exist. Fuller's (1969) teachers development theory used in this study compared a novice teacher to a new baby that just got thrown into a new environment he is not familiar with. From the literature there is a clear need for principals and members of school management teams (SMTs) to support and develop novice teachers professionally. A study by Daniels (2015) reported that novice teachers encounter problems they never imagined when they were still students and that disturbed their growth within the profession.

Hattingh and De Kock (2008) reported that novice teachers normally join the profession with pre-conceived ideas of what the profession is all about. However, the shock they experience in their first year of teaching makes them realise that the tertiary education did not fully prepare them for the realities on the ground. From the data reported above, it is clear that a formal programme to support and develop novice teachers should be introduced, especially in rural schools, to support novice teachers to cope with the transitional challenges they encounter.

4.3.2 Theme 2: Challenges encountered by novice teachers

All participants have indicated that they have encountered various challenges during their first year of teaching. All participants are of the opinion that it is the responsibility of the principal and their immediate HODs to ensure that they are being developed professionally through mentoring and induction. Participant 1 responded as follows:

Socialisation with other teachers was my main challenge as I was I new to the school environment and that resulted in me not enjoying the workplace. Being allocated a class to manage was also a nightmare as I did not accumulate any practical experience at university regarding that challenge. The other challenge was being a sport coach; it was tough for me.

Participant 2, 3 and 8 all indicated that learner discipline was the greatest challenge for them and that they could not apply their classroom management skills successfully. Participant 2 said:

[The] Disciplining of learners, applying classroom management skills, assessing learners and giving feedback on time are major challenges I have encountered in my first year of teaching.

Participant 3 concurred that "difficulty in handling behavioural problems in the classroom" presented a challenge and Participant 8 struggled with learners "who don't obey the rules and are disobedient".

Overcrowded classes in rural schools were reported by participant 3 as another challenge novice teacher encounters and which negatively affects the quality of teaching.

Overcrowded classes affect the quality of teaching and learning negatively. Learner behaviour also negatively affects the quality of teaching since I spend most of teaching time trying to maintain order in the classroom.

The relationships between novice and experienced teachers in the participating rural schools are not healthy, which added to more problems encountered by novice teachers. Participant 6 is of the opinion that novice teachers contributed to exacerbate the problem.

The ultimate mistake that we make as first year teachers is that we tend to think we are better than the old system educators in terms of the content, which shuts the door to learn from them. This paves the way for rivalry [rather] than working together as we would focus on showing them that we are better than them. As we wait for their mistakes and computer illiteracy, we capitalise on that and we conclude we are better. For that, they will not be open to you and nurture you to handle the human science of education.

Participant 9 highlighted lesson planning and preparation as major challenges that he encountered and reported that no formal assistance was provided to him regarding the curriculum. He fell behind and had to introduce afternoon classes so that he can cover the full scope of the curriculum and be on same level as other colleagues.

It was very challenging to prepare lesson because of how explicit I was, covering all topics and examples. Sometimes my examples were out of

context and vague. Also, I didn't know how to trim the topics to cover the scope. I was always late to cover the work schedule and catered late studies to cover up.

Participant 12 reported that too much paperwork, time management, heavy workload, using SA-SAMS (the information management system provided by the Department of Basic Education) and compiling the continuous assessment (Cass) file were amongst major challenges that she encountered and like other novice teachers, she was on her own without any form of support.

> There was a lot of paperwork that needed to be done. The SA-SAMS was a big problem, because we never had enough time to prepare us on how it should be done. Compiling of the Cass file was also a challenge. The issue of marking with a lot of work is not easy and it affected the preparation for lessons. It was very difficult for me, because I did not even have enough time to rest. Teaching three different content subjects, Maths, Physical Sciences and Life Sciences, was also not easy because it required too much preparation which was straining me.

According to Participant 11, classroom management, limited teaching resources, extra-mural activities, the inconsistent application of policies and keeping records of everything are real challenges experienced by novice teachers in their first years of employment.

> The challenges I experienced and continue to experience are classroom management, limited teaching resources, honouring extra-mural activities, setting tests, the inconsistent application of rules or policies, being afraid to ask for help and keeping records of everything.

Participant 11 further revealed that his departmental head makes use of departmental meetings and try to assist with some of the challenges like the setting of tests and lesson planning. However, as far as the other challenges are concerned, the participant was left alone without any mentorship.

> The head of my department does try to listen to my challenges and offers help regularly. We have the departmental meetings every Monday and that's when I get help in the planning of lessons and setting tests.

According to Participant 4, novice teachers in rural schools are being allocated heavy workloads without support from school management.

> We are being allocated heavy workloads without any form of induction, no support from management and indifference from learners and disciplinary problems.

On the issue of developmental support, Participant 4 mentioned that she was given a class to manage without any form of induction on how to carry out the task. She was given a Cass file to prepare without any support from seniors and allocated a grade 12 class to teach in her very first year of employment and she had to learn how to survive on her own.

> I was allocated a class with no mentoring or induction on how to manage a classroom. I had to prepare a Cass file without an induction on how to go on about it. I was allocated grade 12 class in my first year of teaching and no one assisted me. I had to survive on my own.

It is clear from the responses of participants that novice teachers working in rural schools encounter various challenges of which they should be supported on if they are to survive the challenges posed by the profession. A study by Mukeredzi (2013), reported that tertiary education should equip novice teachers with all the skills needed to survive the realities of the profession. Participants in this study have indicated that among other challenges, carrying out basic skills like managing a classroom, maintaining learner discipline and teaching problematic classes were part of major challenges they had to deal with in their first year of teaching without the support of a mentor. Survival is stage one of concern under the teacher development theory (Fuller, 1969) and during this stage the teacher is concerned with basic skills like managing the classroom, giving out instructions to learners and teaching the allocated subject. The theory states that a teacher cannot move to the next stage without satisfying the requirements of the current stage. From the literature and the theoretical framework

quoted above, the need for school management to design a policy wherein teachers should be developed is dire.

The data presented above showed the need for principals to formally allocate senior and master teachers to induct and mentor novice teachers in their new roles as indicated in the Personnel Administrative Measures (PAM) document (RSA, 2016), This view is supported by the study by Mukeredzi (2013) that concluded that the development of induction programs for teachers in rural schools could be most effective to develop quality teachers in rural schools.

4.3.3 Theme 3: Professional and developmental support novice teachers need

Performance standard 5 of the Integrated Quality Management System (IQMS) deals with the professional development of educators while performance standard 9 provides that school leaders and managers should manage and develop personnel in such a way that the vision and mission of the school are accomplished.

All participants have reported that they did not receive any form of professional development from school management or the provincial Department of Education. On the question of the type of support that participants would appreciate to receive to overcome the challenges encountered, Participant 3 responded as follows:

> Administrative support and the ability to manage personal and professional expectations would be appreciated.

Participant 4 expressed the need for an induction program and continued mentoring from School Management Team members and experienced teachers while Participant 7 would like to be exposed to workshops and seminars where experienced teachers will be sharing their success in the teaching and learning environment.

Participant 8 would appreciate more information about documentation that need to be submitted while Participant 9 felt that school supporting teams and the Head of Department (HODs) should induct novice teachers daily for a period of a week or month to ensure "that the description of the job is considered and well known" and to observe their progress.

Participant 11 required support to purchase the latest technological resources and textbooks that will help in the preparations for lessons and the setting of tests. Disciplining of disruptive learners on a consistent basis was also a challenge. Participant 12 concluded as follows:

> I think maybe we were supposed to be given mentors or assistance in terms of excessive paperwork which needed to be done, like SA-SAMS, and they were also supposed to give us at least four days to mark, so I think it is important for a school to consider giving me a mentor or someone to assist me, especially when I am new. The HOD must be there when you are doing the Cass file. They must tell you what is needed in the Cass file and not at the last minute. The HOD must go through that process with me showing me patiently how a Cass file should be done.

Participants in this study have indicated the need for professional and developmental support by SMT members especially during their first year in employment. According to them, it is the responsibility of principals and HODs to ensure that they are being developed and supported. However, performance standard 5 of the IQMS indicated that the teacher should engage in professional development activities to acquire new knowledge and administrative skills which means that the development of novice teachers cannot be left entirely to the HODs. Performance standard 9 of the IQMS expects the HODs to manage and develop teachers in such a way that the vision and mission of the school are achieved and that is in accordance with a study which reported that professional development refers to any means of support given to novice teachers by experienced teachers which will translate into positive learner outcomes (Petrie & McGee, 2012; RSA, 2016).

For a novice teacher to experience self-adequacy as stage 2 of concern according to Fuller's (1969) teacher development theory he or she must have been supported to satisfy all the requirements for stage 1 of survival and that propose a need for the design of policies whether at school or at national level aimed at assisting novice teachers to cope with challenges as they start to work.

4.3.4 Theme 4: The School Management Team's role in supporting novice teachers

One of the roles of senior and master teachers and heads of department (HODs) as outlined in the most recent Personnel Administration Measures (PAM) is to develop novice teachers (RSA, 2016). However, very few participants have reported that they received the support from their HODs and other SMT members. Generally, the participants were left to their own devices and often relied on colleagues from other schools for information on how some activities should be done.

Participants 7, 8, 9 and 11 indicated that occasionally they did receive support from their HODs although it was not enough due to other commitments they have as the HODs.

> Yes, they create a slot for us to discuss our challenges or fears and successes and this is where I can share mine as well (Participant 7).
>
> Yes, they are trying, even though they also have their own responsibilities to cater for (Participant 8).
>
> Here at our school the School Management Team (SMT's) is very supportive and they try their level best to help me cope with transitional challenges. Although they lack on some of the things in supporting us as new teachers, the level of support they offered is adequate (Participant 9).
>
> Yes. In all honesty, they are trying their utmost to follow the demands and concerns that I raise. Their support has definitely made my job and life easier (Participant 11).

Although Participants 1, 10 and 11 indicated that the SMT members at their schools are doing their level best to assist them cope with transitional challenges, their responses revealed that they only being assisted on curriculum issues.

> Yes, I think they are doing the best they possibly can as they always ask me if I am coping with certain chapters and if I am not, they allow me to go to class with them to observe as they teach them to learners, so yeah I think they doing enough (Participant 1).
>
> Yes, they assist me very much. Every Friday we hold departmental meetings to outline problems that we are faced with (Participant 10).

Yes. In all honesty, they are trying their utmost to follow the demands and concerns that I raise. Their support has definitely made my job and life easy (Participant 11).

