

**School management teams' experiences on the induction process
of novice teachers in primary schools**

by

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DECLARATION

I, Thelma Sasavona Mkhabele, student number 13421272, declare that the dissertation titled, *School management teams experiences in the induction process of novice teachers in primary schools*, which I hereby submit for the Master's Degree in Education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at any tertiary institution.

Thelma Sasavona Mkhabele

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I declare that I obtained the applicable research ethics approval for this mini dissertation. I observed the ethical guidelines stipulated by the Research Ethics Committee in terms of the University of Pretoria's Code of Ethics for Researchers and the Policy for Researchers

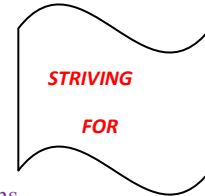
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School management teams' experiences on the induction process of novice teachers in primary schools

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ABSTRACT

In any workplace it is a norm that newly appointed staff members should be welcomed and inducted. How the induction process is implemented differs from one organisation to another. This study focused on the school management teams' experiences in the induction of novice teachers in primary schools. School management teams (SMTs) are confronted by various challenges when implementing the induction process of novice teachers. As there is limited knowledge on the topic, this study intended to analyse, describe, interpret and record the practices of SMT members regarding the challenges they encounter and possible solutions during the induction process of novice teachers. The purpose of the study was to explore and describe the school management teams' experiences concerning their roles in the induction process of novice teachers.

The assumptions informing this study were that if novice teachers are expected to perform their duties similar to experienced teachers, there should be support structures in place to enhance the quality of their lesson delivery. SMT members are expected to induct novice teachers successfully, therefore, they should also be guided on the "how" of the implementation of the induction process. Purposive sampling technique was used to select suitable participants. The target group were principals, deputy principals and heads of department in selected primary schools in Johannesburg Central district. The data collection method applied was semi-structured interviews where all responses were recorded and analysed according to emerging themes that answered the research questions.

Results revealed that induction of novice teachers is still not realised as significant in most schools (Hudson, 2012). It is not a prerequisite for a completion of the novice teacher's probation to a permanent appointment. SMT members supported the need for induction guided by a school policy, but they required realistic workloads to devote time to provide the much-needed support of novice teachers. The study recommended that the Department of Basic Education formalise the implementation of induction processes in all schools by providing policy guidelines to SMT members to enhance the induction process in schools. Furthermore, the study recommends the development of SMT members on how to induct novice teachers as a continuous and shared responsibility of all stakeholders.

KEY WORDS

Attrition, induction, novice teachers, professional development, retention.

ACRONYMS AND ABBREVIATIONS

CPTD - Continuous Professional Teacher Development

DBE - Department of Basic Education

DoE - Department of Education

GDE - Gauteng Department of Education

HOD - Head of Department

IQMS - Integrated Quality Management System

NTIP - New Teacher Induction Programme

PAM- Personnel Administrative Measures

RSA - Republic of South Africa

SACE - South African Council of Educators

SASA - South African Schools Act

SGB - School Governing Body

SMT - school management team

USA - United States of America

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CHAPTER ONE

1. INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Novice teachers are newly appointed staff members who recently graduated from college or university and do not have experience in teaching or managing an unpredictable classroom environment (Quin, 2012; McArthur-Rouse, 2008). Studies reveal that most novice teachers quit within the first five years of entry into the profession (Ingersoll, 2012) due to burdensome workloads, lack of support from leadership, absence of learning opportunities, poor working conditions, lack of job-satisfaction, inadequate provision of learning materials, and learner-indiscipline (Buchanan, 2010; Gonzalez, Brown & Slate, 2008). In support, Zulijan and Pozarnik (2014) assert that the attrition rate could be because of the teaching role that has become more complex and demanding because of the learners' negative attitudes and behaviours, and the high expectations of parents regarding their children's academic performance. Reese (2016) adds that the difficulties experienced by novice teachers in schools include lack of guidance on lesson preparation, managing unruly learners, applying various methods of teaching, as well as parental apathy in their children's school activities.

Novice teachers enter the profession with a bank of academic theoretical knowledge (Hollins, 2011) but find it difficult to impart their knowledge in practice in the classroom (Bezzina, 2006). The transition from university to the professional life of a novice teacher is difficult, hence the need for them to be inducted in all areas of teaching-learning such as lesson-planning, methods of teaching, and understanding of their personal, social and professional needs. Liston, Whitcomb & Borko (2006) confirm that the novice teacher's main problems (among others) originate from inadequate pre-service training in preparation to teach, thus the ongoing and crucial need for professional development. After graduation, many of the new recruits are not accustomed to the realities of the arduous demands of the teaching profession; for example, the behaviour of learners in schools changed in the 20th century, which has a negative impact on teaching-learning processes, hence the alarming attrition rate. Caspersen and Raaen (2014) discovered that teachers talk of a 'reality shock' in their first few years of teaching - this is due to the inability to cope with the demands of what is expected of a novice teacher (Harmsen, Helms-Lorenz, Maulana & Van Veen, 2018). Research confirms that it is critical for novice teachers to undergo induction programmes during the first three years of their career such that