Other participants have indicated that SMT members did not offer them any form of professional support, despite the requirements of the revised PAM document (RSA, 2016) that they should offer developmental support to other teachers.

On the question of whether SMT members were doing enough to support them, Participants 2, 3, 5 and 12 confidently said no and reported that they have been alone since the beginning of their teaching careers.

No, since I began teaching, I cannot recall any member of the SMT offering any support, so I have been by myself with a little bit of help from my colleagues (Participant 2).

No, SMT members are not doing enough, because most of the time I have been struggling on my own without their help (Participant 3).

No, because I have been on my own throughout my teaching career, no mentoring and no induction or any form of support was offered to me (Participant 4).

No, the school management are only focusing on their duties and themselves (Participant 5).

No, they're not doing enough, even though the performance is not good. They will not go with you to a class to try and find out what could be the real problem that made you not to produce the good results which they wanted (Participant 12).

Participant 6 revealed that SMT members were more focused on managing the school and improving learner performance, neglecting teacher development activities.

School principals have an important role to play in ensuring the smooth transition of novice teachers from university to the workplace. However, a study by Botha (2004) indicated that the workload of secondary school principals is increasing day by day and becoming unmanageable. What this means is that under normal

circumstances, the task of developing novice teachers should not be left to principals, instead it should be delegated to other members of SMTs. This agrees with the new personnel administrative document (PAM) which stated that senior and master teachers should serve as mentors for novice teachers to improve their work ethic when carrying out their professional duties (RSA, 2016). Professional development of novice teachers is vital as it allows a platform where good teaching practices are being shared amongst colleagues and professional relationships are encouraged (Ingersoll & Strong, 2011).

The teacher development theory (Fuller, 1969) has three stages of concern namely survival, self-adequacy and acceptance and the theory indicated that a teacher cannot move to the next stage without satisfying the requirements of current stage. From the theory, it is evident that members of the SMT have a role to play in developing novice teachers at their schools to ensure that they do not get stuck in one stage as the theory suggest. A study by Darling-Hammond (2010) reported that countries like Singapore, Finland and Korea make use of collaboration with experienced teachers to support novice teachers to survive transitional challenges. From the responses of participants above, there is a need for such practices to be adopted in South Africa.

4.3.5 Theme 5: Induction and Mentoring

Novice teachers who exit the profession prematurely have indicated that the lack of guidance and support from school management teams was the reason for their early exit (Goldrick, Osta, Barlin & Burn, 2012). Novice teachers should be assisted to cope with the challenges experienced during the transitional stage and this will reduce the high rate of early exits from the profession (Kajs, 2002).

Some of the participants have reported that they did not receive any type of induction or mentoring from anyone at their schools. Some have indicated that it was really tough for them when the principal would demand of them to perform a task they never heard of during their time at university and they did not know how it should be carried out without a senior teacher to induct and mentor them.

On a question of whether there is induction taking place at school and how useful was it, the following participants replied positively and explained as follows:

> Yes, there was an induction, even though it is not formal. I did find it useful as they inducted me about workplace duties and life in general. I was inducted on what to do if I want to enjoy life in this profession as a new teacher (Participant 1).

When asked about the type of induction she received and what it was focusing on, her response was:

> It was more about life in general. I was told to avoid getting into debt, I was encouraged to spend most of my time in class with kids so that I develop quicker. I was informed about things like examinations and money as part of the things that can destroy a young career of a teacher.

Based on her response, it was clear that the term induction is not entirely understood by other people as some of the things she mentioned were more general advice. It can help one to become a good teacher, but it does not contribute much to coping with transitional challenges, as it was not specifically aimed at the challenges the participant were encountering. Other positive responses were as follows:

> Yes, helping beginning teachers to become a competent and effective professional in the classroom and it reduced the difficulty when transitioning into teaching (Participant 3).

> Yes, the programme is based on my job description as an educator, my rights and how to conduct myself during working hours. Another programmes was about how to punish learners who fail to do their assigned schoolwork, be it homework, class work or investigation (Participant 9).

> Yes, it is in place and it is very useful. Induction made it easy for me to locate all my classes, rest rooms and all the offices of management. It took me only four days to know the entire staff (Participant 10).

> Yes, there was induction provided by the principal at school. It was not that useful, because it did not take you through the curriculum, but it was based on the introduction to the school (Participant 8).

When asked whether there is induction taking place at the school and how useful was it, the following participants responded negatively and explained as follows:

> No formal induction. However, there are a few of my colleagues who from time to time keep on informing me about all things that are taking place in the profession and how to handle them. They also informed me about the code of conduct for teachers (Participant 2).
>
> No there was no induction (Participant 4).
>
> No, there was no induction at all. I have been surviving through the informal help I have been getting from my colleagues (Participant 5).
>
> No, it is too basic. I cannot say it was properly done, as they introduced you to the rest of the staff and in some cases your immediate head of department and concluded that you will get to know us as we meet and greet as time goes on (Participant 6).
>
> No, there was zero induction at my school (Participant 7).
>
> No, there was no induction programme at all (Participant 11).
>
> No, there was no induction programme taking place in my school (Participant 12).

The revised Personnel Administrative Measures (PAM) document clearly directs senior and master teachers to serve as mentors to new and less experienced teachers working under them (RSA, 2016). Mentoring is defined by Fairbanks, Freedman and Kahn (2000) as one process that can enable novice teacher to survive challenges they encounter during the transitional phase by using dialogue and reflection. Although the meaning of mentoring may be the same, the application will however differ from school to school (Pogodzinski, 2015).

Responding to the question about mentoring at their different schools, the participants had this to say:

> Mentoring is happening, but it is not very functional according to me. For example, I am being mentored more by the Sepedi senior teacher than by the senior English teacher (Participant 1).

No formal mentoring was provided to me. I survived by shadowing those who are more experienced in or knowledgeable about the subject than I am. They offered advice and I asked questions when I faced challenges (Participant 2).

It was very challenging, because they do not support new teachers on how to assess and how to maintain order in the classroom (Participant 3).

It is non-existent in my school (Participant 4).

My HODs are engaging me in meetings to discuss challenges and other educational matters (Participant 5).

It is not there, every man for himself. It's about you, it's believed you are a professional so be it (Participant 6).

The mentoring in my school is not that firm and I believe it needs to be looked at (Participant 7).

There is no mentoring. Where I work, I had to figure things out on my own and fortunately I had supportive curriculum advisors (Participant 8).

On my side there was none. Starting from how to prepare a lesson, marking guidelines (only memorandums were provided) and I was given the task of compiling a Cass file, but was never even offered assistance on how to prepare a mark sheet and I had to seek help from other teachers without my HOD's input (Participant 9).

There were, however, some participants who benefitted from mentoring at their schools. For example:

It was very useful and beneficial. Disciplinary procedures are clear. No corporal punishment. I was mentored on how best to deal with school cases such as bullying or any disturbance of teaching and learning (Participant 10).

I experience mentoring as something very valuable. It helped to create a strong basis for me to acclimatise and how work should be done and to do my work effectively and with confidence (Participant 11).

Yes, we have HODs who are responsible. After learners have written something, they will look at the results and analyse the performance. So yes, we have mentors, but they do not fully participate when we need them to

assist us with challenges encountered in class. They are just there to analyse

the results (Participant 12).

From the responses of the participants, it is clear that formal induction and mentoring are not taking place in rural secondary schools. Although some of the participants have reported to have received induction and mentoring from their schools, when asked about the content that was covered, participants could not answer. That can only mean that the induction and mentoring that took place was informal and there was not a single document of support that it took place. A study by Lovett and Davey (2009) questioned the one-size-fits-all approach followed by many tertiary institutions who offered teacher training, because the realities students face differ, particularly between rural and urban schools and that calls for teacher development programmes to be initiated in rural schools.

A study by Bezzina (2006) concluded that novice teachers do not find it easy to put learned theory into practice once they join the work field and that also supports the call for the initiation of programmes that are aimed at developing teachers professionally. There is a need for formal policy on mentoring and induction in schools. Responses from participants in this study confirm that. Formal mentoring is well-planned, structured and documented and has both physical resources and financial means attached to it (Hamburg, 2013). A phase of induction is important in the professional development of novice teachers because it serves as a bridge linking tertiary education with the real work environment (Geeraerts, et al, 2015). Therefore, the need for induction activities in rural schools cannot be stressed enough.

The theory of teacher development by Fuller (1969) used in this study compares a novice teacher to a new-born baby. From that theory it is very evident that programmes which will make the new baby become familiar with the new environment are vital and should be initiated formally so that they could be monitored continuously.

4.3.6 Theme 6: Strategies employed to survive transitional challenges

Although some of the participants have indicated that they did receive some support from the SMT members, their responses revealed that the support was mostly related to curriculum issues and lesson deliverance, whereas the novice teachers experienced

many challenges outside the curriculum. During the semi-structured interviews, all participants were asked to explain the strategies they normally use to experience self-adequacy during the transitional stage.

Participant 1 indicated that lesson observation of senior teachers and informal engagement with fellow colleagues about work issues were part of the strategies she employed when she started teaching.

> I sometimes go to class with experienced teachers to observe them as they teach and get to learn how they handle challenges. Sometimes I engage with teachers from other schools informally and ask them how they handle challenges of classroom management and ill-discipline of learners.

Participant 4 revealed that she mostly used the trial-and-error method and sometimes collaborated with teachers from other schools to share frustrations and possible strategies.

Participants 3, 5, 9 and 10 used the same strategy as Participant 1 by engaging fellow colleagues and do lesson observations if they encounter lesson deliverance problems.

> I engage with colleagues from other schools for assistance, especially when my HOD is busy with other administrative duties and do not have the time to assist me. I also observe colleagues teaching if it is a content related challenge that I am experiencing (Participant 3).

> I observe other teachers as they teach and ask questions where I need clarity [or] do not understand. [I am] learning from other teachers by observing what they do and how they teach (Participant 5).

> As a newly appointed teacher, I took it upon myself to observe my fellow teachers in my department and other departments; observing how they deliver the content, conduct themselves, interaction between them and learners and how they punish learners (Participant 9).

> I voluntarily go to class with other teachers for observation. I also engage with teachers from other schools. Keeping abreast with the development of the subject course entails togetherness and working with others (Participant 10).

Participant 2 and 8 reported that they ask questions to a member of the SMT or more experienced teachers whenever they need clarity about something and that is how they are surviving the challenges.

Participant 11 reported that socialising with everyone in the school yard is an effective way to quickly get to know the school culture and to adapt accordingly.

> My strategy was to know all the teachers and general workers' surnames, and then I would have conversations with different teachers and learners during my free periods or during break, in an attempt to learn about the school and its culture.

Liaising with senior teachers for in-depth information relating to the subject and conducting research about subject developments were also strategies use by Participant 11 during the transitional phase.

Participant 12 reported that she changes teaching methods from class to class and later checks if lesson outcomes were achieved. Participant 12 also observed other teachers when they teach a topic she was struggling with.

Participant 6 reported that he kept on going to his HOD to seek help with the preparation of his Cass file and other administrative duties. He indicated that he would seek help from colleagues when his HOD could not help due to other commitments.

Although participants in this study have indicated a need to be supported specifically by members of SMT so that they could grow and develop within the profession, performance standard 5 of IQMS states that a teacher should personally engage in teacher development activities so that they could gain various skills needed within the profession. A study by Smith & Ingersoll (2004) reported that lack of professional support causes frustration and disillusionment amongst novice teachers which usually force them to exit the profession early. However, participants in this study, even though few of them received formal support, did not indicate the possibility of an early exit from the profession. They took matters into their own hands by informally engaging colleagues in and outside the school to assist them with the challenges they experienced.

The gap that exists between tertiary education and what is happening in practice can be filled through induction and mentoring. In South Africa there is no formal policy on induction and mentoring and that could be the reason why members of SMTs do not support and develop novice teachers in rural schools professionally as reported by participants in this study, even though the revised PAM document states that senior and master teachers should serve as mentors for novice teachers (RSA, 2016).

Participants in this study practiced the teacher development theory (Fuller, 1969) by demonstrating the desire to grow within the profession and move from one stage of concern to the next by engaging teachers from other schools when they did not get any form of support from within, using departmental meetings to raise their challenges and ask HODs to intervene and assist and by doing lesson observations of experienced colleagues.

4.3.7 Theme 7: The impact of professional support on the quality of teaching

When asked whether there was anyone who was assisting them to deal with the transitional challenges in schools, participants expressed themselves in the following ways:

> Yes, staff members are very supportive. They tell me what needs to be done
> and how it should be done especially when I am under pressure. They offer
> emotional support when I need it. But my immediate heads of department
> were not assisting much, especially on content related matters (Participant 1).
> No, I was allocated a class with no mentoring or induction on how to manage
> a classroom. I had to prepare a Cass file without induction on how to go on
> about it. I was allocated a grade 12 class in my first year of teaching and no
> one assisted me. I had to survive on my own (Participant 4).
> Yes, my HOD is assisting, especially with teaching resources (Participant 3).
> Yes, the principal assists in terms of classroom management, HOD's assist in
> terms of the syllabus and what aspects needed to be covered and colleagues
> in my department also help and guide us new teachers on what to cover,
> teach and assess on (Participant 9).

Yes, some of my colleagues are helping, though it is informally but it is better than nothing (Participant 5).

Yes, one of my colleagues who is specialising in English assists me a lot whenever I am encountering challenges when teaching (Participant 2).

The principal and the SMT members were assisting, although I felt less of a teacher for failing to discipline learners (Participant 8).

Yes. The head of my department tries to listen to my challenges and offers help regularly. We have departmental meetings every Monday and that is when I get help in the planning of lessons and setting tests (Participant 11).

Yes, I have been mentored by the head of department (HOD) and one appointed experienced teacher. They sometimes accompany me to class to ensure comfort and settlement so that lesson delivery can take place smoothly (Participant 10).

Yes, colleagues who teach similar subjects. We have special meetings where we discuss challenges encountered during teaching the lessons (Participant 7).

When I first started to work here, I could not cope. I did not have anyone for support. I complained to my HOD that the work allocated to me was too much and I could not cope, but no action was taken. So, I was left alone without support (Participant 12).

Literally, no. They believe it is more of an initiation programme, with a full allocation on the timetable having to teach Life Orientation and English. The only time I will be relieved is when someone new comes. Their support is mostly verbal: "You are still new, just toe the line". (Participant 6).

From the data presented above, it is clear that there is a direct link between professional support and the quality of teaching. Participants who were fortunate to receive professional support even though it was informal, reported that it was better than nothing and that it enabled them to deliver lessons in a better way in class. This is supported by a study by Ono & Ferreira (2010) which indicated that the support given to novice teachers, whether formal or informal, will add greatly to their skills and knowledge on how to teach better.

Novice teachers who were not supported indicated that they had to survive on their own and acknowledged that the quality of teaching was compromised during that time as they lacked confidence when going to class. This is in accordance with a study by Mashau, Mutshaeni & Kone (2016) which reported that lack of professional support threatens the survival of novice teachers in the profession.

On the effects that the challenges encountered during the transitional period have on the quality of teaching, Participant 1 indicated that the new environment resulted in low self-esteem on her part and that while still trying to find her feet in the new work environment, learners suffered due to her lessons being of a low quality.

> Teaching quality is low due to low self-esteem because you are new and still trying to learn to cope with the new environment. So yes, as one goes through the transitional challenges, learners are more likely to suffer in class due to the low quality of teaching they will be receiving, especially if I am not being supported enough as a new teacher).

Participant 4 highlighted that lack of induction on classroom management skills resulted in more time meant for teaching being spent on trying to maintain order in the class and a lot of administrative duties took much of their teaching time and the quality of teaching was compromised in the process.

> Classroom management skills were not inducted to me, hence during a lesson most of my time would be spent trying to maintain order which negatively affected the quality of my teaching. Heavy administrative duties took time out of the time I had to be teaching and that also negatively affected the quality of my teaching.

Participant 9 indicated that all challenges had a positive effect on the quality of his teaching, because they inspired him to be more innovative and to change teaching methods and to read more content books on the subjects he is offering.

On the other hand, Participant 5 indicated that she did not enjoy her work at all and that she suffered mentally, physically, emotionally and psychologically as a result of the

challenges she experienced and that during that time, her learners received a poor quality of teaching.

Participant 2 mentioned that the challenges experienced during the first year of teaching made her uncertain about whether she was teaching the right way or not, since most of the time she relied on memorandums to give feedback.

According to Participant 8 challenges encountered make it hard for a new teacher to interpret the annual teaching plans with understanding and without help, ending up in misinterpreting the curriculum and teaching without adhering to it.

Participant 11 reported that challenges had a very positive impact on his career and he appreciated having to go through them, saying that these challenges made him better prepared for what lies ahead in this profession.

> They had a very positive effect on my young teaching career. I am actually glad that I went through the challenges, as they helped me to remain strong and they fully prepared me for what lies ahead. Without the challenges, I was never really going to grow. It is because of them that I learnt to be resilient, patient, forgiving and compassionate.

Participant 10 revealed that the numerous administrative duties add to more frustration and result in lesser productivity in class.

Participant 7 reported that all troubles experienced made him stronger and gave him courage to maximise the effort and to engage fellow teachers when in need of help.

According to participant 12, the challenges negatively affect the quality of lesson preparation. There is not enough time for preparations owing to being allocated many classes with different subjects and as a result it is unlikely that good results will be produced.

> As I said, we lack time for preparation. When I go to class, I am not well prepared and I would not produce the good results which are expected, so it really affects how you teach and all your work, it even affected the results and the performance of your learners.

According to participant 6, the challenges sometimes made him lose interest in the profession and he focused more on personal goals, only to feel bad when thinking about the future of the learners. However, the participant reported that the quality of his teaching depended more on the learner's level of interest.

> I experienced mixed emotions. At times I felt like am stuck here, the job became a necessity. Sometimes I focused on my personal goals to further my studies to move from a teacher to educational management. At some stage I felt for those learners who are trying to improve and I went all out. My level of quality depended on the child's level of interest, even though at times I felt bad that am not building but destroying the entire future generation of that learner and I ended up feeling that little or no interest in being an educator is a calling. Let me just save an African child.

Professional development refers to any initiative made by an employer with the intention of equipping employees with the necessary skills for them to remain productive (Ian & Wagga, 2009). Based on responses presented above, it is evident that there is a need for principals in rural schools to develop programmes that will be used to develop novice teachers so that the quality of teaching is not compromised, especially during the transitional period.

Participants reported that the lack of professional support and development resulted in time meant for teaching being utilised on things like maintaining order and interpreting annual teaching plans. A study by Pillay (2016) indicated that professional development programmes can help teachers to improve their existing skills and even to acquire new ones. The need for professional development programmes in rural schools is very clear and principals should engage novice teachers when developing such programs so that the content remains relevant to the challenges encountered (Mokhele & Jita, 2010). The theory (Fuller, 1969) used in this study also support the need for professional development programmes in rural schools so that novice teachers can grow and move from one stage of concern to the next.

4.4 DISCUSSION OF FINDINGS

4.4.1 Finding 1 - Transitioning from a student into a competent teacher is not easy

Participants reported that they were confronted with too much paperwork, that they found it difficult to work with SA-SAMS and struggled with compiling teacher files. In addition, participants grappled with classroom management, disciplining learners, doing lesson preparations and teaching more than two content subjects in one phase. Generally, the participants indicated the support they have received from the school management to perform all these tasks were inadequate. The support that was received was haphazard in nature and primarily focused on teaching. It seems that it is all the secondary tasks expected of teachers that are mostly stressful and time consuming. This corresponds with what was found by Mashau, Mutshaeni and Kone (2016) that the challenges faced by novice teachers during their first years of teaching are varied and many. A study by Smith and Ingersoll, (2004) found that novice teachers working in rural schools are normally burdened with heavy workloads, which in most cases resulted in a high rate of attrition amongst novice teachers.

Participants reported that they had to manage classes, maintain learner discipline, set tests and plan lessons during their first years of teaching. Although these are routine tasks expected from any teacher, it seems as if the participants were not sufficiently prepared for the multiplicity of tasks within the teaching profession which they found demanding. In this regard Redman (2006) reported that novice teachers are expected to carry out all allocated tasks like experienced teachers, even though no proper induction was offered to them. Some of the participants indicated that the workload allocated to them is heavy and that in their schools they were allocated classes with the most problematic learners who generally underperform. This is in accordance with what is reported in the literature that many novice teachers become disheartened and less effective when learners underperform in subjects allocated to them with no form of support from senior teachers (Wushishi, Fooi, Basri & Baki, 2014).