they are supported by obtaining information about the school context, understanding school and Departmental policies, and freedom to interact with other teachers in solving problems, as well as emotional support and guidance (Prilleltensky, Neff & Bessell, 2016). In this regard, novice teachers' personal and psychological concerns relate to their self-esteem and self-efficacy (McCarthy, Lambert & Reiser, 2014) as experiences of isolation, anxiety, loneliness, and inadequate support are common among novice teachers (Hargreaves & Fullan, 2013). When novice teachers are not supported, they feel as if they do not belong to an organisation, thus causing stress and depression, which adversely affect their health thus contributing to job dissatisfaction, lack of morale, and an increased attrition rate. According to Bower and Carroll (2017), one per cent (1%) of novice teachers are stressed and need clinical support. Beltman, Mansfield and Price (2011) and Moore (2016) suggest different ways of assisting novice teachers in developing the knowledge and skills needed in the teaching profession to reduce attrition. One such strategy is the induction process; hence, this study aimed to contribute to the knowledge and skills in the field to reduce the attrition of novice teachers via the effective induction practices of novice teachers.

The induction process is the first stage of the novice teacher's lifelong professional development process (Sela & Harel, 2019). It is the process of developing the novice teachers' capacities necessary to cope in the profession. Ngan (2015) established that the quality of teaching and learning could be enhanced when teachers experience job satisfaction, which may result from an effective induction process. In South Africa, the SMTs as the managers and leaders of the school, are responsible for supporting novice teachers as mandated by the Personnel Administrative Measures document (PAM, DBE, 2016). However, this document does not give directives on how they are supposed to implement the process. The SMTs are responsible for supporting novice teachers; they include the principal, deputy principal and the heads of departments (HODs). The SMT members are the ones expected to induct and support novice teachers because of their years of experience in the profession (PAM, DBE, 2016). The number of the team members in the SMT depends on the number of learners at the school. The SMTs and their leadership styles influence the school culture, which may enhance the organisational climate and social environment, which set the tone for novice teachers adapting to the school culture (Angelle & Anpara, 2006). Andriani, Kesumawati & Kristiawan (2018) assert that the SMT leadership can have a positive or negative influence in a school's culture. Pillay (2016) contends that SMT members are change agents in implementing best practice

within the school. This supports the fact that SMTs' leadership styles influence the school culture.

The South African Schools Act [SASA] (84 of 1996) provides a basis for the formation of structures for managing schools in the form of School Management Teams [SMTs] (RSA, DoE, 1996). According to SASA section 16A, the principal is responsible for the day-to-day professional management of the school, and according to the Personnel Administrative Measures (PAM, DBE, 2016), it is the duty of the SMT to support novice teachers. This is clear from the following excerpts which states that the principal as a member of the SMT is responsible for:

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

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

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

The HOD as a member of the SMT is responsible for:

“...providing and coordinating guidance on the latest ideas on approaches to the subjects, method, techniques, evaluation, and aids in their field, and effectively conveying these to the staff members concerned; on syllabuses, schemes of work, homework, practical work, remedial work, to inexperienced staff members; and on the educational welfare of learners in the department,” (DoE, 1998).

Mestry (2017) indicates that SMT members have focused on the professional management of the school, but most have neglected curriculum management and support for inexperienced teachers because they are not trained to be instructional leaders since there is insufficient in-service training on instructional leadership.

Support for novice teachers in their professional development is significant for building on their previous knowledge, sharing dynamic educational experiences, and nurturing a climate of admiration for contemporaries (Boutte, 2012, Ingersoll & Strong, 2011; Sass, Seal & Martin; 2011). Both personal and professional needs could be achieved through activities such as

induction and workshops. A study done by Van Tonder (2021) indicates that the Department of Basic Education (DBE) in South Africa gives guidelines to SMT members to support novice teachers; however, there is no evidence in the literature and in practice that schools are implementing such guidelines. The reasons for this situation form the framework of this study: *to explore SMTs' experiences in the induction process of novice teachers in primary schools*. The hypothesis is that the lack of support to new educators might be a contributing factor to their inability to deliver quality teaching and learning, thus resulting in them sometimes quitting their jobs. This study intended to identify what SMTs enacted during the process of induction concerning novice teachers. In addition, the study aimed to also explore how SMTs managed the challenges encountered during the induction process of novice teachers in primary schools.

1.2 RESEARCH PROBLEM

Ideally, novice teachers should be inducted by school leaders and managers, namely the SMTs. Grudnoff (2012) indicates that SMTs should orientate the novice teachers, observe them while teaching in class, assist them in making the classroom conducive to teaching and learning, help them plan their lessons thoroughly, and prepare them for parents' meetings and communicating with parents. While the induction process is a common practice in some schools, other schools do not have an induction process or policy for novice teachers only; only 1% of novice teachers receive a comprehensive induction (Martin, Buelow & Hoffman, 2016). A study by Lebea, Edu & Edu (2016) reveals that SMTs in some schools are unable to induct novice teachers due to the lack of experience, time-constraints, and low confidence to execute the task. Mafora and Pharobatho (2013) also agree that SMTs have not been sufficiently trained to induct novices.