Tertiary education programs are planned to equip novice teachers with knowledge, skills and processes required in the teaching profession (Miles & Knipe, 2018). Most novice teachers join the profession with knowledge of recent policies on how schools

should be run, but the vastness of the gap between policies and what is actually happening in schools often shock them and add to their frustrations as they were never trained on how to deal with such issues (Daniels, 2015). Participants in this study mentioned the lack of technological resources, old classrooms, old teachers who are no longer motivated, over-crowded classrooms, over-age learners who misbehave, learners' lack of belief in themselves, extremely minimal parents' involvement, an alarming rate of teenage pregnancy and alcohol and substance abuse as some of challenges they believed were mostly applicable to rural schools and felt that the tertiary education did not sufficiently prepare them to deal with such challenges.

These findings suggest a need for formal mentoring and induction programmes to be offered to novice teachers in rural schools to provide professional support. Many countries are investing in induction of novice teachers to improve the quality of education that is being delivered to learners in both rural and urban school settings (Pogodzinski, 2015). In China, novice teachers are inducted thoroughly until they understand what their profession entails and that helps to retain quality teachers within the profession for longer (Wong, Britton & Ganser, 2005).

In Finland they have developed a new model called peer group mentoring used to support development of novice teachers professionally, focusing more on dialogue and sharing of ideas than the traditional method of passing knowledge from experienced teacher to novice teachers (Geeraerts, Tynjälä, Heikkinen, Markkanen, Pennanen & Gijbels, 2015). The findings of this study are also closely linked to the theoretical framework of the Teacher Development Theory (Fuller, 1969). The theory holds that for a teacher to develop, he has to undergo three stages of concern, namely survival, self-adequacy and acceptance. Data presented in this study revealed that participants are still stuck in and struggling in the survival stage of the theory and they are not ready to move to the next stage unless supported and developed by those in the management of the school.

4.4.2 Finding 2 - None of the participants indicated a desire to exit the profession prematurely

Participants in this study reported that they found the transitioning from university into the profession to be quite hard and challenging. Novice teachers who never experience any form of support from their schools are most likely to exit the profession prematurely due to frustration and disillusionment (Smith & Ingersoll, 2004). The attrition of novice teachers is a serious concern for policy makers and they have since encouraged the use of induction and mentoring to address this challenge (Huling, Resta & Yeargain, 2012). Internationally many rural schools struggle to attract high quality teachers as compared to urban schools (Arnold, Newman, Gaddy & Dean, 2005) and that leads to the government encouraging novice teachers to teach in rural schools.

Novice teachers join the profession straight from university without being provided with any form of induction and that threatens their survival in the profession (Mashau, Mutshaeni & Kone, 2016). Like other researchers have discovered (Tynjälä, Slotte, Nieminen, Lonka & Olkinuora, 2006), many novice teachers do agree that the training they have received at tertiary level was not sufficient preparation for the challenges they experienced in the profession, particularly in rural schools. Studies conducted in Ethiopia by Smith and Ingersoll (2012) indicated that the high rate of teacher turnover could be reduced by half through the execution of a thorough, detailed and well-planned induction programme.

However, the results from this study, albeit of a limited scope, revealed the opposite from what was reported in the literature above. Notwithstanding participants indicating that they have faced challenges during the transitional period, none of them expressed the desire to exit the profession, a clear indicator that participants are more determined to get out of survival stage and move on to the next stage of self-adequacy as the theory of Fuller (1969) suggests. Participants reported that if no help is being provided from within the school, they informally engaged colleagues in other schools for help. Factors that would contribute to them leaving the profession early were listed as the lack of professional support, a heavy workload and inconsistency in policy application by school management.

4.4.3 Finding 3 – A lack of policies to train, support and develop novice teachers

Participants reported that no formal programme aimed at supporting and developing them as novice teachers was initiated. Participants who reported to have received induction and mentoring from SMT members indicated that it was informal and mostly based on how to teach in class, neglecting other challenges even though it has been reported that novice teacher's decision to quit or remain within the profession is influenced by conditions at school and the level of support they receive (Allensworth, Ponisciak & Mazzeo, 2009). Some of the participants reported that they did not receive any form of support at all and that they survived by a trial-and- error method in carrying out their allocated duties and by seeking help from teachers in other schools. Participants felt that their principals failed them by not allocating mentors to them as they believed it is part of his duty to develop them. This corresponds with the study by Huber and Muijs (2010) who reported that school principals are recognised as an important component in the effective running of the school.

Participants highlighted some of the challenges for which they believe their tertiary education did not prepare them sufficiently. According to Petersen (2017) many novice teachers failed to cope in a classroom context and blamed teacher education programmes by arguing that the preparation of student teachers is inadequate. Participants reported that a heavy workload without the appropriate support frustrated their survival in the profession. It corresponds with the findings of a study by Kennedy (2016) who found that despite their passion for the profession, novice teachers struggle to cope with the professional demands posed by the profession.

Many countries are investing in the induction of novice teachers to improve the quality of education that is being delivered to learners in both rural and urban schools (Pogodzinski, 2015). By 2010, more than 30 countries had developed guidelines on how novice teachers should be inducted in their first years of teaching to improve their effectiveness and to encourage them to stay within the profession (Johnson, Goldrick & Lasagna, 2010). For example, in Botswana they used induction to retain teachers in the education system (Dube, 2008).

Although the IQMS policy was introduced with the sole purpose of creating a conducive environment for the development of teachers, ensuring the effective running of schools, evaluate the performance of teachers and identify areas that need special attention and promote accountability in schools, responses from participants about their transitioning experiences show that the implementation of the IQMS policy in rural schools is questionable. The findings from the participants' responses suggest a need for a detailed policy that focuses on how novice teachers should be supported to be introduced and formalised across all schools. Dating back to the1980s (Van Ginkel, Verloop & Denessen, 2015), mentoring and induction are recognised as two key elements that should always be included in novice teacher's support programmes. Such policies and guidelines would assist novice teachers to transition through the teacher development phases of survival, self-adequacy and acceptance.

4.4.4 Finding 4 - Induction and mentoring are happening, albeit informally

The data indicate that some induction and mentoring are happening in some of the participating rural schools, even though the process has not been formalised. According to the PAM document (RSA, 2016), school management teams (SMTs), together with senior and master teachers, must work together to develop novice teachers in terms of the professional responsibilities allocated to them. This call is being honoured to some extent in some of the participating schools as reported by participants in this study. However, the conclusion that can be made based on responses of participants is that the process of induction and mentoring differs from school to school. Participants in this study reported that induction made it easy for them to locate all their classes, rest rooms and the offices of management and it took them only few days to know the entire staff. Similar findings are reported in literature that indicate that induction in schools is generally regarded as a process of merely introducing a new teacher to the rest of the staff and school buildings (Mashau, Mutshaeni & Kone, 2016).

Induction is a process aimed at familiarising the new employee with the work, work environment, culture and employer's expectations (Wong, Briton & Ganser, 2005). This corresponds with what was reported by one participant that he received induction about his job description, rights and how to conduct himself at work. Participants who received

similar support indicated that the support came from experienced teachers like HODs and senior and master teachers. This is also supported by literature that indicate that experienced teachers have been recognised as key role players in the process of assisting novice teachers to cope with the transition during their first three years in practice (Hobson, Ashby, Malderez & Tomlinson, 2009). In Finland they have developed a new model called peer group mentoring to support the development of novice teachers professionally, focusing on dialogue and the sharing of ideas – a departure from the traditional method of passing knowledge from experienced teacher to novice teachers (Geeraerts, Tynjälä, Heikkinen, Markkanen, Pennanen & Gijbels, 2014).

According to Dagnew and Asrat (2019), mentoring is a process where the mentor can ask reflective questions from the mentee to, for example, offer or recommend curriculum resources, but participants in this study have indicated that mentoring done by school principals were not successful, as it was not based on the curriculum but on introducing the staff and school buildings. Mentoring differs from school to school and as a tool it has the potential to increase productivity and the usefulness of novice teachers in schools and to reduce the rate at which novice teachers are leaving the profession (Pogodzinski, 2015). This study confirms that mentoring is different in every school as it was reported that in some of the participating schools mentoring was done by senior teachers and based on curriculum matters only, whereas in other participating schools it was done by principals and based on job descriptions and acceptable conduct of a teacher and so forth.

Mentoring is recognised in many countries as a way of learning and developing new skills in a person (Dagnew & Asrat, 2019). Through mentoring, novice teachers can sharpen the skills which they already had prior to them entering the profession and to develop ones they did not have. Participants who received mentoring reported that it helped them in becoming competent and effective in the classroom therefore assisting them in transitioning to the self-adequacy and acceptance stages as propositioned by Fuller's teacher development theory (1969).

Novice teachers are vulnerable, because unlike experienced teachers, they are often allocated problematic and poorly performing classes in the school (Gagen & Bowie,

2013). Participants reported that they were allocated problematic classes to teach without any form of formal support. In Ethiopia mentoring has become the most important topic in education (MOE, 2011). It is being used as a tool to develop novice teachers professionally as they often do not know their role in the school setting and that indicates the need to have mentoring formalised in South Africa as part of professional support to be offered to novice teachers.

This finding suggests that a policy on induction and mentoring should be drafted, adopted and implemented in the country as a matter of urgency to retain novice teachers and to reduce teacher burnout. The finding also suggests a need for SGB members to be sensitised to the developmental needs of novice teachers in particular and the whole staff in general.

4.4.5 Finding 5 - Novice teachers who did not receive any form of support engaged colleagues in and outside their schools for assistance.

Participants in this study believed that they should have received the support from either their principals or immediate HODs. However, when that did not happen, they demonstrated the willingness to be developed as expected in Performance Standard 5 of the Integrated Quality Management System (IQMS) by informally engaging colleagues in and outside their school to assist them with the challenges they have encountered. A study by Pillay (2016) reported that even though informal mentoring as part of teacher development is important, it does not mean that formal mentoring is not needed. Participants in this study have reported that they would go to class with experienced teachers to observe how they introduce and teach the content they (novice teachers) are struggling with. They often use break times to engage fellow teachers on how to handle challenges they are encountering or even call teachers in other schools and ask how certain challenge were being addressed at their schools. This finding indicates the possibility of senior and experienced teachers not being aware of their role of serving as mentors to teachers prescribed in the PAM document (RSA, 2016) which supports a need to have a teacher development policy successfully implemented by the school management.

A study by Harris and Sass (2007) reported that the performance of learners does improve as a teacher gains experience. This is not only supported by Fuller's teacher development theory, but also by some of the responses from participants who reported that the quality of teaching was significantly compromised during their transitional period as they were more focused on finding their feet in the profession than on preparing lessons and the quality teaching. Even though participants have called for initiatives like induction programs to be introduced in rural schools as part of teacher development programs, a study by Matsebane (2015) reported that induction programmes may still fail if not structured in a way that it will enable novice teachers to cope with their work. This calls for flexibility when designing a policy on teacher development and to involve novice teachers in the planning of such a programme as the initiative will be aiming at assisting them.

Teachers are expected to engage in class teaching, as well as to perform a variety of academic, administrative, educational and disciplinary tasks and to organise extra and co-curricular activities to ensure that the education of the learners is promoted in a proper manner (RSA, 2016; Redman, 2006). However, according to the participants some of the core duties and responsibilities mentioned above and prescribed in the PAM document are not easy to perform, especially without the support from senior teachers. Participants mentioned that the tertiary education they received was inadequate in this regard.

4.4.6 Finding 6 - There is a gap between tertiary education and the actual activities happening in schools that can only be filled by practical experiences.

Participants all reported that there is a gap between being a student and a competent teacher. They indicated that during their time at university they learned more about theory and how it should be applied in practice but felt that the type of school setup that was demonstrated by tertiary education is not really the one they encountered in a rural setting. Participants with one year of teaching experience have mentioned that current tertiary education encourages the use of fourth industrial revolution methods and indicated that many rural schools lack the technological resources. This forced them to

change from how they were taught and to adopt more traditional ways of teaching. They found this demoralising.

This gap is confirmed by Hattingh and De Kock (2008) who reported that novice teachers join the profession with pre-conceived ideas of what the profession is all about, only to be shocked by the reality once they join the profession full time. The teacher development theory as proposed by Fuller (1969) used to guide this study recognises that such a gap will always be there, no matter the amount of preparation in tertiary education. It is, however, the quality of support received that will determine whether a novice teacher makes a successful transition to becoming a successful teacher.

A study by Mukeredzi (2013) confirms that teaching in rural area differs from teaching in urban areas. This means that novice teachers who teach in rural schools encounter challenges unique to the rural context This calls for the introduction of special teacher development programs in rural schools to assist novice teachers to overcome these challenges. An international study by Arnold, Newman, Gaddy and Dean (2005) revealed that experienced teachers of high quality prefer to work in urban schools rather than in rural schools and that has resulted in governments placing many novice teachers in rural schools. According to the participants, many duties that were allocated to them required the support from experienced teachers and where no support was offered, the participant (novice teacher) was forced to learn through trial and error. This supports the need for and the implementation of a teacher development policy that will focus on the support and development of novice teachers only to ensure that the gap that exists between tertiary education and reality is addressed within the first two or three years of teaching so that the quality of teaching and learning is not compromised for longer periods. The goals that the IQMS policy wants to achieve in schools are too broad and responses from participants show that the goal of developing teachers is being compromised, particularly in rural schools.

4.4.7 Finding 7 –Challenges faced by novice teachers are varied

Participants in this study who have reported to have received support from the SMT and senior teachers indicated that it was primarily focused on how to teach effectively and

that the other challenges like poor classroom management, instilling discipline in class, lesson planning and compiling a teacher file were neglected. Generally, participants reported that they received no help at all, despite requests made to the SMT. Participants did not receive any support on how to deal with ill-disciplined learners in class, how to manage their classrooms effectively, how to create a conducive learning environment, how to embrace diversity in their teaching, how to set tests and examinations and how to maintain proper records of information. Generally, they perceived their principals and members of SMTs to have failed in supporting them.

According to the PAM document, SMT members have a role to serve as mentors to less experienced teachers (RSA, 2016) and based on responses from participants, SMT members at their schools have failed to execute this role. Performance standard 9 of the IQMS expects members of the SMT to manage and develop the personnel in such a way that the school's vision and mission are accomplished (ELRC, 2003) and based on the responses of participants, it is evident that the school management teams (SMTs) were not doing enough to assist novice teachers so that the mission and vision of the school could be realised.

According to participants, it is the responsibility of principals to allocate mentors who will develop and support them professionally. With the workload of principals increasing day by day, a study by Du Plessis & Eberlein (2018) has recommended that the tasks of developing novice teachers should be delegated to heads of departments (HODs). However, responses of participants reveal that in rural schools principals not only failed to develop and support novice teachers, they also did not distribute the leadership tasks of developing and supporting novice teachers to their HODs.

4.4.8 Finding 8 - Senior and master teachers are not utilised to support novice teachers

Participants in this study have reported that principals did very little and in some cases nothing at all to ensure that novice teachers received the necessary support they needed during their first three years in the profession. One of the roles of senior and master teachers prescribed in the PAM document is that they should serve as mentors to new teachers under their care (RSA, 2016). Considering the responses of the

participants, that role appears to be ignored in many rural schools and principals are not doing anything in that regard. Instead, they are said to be putting pressure on and demanding the same performance from new and experienced teachers.

A study by Huber and Muijs (2010) recognised the principal as one of most vital components that can ensure the effective running of the school. When asked about whom they think should be responsible to ensure that they are being supported and developed, most of participants indicated that it should be the principal. However, responses such as "I have been on my own throughout without the support" (Participant 6) indicated that in the participating rural schools, principals did not support and develop novice teachers. Pillay (2016) reported that the ability of the principal to create a conducive learning environment will result in improved academic performance of learners. This view is supported by the participants who reported that a lack of support to overcome their transitional challenges negatively affected the academic performance of their learners.

4.4.9 Finding 9 - The quality of teaching by a novice teacher is often poor

Participants in this study have reported that transitional challenges affected them mentally, emotionally, physically and psychologically which resulted in their learners not performing well academically. Participants who mentioned ill-discipline of learners as one of challenges encountered, indicated that they spent too much teaching time trying to maintain order and discipline in the class and that negatively affected the quality of their teaching.

Many novice teachers experience problems with interpreting and teaching the curriculum and content knowledge (Miles & Knipe, 2018). Participants in this study reported that they have struggled to interpret the annual teaching plans (ATPs) without the support from their HOD which resulted in them teaching everything in the textbook which was time-consuming as some of them spend much more time on a chapter than what was allocated in the ATPs.

4.5 SUMMARY

In this chapter the data was presented according to themes that emerged from the data analysis. Nine findings mere made and each was discussed and related to literature and the theoretical framework used in this study. In Chapter 5 I answer the research questions and make recommendations based on the findings. I also suggest areas for further research.

CHAPTER 5:

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of the study was to explore how novice teachers appointed in rural secondary schools in Limpopo Province experienced their transition from university into the workplace during their first three years of employment. Chapter 1 of this study provided an overview of the dissertation. In Chapter 2 literature pertaining to transitioning from university to the workplace was presented. The methodology and research design I used in this study was discussed in Chapter 3. Chapter 4 contained the data and a discussion of the findings. In this chapter I present the answers to the research questions. I make recommendations and draw conclusions about the experiences of novice teachers who are teaching in rural secondary schools after their transitioning from university to the workplace.

5.2 ANSWERS TO THE RESEARCH QUESTIONS

5.2.1 How do novice teachers in rural schools experience their transition from university to the workplace?

A study by Mgeni and Anangisye (2017) reported that the induction of novice teachers is important for the work ethic and professionalism of novice teachers and it can guarantee professional development and career opportunities for them. This study revealed that novice teachers struggled to cope with the demands that the profession impose on them, regardless of the type of tertiary education they have received, and that they all need to be supported when they go through this transitional phase. According to the PAM, the job description of a teacher at an entry level is that he or she should engage in class teaching, be a class teacher, plan and prepare lessons, create an environment conducive to learning and take part in extra-mural activities (RSA, 2016). However, it seems that one cannot assume that after having obtained a tertiary teaching qualification a novice teacher automatically will have the skills and competencies needed to effectively execute the duties demanded by the profession.

This emphasises the importance of support which should be provided through, for example, induction and mentoring programmes. With administrative work of principals increasing day by day and becoming unmanageable (Botha, 2004), the tasks of professionally developing novice teachers should be delegated to HODs as they normally work with teachers on issues regarding the classroom (Du Plessis & Eberlein, 2018). A major challenge experienced by novice teachers immediately after being employed is that of trying to simultaneously learn how to teach whilst discovering their identity as the teacher (Farrell, 2016). During the first stage of concern of Fuller's (1969) theory, novice teachers are trying to discover their identity within the profession while at the same time worrying about basic skills such as managing the classroom, giving out instructions to learners, and teaching the subject content which makes their transitioning not easy, especially if they are not being supported.

The professional development of novice teachers is vital as it allows a platform where good teaching practices are being shared among colleagues and professional relationships are encouraged (Ingersoll & Strong, 2011). The data from this study suggest that novice teachers are often left to be on their own and often struggle without any support from their principals, the school management team (SMT) members and senior colleagues. The participants grappled with the transition.

As a rule, they were applying a trial-and-error method to learn and cope with transitional challenges. The assistance they did get was when they informally approached colleagues during for example, break times, and that raises concerns on whether principals and members of SMTs are aware of their duty to develop teachers as it is contained in their job descriptions in the PAM document (RSA, 2016) and according to performance standard 9 of the IQMS policy. Where support is provided, it is done in a haphazard manner and generally ineffective. Participants who reported to have received the informal support from their schools did mention that, even though it was not enough, it did help them cope to some extent with their transitioning from university into the workplace.

More specifically, novice teachers struggled with the content of the subjects they teach. Curriculum design at tertiary level for teaching students can encourage or discourage a

novice teacher after completion of the initial teacher training to either stay or exit the profession prematurely (Allen, 2013). The struggle to cope with the teaching of content subjects by novice teachers indicates that many of them initially spend more time trying to survive during their first years in the teaching profession without attaining self-adequacy. Without the necessary support the attainment of self-adequacy will be even harder to fulfil. This is because the content knowledge taught at tertiary level is vastly different from what is prescribed in the curriculum. This ambiguity in subject content complicates novice teachers' transitional experience even more.

In addition, the misinterpretation of the annual teaching plans (ATPs) often result in novice teachers teaching content which they were not supposed to, or spending more time on topics which were allocated less time as per the ATP. This negatively affects the quality of their teaching. Teaching competency forms part of the first stage of concern of Fuller's teacher development theory (1969) and if novice teachers are not being assisted on how to interpret ATPs, then their teaching will be affected which will result in them spending more time than desired within the stage of survival.

A study by Miles and Knipe (2018) revealed that novice teachers find classroom management and ill-disciplined learners as the most difficult challenges encountered and that novice teachers wish that they could be given more time to settle before being allocated administrative duties. Although being a classroom manager is one of the core duties of a teacher as prescribed in the PAM, novice teachers are generally not exposed to routine administrative tasks like keeping a learner attendance register and a period attendance register during their initial training. Without proper induction novice teachers experience these tasks as challenging and frustrating and therefore are unlikely to experience the second stage of self-adequacy as the Fuller (1969) theory suggests.