Additionally, there is a lack of adequate literature on the leadership and management of the induction of novice teachers in South Africa. There is apparently a lack of formal induction programmes, limited literature, and training on how novice teachers should be inducted in primary schools in South Africa. Schwille (2008) indicates that there is a gap in research regarding the challenges experienced by personnel who support novice teachers in the induction process. Lambeth et al. (2012) agree that SMTs and the districts officials need a well-structured programme to provide support and guidance to assist novice teachers in coping with challenges at the beginning of their careers. In this study, I intended to explore the experiences of the SMTs regarding the induction of novice teachers as well as the challenges they (SMTs) experience.

1.3 CONCEPTUAL FRAMEWORK OVERVIEW

This study is guided by the conceptual framework of the management process pioneered by Henry Fayol (1914). Its key concepts are planning, organising, leading, and controlling. No matter which industry one works in, these four basic principles are consistent and applicable across all areas. The integration of the management process is outlined in figure 1.1 below, and explained in detail in the sections that follow (1.3.1 – 1.3.4)

CONCEPTUAL FRAMEWORK:

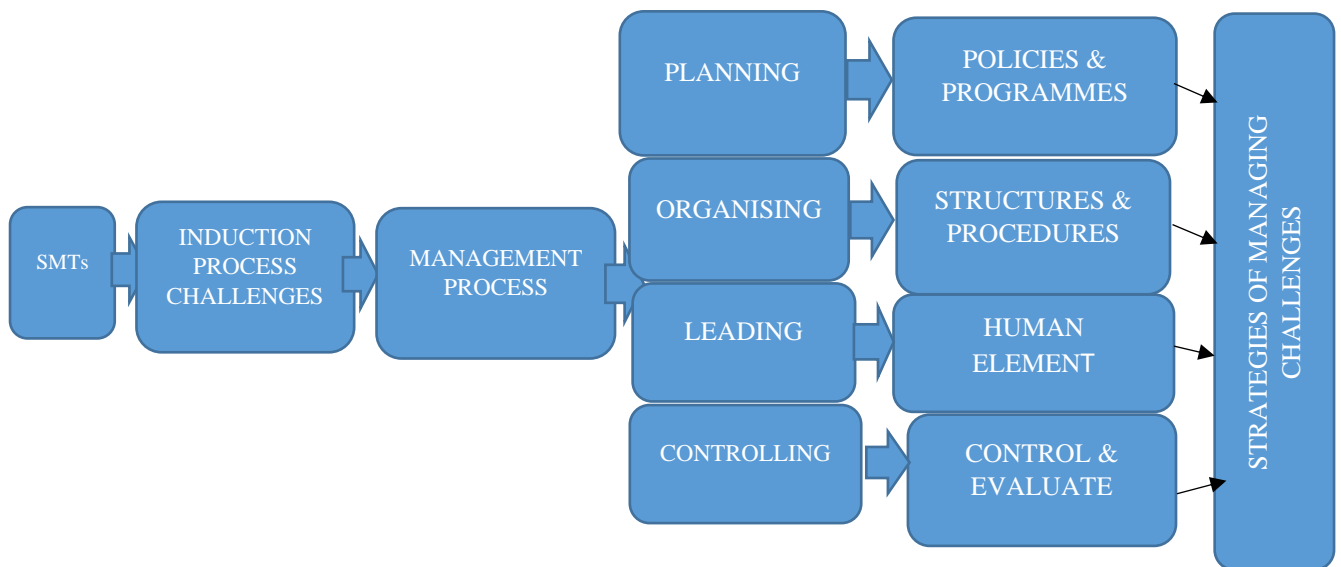


Figure 1. 1: Conceptual framework of the management process (Adapted: Fayol, 1914)

1.3.1 Planning

Planning is the management process that involves formulating and implementing decisions about the future direction and setting objectives and determining a course of action for achieving those objectives (Kerzner 2017). The first stage of the management process is planning. Murray & Loures (2016) assert that planning is the management task that requires enlightened thinking to strategise and contemplate what an organisation require, and to make future decisions. Planning is significant in any project to be undertaken because it gives direction on what needs to be done. In other words, planning is about setting objectives and determining a course of action. Thorpe, Gold and Lawler (2011) indicate that SMT members must first set relevant and visionary goals and then plan towards attaining them. When one plans, one needs to anticipate challenges, and then only establish objectives. In line with this,

planning allows SMT members to brainstorm their ideas, set realistic goals, and structure innovative strategies to successfully accomplish planned goals (Smit, Cronje, Brevis & Vrba, 2011)

1.3.2 Organising

Organising involves the assignment of tasks with adequate responsibility and allocation of resources in an organization to achieve common goals. The planning process is followed by organising which is ensuring that the planning process is successfully implemented. In this study, organising is the responsibility of the committees entrusted in carrying out what was planned. I looked at the organisational structures in schools which may help in the successful implementation of the planning process. In order for the induction process to be effectively implemented, it has to be well structured, such that a novice teacher will be appointed a supporter, mentor or coach – possibly one from the SMT. Moreover, an effective induction process needs a well-organised structure with a sound management plan to ensure that novice teachers are afforded professional development to successfully execute the operational needs of the institution (Murray & Lourens, 2016).

1.3.3 Leading

Leading is influencing and motivating of employees to accomplish objectives and directs behavior to achieve coherent and cohesive organizational objectives Sharma & Jain (2013). After organisation as a management process, there is the leading process which is about influencing behaviour regarding all role-players. The role of the SMTs in leading the process of induction of novice teachers are explored in this study. Leading involves building relationships, guiding, communication, decision-making and problem-solving. Fayol (1914) asserts that if managers are effective, their subordinates may also be effective by conscientiously exerting effort to successfully attain organisational goals. Coordination amongst SMT members is an important aspect in this study as it is assumed to lead to the aligning all curriculum activities in the induction process. Pillay (2016) indicates that collaboration between colleagues should be mutual to ensure that appropriate professional development can lead to high quality teaching-learning situations in novice teachers' classrooms.

1.3.4 Controlling

Controlling is a function of the management which helps to evaluate and monitor progress and take corrective measures to reach the mission and goals of an organization Smith, Cronje,

Brevis & Vrba (2011). Controlling and evaluating quality assurance of the process is also a key principle in the management process which explored in this study. In managing the induction of teachers, there should be controlling instruments such as observation, monitoring, measuring, evaluation and corrective actions. The reason for controlling is to establish high performance standards, benchmarking, and taking corrective measures. As such, controlling needs effective and cordial interaction of all members involved for the process of development to be successful (Bolden, 2011).

This conceptual framework was foundational when interrogating the *what*, *how*, and *why* factors when exploring participants' experiences and views of the phenomenon under study. In planning this research, many documents that included induction policies, school-year plans, support-programmes, and budgets were reviewed. In organising, I strived to establish how the SMTs described their management of the induction process concerning novice teachers. I focused on establishing the structures that are in place and used by the SMTs in the induction process. The leadership of the SMTs in the induction process, which is the human element in the management process, and how the SMTs control that process were investigated in this study. The challenges related to the four management principles, as well as the strategies that the SMTs implemented to overcome the challenges, are highlighted in this study.

1.4 PURPOSE OF THE STUDY

The purpose of this study was to explore and describe the SMTs' experiences concerning their roles in the induction process of novice teachers.

1.5 AIM AND OBJECTIVES

The aim of this study was to contribute to the school management team's experiences on the induction process of novice teachers in primary school by exploring at their experiences.

The objectives of this study are

- 1.To establish and describe the SMTs practices in the induction process of novice teachers in primary schools.
2. To explore how SMTs identify and manages the challenges experienced during the induction processes.
3. To determine the availability of resources used to support the induction processes in primary schools.

The study intended to establish and describe the practices of the SMTs in the induction process of novice teachers in primary schools. The study also explored how the SMTs identify and manage the challenges experienced during the induction process. The assumptions that informed the study were that if novice teachers are expected to perform the duties as experienced teachers, there should be support measures in place to guide newly appointed teachers to acquire the skills required to provide high-quality teaching and learning to learners (Darling-Hammond & Lieberman, 2013). The study also aimed at identifying strategies of enhancing the quality of induction processes regarding novice teachers; more particularly suggesting possible solutions to SMTs who encounter significant challenges when implementing the goals of induction in schools.

1.6 RESEARCH QUESTIONS

In order to address the above research problem, the following primary question and secondary questions were structured:

Primary question

- What are the experiences of the school management team in the induction process of novice teachers?

Secondary research questions

- What are the challenges experienced by the SMTs during the induction process of novice teachers in primary schools?
- How do School Management Teams manage the challenges experienced during the induction of novice teachers in primary schools?
- What suggestions are offered by the SMTs to address the challenges of the induction process for novice teachers?

1.7 METHODOLOGY

1.7.1 RESEARCH APPROACH, PARADIGM AND APPROACH

The researcher used a qualitative approach in this study because she wanted to study the phenomenon, the experiences of school management teams on the induction process of novice teachers in primary schools as human behaviour is influenced by the environment in which they are within (Mc Millan and Schumacher, 2014)

An interpretivist paradigm was used because the researcher was interested on how the participants interpret their experiences of the induction process of novice teachers. Chilisa (2019) states that interpretive paradigm is the study of human consciousness which describes and attempts to explain human experiences. This afforded the researcher an opportunity to interact closely with the participants during interviews.