Many learners in rural secondary schools are over aged and ill-disciplined which often result in learners refusing to take instructions from novice teachers. The ill-discipline of learners makes the work environment less enjoyable which can result in teachers becoming bored, losing interest and experiencing teacher burnout which is the third stage of concern in Fuller's (1969) theory. Participants blamed members of the SMT for

not having laid a solid foundation for learners to know that teachers should be respected and treated with dignity.

Participants indicated that they do not feel fully prepared to deal with existing challenges within the profession, particularly in rural areas (Bezzina, 2006). Significantly, most of challenges experienced by participants in this study are related to what should be their core duties as per the PAM (RSA, 2016), and the conclusion that can be drawn is that novice teachers are not sufficiently prepared to perform the most basic of tasks during their initial teacher training. In addition, this underscores the importance of induction when novice teachers commence their teaching career which will help them to accept and develop their shortcomings. Such support should be continuous until they find their feet within the profession and are able to satisfy the demands of their profession and go through the three stages of survival, self-adequacy and acceptance, in accordance with Fuller's (1969) theory.

Inconsistent application of departmental policies by principals also causes added confusion for novice teachers during their first years of teaching. In many cases policies are not being applied and principals often use their own discretion when confronted with a challenge.

5.2.2 What challenges do novice teachers in rural secondary schools experience?

According to Bezzina (2006), novice teachers often struggle to put the learned theories into practice once they join the profession. There is general agreement among participants that there is a huge difference between being a student teacher and being a competent teacher. They indicated that their experience at university is more theoretical in nature whereas now they are forced to apply theories in practice. In this regard participants expressed a need for developmental support. Lovett and Davey (2009) questioned the one-size-fits-all approach followed by many tertiary institutions that offered teacher education. Similarly, participants in this study reported that they believe some of the transitional shocks they experienced are particular to a rural school context which did not receive attention during their pre-service training.

A study by Baker (2012) reported that classroom management of novice teachers is a major concern for them. Poor learner discipline is one of the most demanding

challenges encountered by the participants and they lacked the classroom management skills needed to enforce learner discipline. Linked to poor learner discipline, overcrowded classes in rural schools were reported as another challenge participants encountered which negatively affected the quality of their teaching.

The working relationship between novice and experienced teachers in the participating rural schools was reported to be not a healthy one. Toxic interpersonal relationships in schools hinder effective support to novice teachers and it forces them to seek assistance from teachers in other schools as a strategy for them to experience self-adequacy.

Novice teachers struggle with lesson planning and preparation and participants reported that no formal assistance was provided to them with regards to the curriculum requirements. As a result, novice teachers often do not complete the curriculum timeously and are forced to introduce extra lessons to cover the full scope of the curriculum and be on same level as other colleagues and to ensure that learners in their classes are not disadvantaged.

Excessive paperwork, poor time management, a heavy workload, the information management system provided by the Department of Basic Education (SA-SAMS)) and compiling the continuous assessment (CASS) files are additional challenges experienced by participating novice teachers and for which limited support was provided at their schools. In addition, some participants reported that limited teaching resources and having to participate in extra-mural activities, especially in a sport code one has no background knowledge of and without support from teachers with experience in that code, as challenges that made the process of transitioning into the teaching profession difficult.

Participants acknowledged that no amount of tertiary education will ever be enough to make them survive the realities that exist on the ground and reported that better professional support and developmental activities should be implemented in schools for them to grow and accept their unique developmental needs and move from one stage of concern to the next, as illustrated in Fuller's theory (1969). According to the participants, it is the responsibility of their principals and HODs to professionally support and develop

them. Participants in this study survived their early years of teaching by engaging in and initiating their own professional development activities to acquire new knowledge and administrative skills as per performance standard 5 of IQMS, since no or little formal professional support is being provided to them by their schools.

5.2.3 What strategies do novice teachers employ to experience self-adequacy?

Participants initially did not experience any self-adequacy and support provided by principals was deemed lacking. Participants were learning through trial and error and only when they were able to master required skills and competencies, did they experience some level of adequacy. Informal mentoring normally happens during social interactions between the novice and the experienced teachers and this provided some assistance to the participants in developing strategies on how to survive and produce results within the school (Pillay, 2016). Some of the participants reported that they relied more on experienced teachers for help, albeit informally.

Informal mentors are more accessible than formal mentors and consultation with them can be made anytime, unlike with formal mentors where appointments are made (Pillay, 2016). This was, however, initiated by the participants themselves and was not offered formally by their schools. Such interaction generally happened during break times and was not formal occasions. Participants also engaged colleagues, and even learners, as a way of familiarising themselves with the school culture and to gain an understanding of the structures and procedures that are in place at their schools. This was enough to see some of the participants satisfying to some extent the requirements of the first stage of concern which is survival and moving on to the stage of self-adequacy.

Observing lessons presented by more experienced colleges is deemed by participants as particularly useful in acquiring self-adequacy. Aspects participants focused on are how to teach certain topics of the curriculum, selection of teaching methods for different topics and different classes, and how to maintain order during a lesson and keep learners fully engaged. That helped participants to address the initial challenge of not being able to deliver lessons of content subjects successfully and to move on to the

next stage of self-adequacy One participant who could not get the support and training on how to plan and prepare lessons within his school, cried out for help and was assisted by his subject advisor in the circuit and that helped the participant to experience a level of self-adequacy. Participants also reported that they take advantage of departmental meetings organised by their HODs to consult colleagues on areas where they feel support is needed.

5.2.4 How do novice teachers experience induction and mentoring in rural schools?

The participants all agreed that the process of transitioning from university to the workplace is not an easy one and that it is even more difficult if you are placed at a rural school. Formal induction and mentoring are not happening in the participating schools and novice teachers are generally left to fend for themselves. Although the PAM is unambiguous about the developmental role of principals, departmental heads and senior and master teachers, it is evident that novice teachers are not provided with the support they need and that formal induction and mentoring is not happening in the participating schools.

Participants reported that they could not socialise freely with colleagues, because the work environment was not the way they had imagined while still at university. This underscores the importance of communities of practice within schools. A community of practice is described as a group of people who have something in common and who meet regularly to discuss their concerns and develop one another (Wenger, 1998). Novice teachers in rural schools could form a group where they meet and share the challenges they are encountering and practical ways on how to overcome them. Countries like Singapore, Finland, and Korea make use of communities of practice where experienced teachers meet with novice teachers and support them to survive the challenges experienced by them during the phase of transition (Darling-Hammond, 2010).

A community of practice provide novice teachers with an opportunity to absorb the shocks they experience and provide possible practical strategies that could be employed (Pillay, 2016). Novice teachers who could not access their HODs for help

reported that they informally engaged fellow colleagues and teachers in other schools for help. One participant reported that he was assisted by the curriculum advisor of his subject while some revealed that they survived by doing lesson observations most of the time.

From as far back as the 1980s, mentoring and induction are recognised as two key elements that should always be included in novice teacher support programs (Van Ginkel, Verloop & Denessen, 2015). However, novice teacher participants in this study reported that they were not formally supported in any way and that most of the time they were on their own. A study by Tynjälä, Slotte, Nieminen, Lonka and Olkinuora, (2006) reported that many novice teachers agreed that the training and education received at tertiary level were never enough for them to survive the challenges encountered during the transitional phase especially in rural schools. In this regard one participant reported that the only induction he received was when he was introduced to everyone in the workplace and toured the school buildings and received nothing about curriculum related issues.

Exposing novice teachers to mentoring and induction at an early stage of their career will assist them in dealing with the transitional shock and motivate them not to quit the profession prematurely (European Commission, 2015). However, this study has found that little formal support in the form of induction or mentoring was received by the novice teachers at the participating schools. For example, some participants reported that it was tough for them to perform tasks they never heard of during their time at university and did not know how it should be carried out. While induction can build a teacher to be effective, mentoring is about continuously improving the quality of a teacher (Heikkinen et al, 2008). Participants in this study who did not experience any form of mentoring or induction reported that generally the quality of their teaching was low and that they experienced challenges in teaching their lessons successfully.

It is thus evident that transitioning from being a full-time tertiary student to a competent teacher can be troublesome to novice teachers (Dishena, 2014). Participants in this study have revealed that their transitioning process was not as smooth as they expected. It was very rough with no or little support in the form of mentoring and

induction from principals and members of the SMT. This is despite the Personnel Administrative Measures (PAM) being clear on the role of senior and master teachers to serve as mentors to new and less experienced teachers working under them (RSA, 2016). This is indicative of a policy-practice gap that exists in many schools.

5.3 RECOMMENDATIONS

Based on the findings and conclusions as discussed above, I make the following recommendations:

5.3.1 A clear and detailed policy on induction and mentoring of novice teachers is needed

This study has found that there is a gap between what novice teachers experience in their tertiary pre-service education and what is really happening in schools. The theoretical foundation being laid during tertiary pre-service training does not come through for them when faced with practical challenges within the profession. The introduction of a new detailed policy specifically aimed at developing novice teachers through mentoring and induction by the Department of Basic Education (DBE) or school governing bodies (SGB) can help close the gap that exists between the theory learned at tertiary institutions and what is happening in practice in schools. The policy should for example list tasks that need to be performed by novice teachers, the time by which the task should be completed, the person responsible for mentoring a particular novice teacher, and the resources that are available or may be needed. If well implemented and monitored, novice teachers will learn how to plan and prepare their lessons, how to manage their classrooms, how to enforce discipline, how to compile CASS files and other registers, etc., before they get to formally discharge their core duties in accordance with the PAM (RSA, 2016).

I therefore recommend that school governing bodies and school management teams design a clear school policy on induction and mentoring of novice teachers to assist them to cope with transitional challenges, especially during the first three years of employment and for principals to monitor the implementation of the policy closely and to ensure that all resources needed are available in schools. I further recommend that the

policy should be flexible as challenges experienced will differ from one teacher to another and from school to school.

5.3.2 Full engagement of SMT members during the development of an induction and mentoring policy is required

According to the Personnel Administrative Measures (PAM), members of SMTs and senior and master teachers should serve as mentors to less experienced teachers (RSA, 2016). The study found that this was not happening in the participating schools. The SMT members who provided the support to novice teacher participants did so informally and on a voluntary basis. I therefore recommend that school management teams be involved when developing a policy on induction and mentoring of novice teachers as they will be key role players in ensuring that the implementation of such a policy is successful. The areas where novice teachers need the support should be determined in collaboration with each individual novice teacher.