The researcher used qualitative approach because it helps in garnering of rich in depth and varied interpretations of individuals' experiences (Cohen, Manion and Morrison 2018)

1.7.2 Sampling

Purposive sampling was used in this study. In purposive sampling the participants are chosen based on their experience to help the researcher to answer the research questions (Creswell, 2014). The selected participant was experienced SMT members in selected primary schools in Johannesburg Central district. They were interviewed about their experiences on the induction of novice teachers. The sample size was nine participants, it was three principals, three deputy principals and three heads of department.

1.8 PROCEDURES OVERVIEW

The participants in this study were SMT members. Purposive sampling was used to select the participants, and convenient sampling to choose the site. Participants were purposefully selected because they were within the context of the phenomenon under investigation (Rule & John, 2011). Patton (2014) indicates that purposeful sampling involves selecting participants who can provide relevant information, this type of purposeful sampling requires selecting a small number of participants with important and relevant information as it has great impact on the development of knowledge. Hence, the SMT members were selected for the study as they were within the specified context as they were employed in primary schools in the Johannesburg Central District in Gauteng Province. The assumption was that they would present in-depth information needed to answer the research questions (Rule & John, 2011). The sites that I had chosen were within close proximity, convenient and accessible to me because I work in the same District (Cohen, Manion & Morrison, 2018). The SMT members participated in the interviews to generate data that was later analysed to answer the research questions. Semi-structured interviews were conducted, which were audiotaped for later transcription. An interview protocol was utilised to guide the responses during the interview. A convenient time to both the participant and researcher was negotiated, with little distractions and noise for audio-taping the interview which lasted between 45 to 60 minutes. Document analysis included

the PAM Document (DBE, 2016) and the South Africa Schools Act no. 84 (RSA, 1996), which were dissected to establish what was expected of SMT members regarding the induction process of novice teachers. Accordingly, chapter three of this dissertation presents a detailed discussion of the research methodology.

1.9 SIGNIFICANCE OF THE STUDY

The findings of this research study aimed to generate new knowledge and thus add to the literature on the professional development of novice teachers, including experiences about school-based professional development. The identified practices of the SMTs in this study may provide knowledge to other stakeholders about how to successfully conduct the induction of novice teachers at their schools. The findings of this study therefore provide suggestions on policy issues that apply to the induction of newly qualified teachers.

1.10 LIMITATIONS

In this study, I adopted the qualitative research method and a limited number of three primary school's sites therefore, findings are not easy to generalize. Other limitations of the study were time constraints and access to participants. I was cautious not to interrupt the participants' teaching and learning schedule, so interviews were done after-school hours. Hence, there was limited time to conduct the interviews as most of the participants had other commitments after school hours. I used telephonic interviews due to COVID-19 restrictions, therefore, there were some incidences when the interviews were interrupted because of network glitches and load-shedding. The findings of this study were mainly elicited from 'self-reporting' information from the selected participants, which is not representative of a larger population. This may limit the research to a small-scale study, therefore, it may be difficult to generalise the findings as this representation may not be the true reflection of all primary schools in South Africa. The findings of this study cannot be replicated because the conditions under which the phenomenon was investigated were not similar to other groups studied in this inquiry.

1.11 DELIMITATIONS

The delimitation of this study was that I conducted the research at the same District where I worked because of travelling costs, time and other incidental expenses that I could have

incurred if the research sites were far apart. The sample size of the study was limited to only SMTs' experiences of inducting novice teachers. The nine (9) participants were from three primary schools in the Johannesburg Central District, which was manageable. Closed and open-ended questions were asked to assess the SMTs' views on the induction process of novice teachers.

1.12 DEFINITIONS OF TERMS

School management team - In the South African context, the school management team (SMT) consists of the principal, deputy principal and heads of department (South African Schools Act 84 of 1996). The SMT is regarded as the managers and leaders of the school. For this study, the members of the SMT were the principal, deputy principal, and the heads of department whose role also involved inducting novice teachers, among other responsibilities.

Induction – This is a process of introducing new teachers to adapt to the dominant language, values, norms, and knowledge of the school and the teaching profession as a whole in a new school environment (Mwelwa et al., 2015). For this study, the induction process is the first stage of the novice teacher's lifelong professional development process (Sela & Harel, 2019).

Novice teacher – This is a teacher who is new in a school and without experience in teaching. For this study, novice teachers were referred to as the newly appointed teachers who recently graduated from college or university who do not have experience of teaching-learning environments, which can be unpredictable (Quin, 2012; McArthur-Rouse 2008).

1.13 CHAPTER LAYOUT

Chapter 1: This chapter presented the research study's background, research problem, conceptual framework, the purpose of the study, research questions, significance of the study, limitations, delimitations of the study, definitions of terms, and the organisational layout of the dissertation. The conceptual framework was also explained.

Chapter 2: This chapter dealt with the review of relevant literature about the transition from student-teacher to novice teacher, as well as the experiences of SMTs concerning the induction process of novice teachers in primary schools. In reviewing the literature, I referred to the challenges experienced by novice teachers and SMTs, and the importance of induction.

Chapter 3: Chapter 3 provided the methodology of this study which was qualitative in nature. An in-depth explanation positioned this study in the interpretative paradigm. I had decided to conduct a qualitative study as it enabled me to generate rich and in-depth data (Cohen et al., 2011). Also, the ethical considerations and aspects of the trustworthiness of the study were discussed.

Chapter 4: This chapter presented the research findings and the discussion thereof. The data analysis was described under themes which were critically dissected by comparing them to current and previous literature, as well the conceptual framework.

Chapter 5: This last chapter concluded the study by presenting a summary of the findings, the conclusions, and recommendations for further research. It completed the study by including a final commentary on the research topic.

1.14 SUMMARY OF THE CHAPTER

This chapter presented the background of the study, which explained the transition of novice teachers to professional life, and the problem experienced globally by most novice teachers who are underprepared for the profession's complexities. The background also identified the SMT as the relevant and significant personnel within the school who support novice teachers. The problem statement described how this study emerged. The conceptual framework of the study was outlined. The crafting of the research questions was aimed at achieving the purpose of the study. The study procedures, the significance of the study, limitations and delimitations, definitions of key concepts, and the role of school management teams regarding the induction of novice teachers were all described. The last section of this chapter included the outline of the study in terms of the details in the chapters. The next chapter (2) in this study, deals with the national and international literature reviews related to the topic, furnishing a detailed discussion among scholars on the topic of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter (1) presented the introduction and background of the study, the research problem, the purpose, aim, objectives, research questions, significance of the study, conceptual and theoretical frameworks, limitations, scope, definitions, and ethical considerations. Starting a new job in a new environment can be a stressful experience if there is no support from seniors and other colleagues. In this chapter (2), literature is reviewed based on published articles relevant to the study, focusing on international and local perspectives. Accordingly, this chapter critically evaluates relevant literature concerning the experiences of SMT members in the induction process of novice teachers in primary schools, which foregrounds this study by highlighting what is already known about the induction process of novice teachers and the role that the SMT members play in managing the process. The literature review presented in this chapter is divided into two sections.

The first section unpacks the concept of novice teachers, the expectations of a novice teacher, problems experienced, as well as the current strategies being utilised for induction processes.

This second section of the literature review unpacks the induction process where the meaning of induction, what it entails, importance of induction, and the challenges internationally as well as in South Africa, are addressed. The necessity for effective implementation of induction processes is evident in literature as many researchers maintain that induction is significant for all novice teachers (Kearney, 2016). The challenges related to leadership, are followed by the role of SMTs in the induction process of novice teachers. An analysis of policy guidelines, functionality of SMTs' roles, the composition of SMT members, their role as individual members, and what is known about SMT or middle managers. The review also includes the context of the study where the structure of South African primary schools, specifically the schools in the Johannesburg Central District in Gauteng province is elaborated on. The literature review concludes by identifying the gap in literature by demonstrating how this study may contribute to new literature on the induction of novice teachers.

2.2 NOVICE TEACHERS

2.2.1 Meaning of Novice Teachers

The definition of novice teachers differs from one geographic area to another. In South Africa a novice teacher is one who has completed a professional teaching qualification at an institution of higher learning, and is appointed for the first time to work as a teacher in a formal school environment where effective teaching and learning is expected to occur (DoE, 2011).

A novice teacher is not only new to the teaching profession, but is also without experience in teaching in a formal school environment (DoE, 2011). For this study, novice teachers are inexperienced teachers entering the profession who are teaching for fewer than three years. (Blunt, 2013). In America, England and Australia novice teachers are referred to as beginner teachers, probationers, neophytes, new teachers and newly qualified teachers (Pillay, 2016).

Novice teachers in New Zealand and the province of New Brunswick in Canada are referred to as novices until they are assessed and registered as qualified teachers (Grudnoff, 2012; & Kutsyruba, 2012). However, in Ontario Canada, a novice teacher is one who is hired for the first time, and is expected to complete the New Teacher Induction Programme (NTIP) before being recognised as a qualified teacher. In Scotland novice teachers have to undergo a probation period, hence they are referred to as probationers (Draper, Christie & O'Brien, 2007).

2.2.2 Expectations of Novice Teachers

Novice teachers enter the school setting with many expectations, some realistic, some unrealistic. Gavish and Friedman (2011) indicate that a novice teacher's highest expectation is public recognition of the importance of teaching, while receiving support from their colleagues SMT member, and parents, featured as less important. Feelings of isolation, a perceived inconsistency between imagined expectations and classroom reality, as well as lack of support and guidance were identified as key concerns (Kim & Cho, 2014). Arends and Phurutse (2009) report that 63% of the participants they interviewed across five provinces of South Africa reported that the practical experience that they had gained throughout their tertiary education did not assist in the real-world of teaching. The study findings revealed that novice teachers did not gain from their strong theoretical knowledge from tertiary institutions because this did not give them confidence of being an effective teacher in the practical work of being an effective teacher (Arends & Phurutse, 2009). The novice teachers must be guided to create

realistic expectations of entering their profession; that is, to deliver quality teaching and learning. Unrealistic expectations can cause conflict amongst novice teachers and their supervisors and colleagues. As a result, it is important that in the induction process the novice teachers are made aware of what is expected from them.