5.3.3 The use of departmental meetings to assess and evaluate the progress of the new policy

The study found that departmental meetings are being used by novice teachers as a platform to cry out for help, but that such meetings are not being held regularly and often enough. It seems as if departmental policies are not in existence or not being adhered to, since meetings are only being held when there is an urgent matter to attend to. The PAM document requires a HOD to initiate meetings in his department during which he or she is also expected to offer support and guidance to less experienced teachers (RSA, 2016). I therefore recommend that the departmental policies be reviewed and adjusted so that it will have an added focus on novice teacher support so that these meetings could be used to reflect on the challenges experienced by novice teachers and to deliberate on support strategies. I further recommend that these meetings should be held regularly and novice teachers given opportunities to express whether the support given is relevant to their challenges and beneficial to their growth and development.

5.3.4 Allocation of dedicated mentors to novice teachers

Participants in this study indicated that duties like class teaching, lesson planning and preparations, compiling teacher files, administering learner attendance register, setting tests, marking, honouring extra-mural activities, maintaining proper records of information, teaching different subjects in both further education and training (FET) and general education and training (GET) phases were allocated to them during their first three years of teaching. However, according to the PAM, teachers at entry level should engage in class teaching including academic, administrative, educational and disciplinary aspects and to organise extra-curricular activities (RSA, 2016). This means that many of the duties experienced as challenges by participants are routine duties one would expect of any teacher, experienced or not. The indication that such routine tasks are experienced as challenges cannot be overlooked. The gap that exists between being a student and a practicing teacher could be the reason behind participants listing routine duties as challenges. Therefore, school leaders and managers should be sensitised and be made aware of these challenges being experienced by novice teachers and this should be considered in the work allocation of novice teachers. The allocation of a dedicated mentor to a specific novice teacher should address this problem to a large extent.

5.4 LIMITATIONS OF THE STUDY

This study used a multiple case study design and stratified purposive sampling to sample twelve novice teachers who served as participants. This small sample means that the findings of this study cannot be generalised to all rural schools. The findings only apply to schools where novice teachers who took part in the study are employed and not to all rural schools.

The study was conducted in rural schools where numerous socio-economic issues, like poor infrastructure, lack of education amongst SGB members and poor financial management exist. Such contextual factors could have influenced the experiences and responses of the participants. Therefore, a similar study among for example novice teachers working in urban schools could have different findings.

Other limitations include the subjective bias of the researcher, limited time to conduct interviews due to the COVID-19 pandemic, problems in accessing venues where the interviews were to be conducted, ethical constrains and lack of resources. My personal interest in the study as the researcher because of how I have experienced my own transition during my first three years of employment, may have also influenced my interpretation of the data.

5.5 SIGNIFICANCE OF THE STUDY

The findings of this study add to the existing literature about the experiences of novice teachers working in rural schools. Policy makers and implementers within schools (SGBs and SMTs) and in the Department of Basic Education (DBE) can learn from the findings of this study and make necessary adjustments within the existing policies to assist novice teachers with transitional challenges that exist in rural schools. A teacher development strategy which includes mentoring and induction need to be drafted, adopted and implemented in South Africa, particularly in rural schools, so that challenges that are experienced by novice teachers during their transitional process could be addressed formally and effectively.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

The current study achieved its objective of exploring the experiences of novice teachers in their transition from university to the workplace in rural schools. The research was undertaken in rural secondary schools where there are a general lack of resources and poor infrastructure which add to challenges encountered by novice teachers. It was found that in rural secondary schools there is a lack of school designed policies aimed at supporting and developing novice teachers. I therefore suggest that a similar study be carried out in schools in other contexts, for example urban or township schools. Such studies should use a larger sample of participants so that the findings could be more generalised to the whole population.

It seems as if the terms mentoring and induction is being used interchangeably and not clearly understood by school leaders. I therefore further suggest that a more comprehensive study about mentoring and induction in rural schools be done. Policies like the Integrated Quality Management System (IQMS) and Continuing Professional

Teacher Development (CPTD) which are administered by the South African Council for Educators (SACE) have already been implemented in the country to promote teacher professional development. However, the silence of participants about these two policies in their responses during interviews could mean that they either have not been exposed to these policies or the level of implementation of these two policies in schools is questionable. I therefore suggest that a comprehensive study about professional development policies in rural schools be conducted to explore the experiences of rural teachers regarding the implementation of these policies and to determine the level of success these policies have on teacher development.

5.7 CONCLUDING REMARKS

The study attempted to understand how novice teachers in rural secondary schools experienced the transitioning process from being a university student to becoming a competent teacher. Although the findings from this study cannot be generalised due to the limited number of participants, the study exposed crucial aspects that leaders and managers of rural schools should consider supporting novice teachers at their schools. The findings suggest that novice teachers need to be supported with regards to aspects such as how to manage a classroom, how to discipline learners, how to compile a teacher file and how to interact with stakeholders. This could be done through effective induction and mentoring. This study revealed that principals and SMTs need to design a formal school policy that targets the growth and development of novice teachers as soon as they join the profession. Recommendations made based on the findings from this study can help school leaders and managers of rural schools and the Department of Basic Education (DBE) in revising existing policies to be used by schools to develop and support novice teachers. The study further suggested a need for similar studies to be carried out in schools in other contexts, using a larger sample so that results could be generalised to the whole population.

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7. ANNEXURES

Annexure A: Informed consent for Novice teachers

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

27 January 2020

Mr / Ms ……………

………… Secondary School

Dear Sir / Madam

Invitation to participate in a research study entitled: "**Transitioning from university to workplace: experiences of novice teachers in rural schools**".

I am Madibana Matlou Eliphus, a Masters student at the University of Pretoria. The title of my study towards my Master's degree is "**Transitioning from university to workplace: experiences of novice teachers in rural schools**". The aim and objective of this study is to explore and understand the challenges experienced by novice teachers during the transition from university to the work place (school) and to suggest how such transition should be managed. I am working under the supervision of Dr André Du Plessis from the Department of Education Management and Policy Studies in the Faculty of Education at the University of Pretoria.

I kindly invite you to participate in this study. As a participant in this study you will be asked to partake in a semi-structured interview during which will be recorded. The interview will be scheduled after school hours as per your availability and will take place

at a venue convenient to you as the participant. The interview will take approximately 45- 60 minutes.

Your participation in this study is voluntary and confidential. You have the right to withdraw at any point during the data collection phase of the study without any consequences or explanations. You can be assured that your decision will be respected. Confidentiality and anonymity will be guaranteed by allocating pseudonyms to each participant during the transcription, data analysis and reporting phase of the study. Your name as a participant will not be mentioned in any of my findings in this study.

You will be asked for permission by me as the researcher to make audio recordings of the semi-structured interview. The purpose is to transcribe the interviews for data analysis purposes. The recording will be kept safely at the University of Pretoria. My supervisor and I will have access to the audio recordings. All data collected will be used for academic purposes only. As a participant, you will have the opportunity to access and verify the recorded views and transcriptions, to avoid misinterpretations. You may ask questions before or during the time of participation. If you have any concerns regarding the data collection procedures, please notify me or my supervisor.

I would also like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies. The data collected from you for this study, may be used in future for any other study. Your personal details will not be disclosed in future studies.

I would also like to confirm to you that I will not start with data collection process until I get permission from the Ethics committee of the faculty of education at the University of Pretoria and the Limpopo Department of Education.

Should you be willing to participate in the study, please sign the consent form below.

Kind regards

Madibana Matlou Eliphus

E-mail address: madibaname@yahoo.com

Contact number: 0798416234

Supervisor: Dr Andre Du Plessis

E-mail address: duplessis.andre@up.ac.za

PERMISSION FOR RESEARCH
I, _____, hereby give permission to ME Madibana to include me as a participant in his research on **Transitioning from university to workplace: experiences of novice teachers in rural schools***.* Signature: _____ Date:_____

Annexure B: Letter to the School Principal

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

27 January 2020

The Principal

………… Secondary School

Dear Sir / Madam

Permission to conduct research entitled: **Transitioning from university to workplace: experiences of novice teachers in rural schools**

I am Madibana Matlou Eliphus, a Masters student at the University of Pretoria. The title of my study towards my Master's degree is "**Transitioning from university to workplace: experiences of novice teachers in rural schools".** The aim and objective of this study is to explore and understand the challenges experienced by novice teachers during the transition from university to the work place (school) and to suggest how such transition should be managed. I am working under the supervision of Dr André Du Plessis from the Department Education Management Studies in the Faculty of Education at the University of Pretoria.

I kindly request your permission to use newly appointed (novice teachers) in your school to participate in my study. The research consists of two parts, namely, a semi-structured interview and document analysis. The semi-structured interview will be scheduled after school hours as per availability of sampled teachers and will take place at a venue convenient to him/her. Each interview will be audio recorded with the permission of the participants and should take approximately 45- 60 minutes.

I would also like to request for permission to analyse some policy documents at the school. For the purpose of document analysis, official documents such as the new Personnel Administrative Measurement (PAM) of 2016 and Integrated Quality Management Systems (IQMS) will be analysed, focusing on roles of principals, departmental heads, senior and master teachers in ensuring that teachers are professionally developed. Other internally developed school policies on professional teacher development will also be requested for analysis purposes.

The aim of the document analysis is to analyse the policies and procedures pertaining to the induction, mentoring and professional development of novice teachers at the school. As the principal you are not expected to personally participate in this study. Each participant will have the opportunity to access and verify the transcribed interviews accuracy.

The participation of teachers in this study is voluntary and confidential. They have the right to withdraw at any time during the data collection process without consequences or explanations. All decisions will be respected; confidentiality and anonymity will be guaranteed. Pseudonyms will be used during the transcription and reporting phases of the study to ensure confidentiality of the participants and the school.

All the data collected during the interview process will be kept safe at the University of Pretoria. My supervisor and I will have access to the audio recordings and interview transcripts. All data collected will be used for research purposes only. Please do not hesitate to contact my supervisor or myself should you have any concerns regarding the data collection procedures.

I also request your permission to use the data from the school, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis using the data for research purposes. The confidentiality and privacy applicable to this study will be binding on teaching and future research studies. This means all data collected from the school during the interview process will only be used for academic

purposes.

Should you agree to allow me to conduct research at your school, please sign the consent form below.