2.2.3 Challenge of Teacher Attrition

Novice teachers expect SMT members to be visible to assist and guide novices in their classrooms, and in their development (Cherian & Daniel, 2008). It is, therefore a challenge to them when the SMT members are too occupied to assist them to adjust to the new school environment. Miles and Knipe (2018) reveal in their studies that the transition from student to novice teacher can be problematic. According to LoCascio, Smeaton & Waters (2016), there is a continuous cycle of teachers entering the profession; however, a steady number of teachers are leaving the profession before they gain the required expertise to establish themselves as experienced teachers. Darling-Hammond (2010) indicates that internationally, the percentage of teachers who leave the profession differs between 30% to 50% each year; it is therefore significant to understand why this is happening as the cost of teacher-attrition is a major concern. Ingersoll and Strong (2011) and Strong (2009) have indicated that to reduce attrition, effective guidance and support is significant for retaining the novice teacher. Pillay (2016) contends that the type and quality of support they receive will determine how long they continue in the profession. This situation leads to an unstable and unproductive environment for the teaching and learning process at schools. Newly appointed or novice teachers sometimes work in troublesome and unmanageable classroom environments, and are not able to cope with the arduous demands of the teaching profession (Nahal, 2010). Classroom management is one of the biggest issues that novice teachers faced suggesting that training needs to be provided in this regard. This is supported by Arends and Phurutse's (2009) study conducted in Australia, which revealed that classroom management and discipline were serious challenges to novice teachers. Pillay (2016) suggests that novice teachers' inexperience makes identifying students' needs a difficult process. However, Goh and Wong (2014) assert that teachers have the responsibility to teach and know their students, manage the classroom and student's behaviour, know different teaching strategies, and possess values and expertise. Senom, Zakaria and Ahmad Shah (2013) echoed that transition from the teacher-training institution to a practical classroom environment has been characterised as reality shock in which novice teachers realise that the ideas, they formed during training may not be appropriate for the real world of first-

year teaching. Hence, professional support offered by SMT members to novice teachers will guide their transition from novice teacher to skilled professional teacher (Knight & Moore, 2012).

Levine (2006) reported that 3 out of 5 teacher education institutions do not prepare their graduates with skills and knowledge they need to be effective teachers in practice thus, novice teachers lack the confidence to cope with the realities of learner's behaviour and other classroom management challenges. Training and support of novice teachers in the early years of their careers may reduce the attrition of the teachers from the profession (Henry, Bastian, & Fortner, 2011). Induction is not peculiar to novice teachers only - in all professions, newly appointed employees are inducted and trained to do the work effectively.

Nahal (2010) observed that novice and experienced teachers must do the same duties in schools, have similar workloads, and are expected to produce exemplary results despite the difference in work experience. Due to such expectations, many teacher preparation programmes focus on providing opportunities to prepare novice teachers during the professional development sessions to be able to better cope with work expectations early in their careers (Banks, 2015). Teachers who do not receive induction and support leave the profession at a high rate than those whose schools provide support (Guha, Heyler, & Hammond, 2017). Tomasello (2016) describes the steady loss of novice teachers as alarming due to the rate (8% per annum) at which novice educators are leaving the profession; this is concerning as there is a decrease in the enrollment of teachers in universities, which creates a situation where we will have teacher-shortages in the future. If experienced teachers and novice teachers are expected to do the same tasks, then it is crucial to investigate the realities and the experiences of novice teachers to identify strategies that will alleviate attrition. The PAM (DoE, 2016) document only stipulates the percentages of SMTs' workload, but there is a lack of differentiation regarding teaching workloads based on the work experience and abilities of the teachers.

2.2.4 Challenges Experienced by Novice Teachers

Senom, Zakaria and Ahmad Shah (2013) state that novice educators experience a perplexing change from the instructor training foundations to life in real classrooms. Despite this, novice teachers in Malaysia do not get sufficient help, as there are no novice educator induction projects to set them up to adapt to the change. However, novice teachers expect the total

commitment of experienced teachers or SMT members to assist them whenever they have a need (Pieters, 2021).

Additionally, various coaches capable of introducing induction in Malaysia to support novice teachers to adapt to the change from tertiary training-college level to real-life school responsibilities have reported that short-term coaching projects are ineffective as ongoing mentoring for a continuous period. Also, coaching is regarded as being rigid, and does not fulfil novice teachers' needs as they are tedious and do not offer help after the projects. For example, novice teachers of the subject 'English as a Second Language' in three elementary schools in Malaysia, were not effectively guided to adapt to real-life school duties even after being coached. This implies that novice teachers built up their knowledge and skills simply through receiving instruction at training institutions; this included casual stints of 'apprenticeship' at schools as understudies by copying qualified and experienced educators who served as good examples – but this was not sufficient. For novice teachers to become experts at their jobs and function as 'veterans', conversing daily with partners and working with different educators during the first few years of entering the profession will ease the complexity of the teaching tasks and school administrative work (Riddlebarger, Dickson, Kennetz, Stringer, & Tennant, 2014).