Kind regards

Madibana Matlou Eliphus

E-mail address: madibaname@yahoo.com

Contact number: 0798416234

Supervisor: Dr Andre Du Plessis

E-mail address: duplessis.andre@up.ac.za

PERMISSION FOR RESEARCH
I, _____, (Principal of ……………..) hereby give permission to ME Madibana to include our school as a participant in his research on **Transitioning from university to workplace: experiences of novice teachers in rural schools***.*   Signature: _____ Date:_____

Annexure C: Letter to the School Governing Body Chairperson

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

27 January 2020

The Chairperson

SGB of ………… Secondary School

Dear Sir / Madam

Permission to conduct research entitled: **Transitioning from university to workplace: experiences of novice teachers in rural schools**

I am Madibana Matlou Eliphus, a Masters student at the University of Pretoria.   The title of my study towards my Master's degree is "**Transitioning from university to workplace: experiences of novice teachers in rural schools.**" The aim and objective of this study is to explore and understand the challenges experienced by novice teachers during the transition from university to the work place (school) and to suggest how such transition should be managed. I am working under the supervision of Dr Andre Du Plessis from the Department Education Management Studies in the Faculty of Education at the University of Pretoria.

I kindly request the permission to conduct my research at the school with novice teachers who are appointed at the school. The research is made up of two parts, namely, a semi-structured interview and document analysis. The semi-structured interview will be scheduled after school hours as per the availability of the teachers and will take place at a venue convenient to him/her as the participant. The interview should take approximately 45- 60 minutes.

I would also like to request for permission to analyse official documents at the school such as the new Personnel Administrative Measurement (PAM) of 2016 and Integrated Quality Management systems (IQMS) on roles of principals, departmental heads, senior and master teachers on ensuring that teachers are professionally developed. I would also analyse any other professional development school policies that are available at the school for the purpose of this study. I would also request, through the principal documents such as staff development programmes and evaluation reports for analysis.

The aim of the document analysis is to analyse the policies and procedures pertaining to the induction, mentoring and professional development of novice teachers at the school. As the SGB Chairperson, you are not expected to participate in this study. Only selected novice teachers will be interviewed and school policies will be analysed. Each of the participants will have the opportunity to access and verify the transcribed interviews to verify the accuracy of information.

Participation of the school in this study is voluntary and confidential. Teachers have the right to withdraw at any time during the data collection process without consequences or explanations. Participant's decision will be respected; confidentiality and anonymity will be guaranteed at all times. To avoid any association of the participant or the school, pseudonyms will be used during the transcription and reporting phase of the project.

In participating in this research study, sampled novice teacher (s) working in the school will be asked for permission by me to make audio recordings of the semi-structured interview. The purpose of the recording is to aid in the transcriptions of the data analysis purposes. The recordings will be kept safely at the University of Pretoria. My supervisor and I will have access to the audio recordings. All data collected will be used for research purposes only. Please do not hesitate to contact my supervisor or myself should you have any concerns regarding the data collection procedures.

I also request your permission to use the data from the school, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis using the data for research purposes. The confidentiality and privacy applicable

to this study will be binding on future research studies. All the data collected from the school during interviews processes and from the school policies will be kept strictly confidential and will only be used for the purpose of the study.

Should you agree to the contents above, please complete and sign the consent form below.

Kind regards:

Madibana Matlou Eliphus

E-mail address: madibaname@yahoo.com

Contact number: 0798416234

Supervisor: Dr Andre Du Plessis

E-mail address: duplessis.andre@up.ac.za

PERMISSION FOR RESEARCH
I, _____, (SGB Chairperson) hereby give permission to ME Madibana to include our school as a participant in his research on **Transitioning from university to workplace: experiences of novice teachers in rural schools***.* Signature: _____ Date:_____

Annexure D: Letter to the Provincial Head of Department

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Madibana ME

75 Inveraan Village

Senwabarwana

Polokwane

0790

23.10.2019

Head of Department

Limpopo Department of Education

Dear Sir/ Madam

PERMISSION TO CONDUCT A RESEARCH STUDY IN CAPRICORN NORTH DISTRICT

I am currently enrolled for a Master's degree in Education Management and Policy Studies at the University of Pretoria. As part of the requirement for completion of the degree I am expected to undertake a research study in the field of Education Management and Policy Studies. The title of the proposed research study is: **"Transitioning from university to workplace: experiences of novice teachers in rural schools".** The primary aim of this study is to explore and understand the subjective experiences of novice teachers working in rural secondary schools in order to

gain a better understanding of how they cope with challenges experienced during the transition stage. The study seeks to specifically obtain insights from novice teachers placed in rural secondary schools.

I request your approval to do my research in the Capricorn North District. 12 novice (newly appointed) teachers will be selected as research participants. The criterion for selecting participants is that they not have more than 3 years teaching experience. The data collection procedure will involve conducting semi-structured interviews with the participants. I also request for approval to analyse documents relevant to my study such as school policies, departmental policies, IQMS documents and minutes of IQMS meetings from all schools were sampled teachers are employed.

The semi-structured interviews will be conducted after working hours so that my research does not interfere with teaching and learning time. Each interview will be conducted for duration of approximately 45-60 minutes. Data collection is intended to commence as soon as permission is granted and would be completed in approximately three months.

Permission will be sought from all participants, school principals and the chair of the SGB. Participants will be informed that the interviews will be audio-recorded for data transcription purposes. They would also be given the opportunity to verify the transcriptions to avoid misrepresentation. The recordings and transcriptions will be kept safely at the University of Pretoria. My research supervisor and I will have access to the transcriptions and audio recordings. These will only be used for research purposes.

The researcher will follow the ethics principles and guidelines of confidentiality, anonymity and respect as laid down by the University's ethics committee. Participants will be given the opportunity to voluntarily participate in the study without any coercion. Should they decide to withdraw from the interview at any time, they will be given the freedom to do so.

All the participants will be asked to sign a consent letter agreeing to take part in the study. The consent form will address issues of ethical concerns while also indicating to the participants that their participation in the study is entirely voluntary and that they

may withdraw at any stage of the data collection process without repercussions. All participating schools will also be asked to give permission for the research study to be conducted at their sites.

The researcher will not start with the data collection process before obtaining permission from the Ethics Committee of the Faculty of Education at University of Pretoria and the Limpopo Department of Education.

1. **DECLARATION BY THE RESEARCHER**

1.1 I **Madibana Matlou Eliphus** declare that all statements made by myself in this application are true and accurate.

1.2 I promise to submit copies of the research report to the Limpopo Department of Education upon completion of my studies.

Signature: ………………………………………

Date   : 27 January 2020

2. **DECLARATION BY SUPERVISOR**

2.1 I declare that: (Name of the researcher) Madibana Matlou Eliphus

2.2 Is enrolled for the M Ed Leadership degree at the University of Pretoria.

2.3 The researcher is aware of the conditions of conducting research in schools in the Limpopo province.

2.4 I will ensure that after completion of the research degree a copy of the research report will be sent to Limpopo Department of Education. Failure to submit the report may result in permission being withheld from both the student and the supervisor in future.

2.5 Name	André du Plessis
2.6 Title	Dr
2.7 Institution	University of Pretoria
2.8 Faculty/Department	Department Education Management and Policy Studies

2.9 Telephone	012-420 2929
2.10 E-mail address	duplessis.andre@up.ac.za
2.11 Signature	
2.12 Date	27 January 2020

Yours Faithfully

Madibana Eliphus

Cell: 079 841 6234

E-mail: madibaname@yahoo.com

Persal: 83880071

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

PERMISSION FOR RESEARCH
I, _____, (HOD of Limpopo Department of Education) hereby give permission to ME Madibana to include schools and 12 Novice teachers working under Capricorn North District as participants in his research on **Transitioning from university to workplace: experiences of novice teachers in rural schools***. Signature: _____ Date:_____

Annexure E: Permission to do research: Limpopo Provincial Education Department

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
CONFIDENTIAL

Ref: 2/2/2   Enq: Mabogo MG   Tel No: 015 290 9365   E-mail: MabogoMG@edu.limpopo.gov.za

Madibana ME
P O Box 1312
Dendron
0715

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"TRANSITIONING FROM UNIVERSITY INTO THE WORKPLACE: EXPERIENCE OF NOVICE TEACHER IN RURAL SCHOOLS OF LIMPOPO PROVINCE "**

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the School concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MADIBANA ME

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
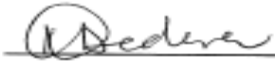Tel: 015 290 7600, Fax: 015 297 6920/4220/4494
The heartland of southern Africa - development is about people

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

(signature)   25/06/2020

Mrs Dederen KO   Date
Acting Head of Department

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MADIBANA ME

Annexure F: Interview Protocol

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

INTERVIEW PROTOCOL

For

Requirements for the degree of M. Ed Education Management, Law and Policy

TITLED

"**Transitioning from university to workplace: experiences of novice teachers in rural schools**"

Primary research question:

How do novice teachers cope with transition from university into the workplace?

sub-questions

1) How do novice teachers survive their first three years of teaching?
2) What strategies do novice teachers employ in order for them to experience self-adequacy?
3) How can novice teachers be inducted and mentored to accept their unique developmental tasks?

Interview questions

1. How challenging do you find the transition from being a student into a competent teacher to be?
2. Do you think there is a gap between being a student and a new teacher? If yes, how wide is it according to you?
3. What are the challenges you experiencing in your first years of teaching?

4. What type of support do you think should be provided to assist you to cope with the challenges experienced?

5. Is there anyone from the staff who is assisting you to deal with any of the challenge encountered during the transition stage?

6. Is there any induction program taking place at your school? If yes, how useful do you find it?

7. In a case where induction is not taking place or not effective, what strategies do you employ to experience self-adequacy?

8. How do you experience mentoring at your school?

9. Who in your opinion, should be responsible to ensure that you receive mentoring and induction and why?

10. How would you like to be inducted and mentored in order for you to accept your unique developmental tasks?

11. In your opinion, is the school management doing enough to support you cope with challenges you experiencing in the transition stage?

12. In your opinion, what causes novice teachers to exit the profession prematurely?

13. What effect do you think the challenges you experienced during the transition stage have on the quality of your teaching?

14. As a novice teacher based in rural school, what challenges can you say they are only found in rural schools and how do you deal with them?

15. What are responsibilities allocated to you as a novice teacher? Do you think you are being allocated same responsibilities as experienced teachers?

16. Is there anything else that you would like to tell me about the experiences you have regarding transition from university to workplace?

Annexure G: Turnitin Report

Eliphus Madinana Dissertation

Dr A. Du Plessis
13-02-2021

ORIGINALITY REPORT

5%	4%	1%	%
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2%
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