Barnes (2016) examines the sociocultural challenges of the novice teachers and their reactions when entering the real-world of teaching in terms of being socialised and acculturated in the new school environment. Novice teachers face challenges in developing their professional teaching competencies needed to demonstrate high level skills while preparing to work, sometimes in a sociocultural environment that may be unfamiliar (or even hostile) to them. An alarming number of novice teachers do not fully make this transition after completing their training, but rather leave the teaching profession; this is due to the lack of induction processes and professional development programmes for novice teachers (Fantilli & Mc Dougall, 2009). Novice teachers often lack confidence in their abilities because the absence of support often makes them feel alone and forlorn in the classroom (Feiman-Nemser, 2010). Stingu (2013) suggests that regular scheduled monitoring meetings on induction processes covering specific topics play a significant role in capacitating novice teachers. In this regular meeting, novice teachers are given the opportunity to ask questions and receive answers on the intricacies of teaching and managing classroom responsibilities.

Peterson (2017) indicates that in South Africa, novice teachers also experience challenges in performing their duties due to a lack of experience, which is sometimes exacerbated by the absence of a school policy on induction. According to Van Niekerk and Dube (2011), these challenges lead to isolation, a reality shock, insufficient resources, difficult roles, generation gap amongst colleagues, and stress. According to job descriptions of post-level one teachers in the Personnel Administrative Measures [PAM] (DoE, 2016) document, novice teachers are also required to engage in administrative duties, teaching, extra and co-curricular duties, as well as interaction and communication with all stakeholders. The PAM document (DoE, 2016) further states that teachers' participation in professional development activities must improve teaching, learning, and management skills in education outside the classroom. All the above responsibilities make the novice teachers overwhelmed and frustrated when they must juggle all these activities without support from experienced staff members. This results in fear, anxiety, low self-esteem, and a feeling of inadequacy – often referred to as reality shock (Fantilli & McDougall, 2009). In sum, the literature provides a general picture of the challenges novice teachers in various countries face during their first years in the teaching profession.

2.2.5 Strategies for Induction

Botha (2013) contends that schools are different, and regarded as complex organisational structures that are characterised by a fixed culture and 'uncertainty' because of its nature. A school climate is largely determined by the nature of its learners (Dron, 2018), therefore induction strategies will differ from one school to another. In South Africa teaching practice is an important component of a teacher qualification (degree or diploma) that is obtained through formal education studies. As part of their practical training, student-teachers are placed in schools at various periods in the year, and expected to observe, plan, and deliver lessons in the classroom (Flores, 2015). In many institutions, the lecturer is expected to visit the student teachers at school to mentor, monitor, and evaluate their progress. Adu-Yeboah and Kwaah (2018) indicate that this practical experience allows student teachers to improve their knowledge and practice of teaching methods, including aspects such as drawing up lesson plans, designing lesson objectives, time-management, and the judicious use of resources. Research studies involving novice teachers by Fantilli and McDougall (2009) and Flores and Day (2006), reveal the radical change and sometimes dramatic experience of the adaptation

from student-teacher to a novice teacher. Some researchers, DiCicco, Sabella, Jordan, Boney, & Jones (2014) have highlighted the impact of this reality shock that novice teachers face as they take on the full might of the responsibility of being full-time teachers. Hence, the professional development of novice teachers is one of the effective methods of reducing anxiety and sub-standard performance by novice teachers which involves collaboration with experienced teachers, colleagues, and SMT members (Makopoulou & Armour, 2014).

In South Africa we have Continuous Professional Teacher Development (CPTD) programmes as an ongoing guiding mechanism to refresh the skills of all teachers. This is because according to the National Policy Framework for Teacher Education and Development in South Africa, teachers are expected to continually upgrade their skills, values, knowledge and attitudes needed for the effective teaching of the new curriculum (RSA, 2007). The role of engaging novice teachers in CPTD is summarised in the PAM (DoE, 2016) document. The CPTD has three categories: self-initiated, school-initiated, and externally initiated.

The student teachers from teacher-training institutions are also expected to be involved in extra-mural activities as part of their practice-teaching session in order to prepare somewhat for the real world of the profession. Mohammed, Valcke and Wever (2017) report that the novice teacher's involvement outside the classroom has become as important as what they are required to deliver inside the classroom.

In South Africa we have the South African Council for Educators (SACE) which is a professional body established in terms of the SACE Act 31 of 2000 (as amended). SACE is mandated to register teachers, manage a system for the continuous professional development of teachers, and ensure that all teachers abide by the code of professional ethics. The SACE has been acknowledged as a key role-player in professionally developing teachers as professionals who require lifelong learning to improve and refresh their knowledge and skills in order to keep abreast of new research and to learn new strategies from experienced colleagues.

Professional development is based on individual teachers realising that their professional growth is significant, and that they are unable to perform according to their own acceptable standards (Steyn & Van Niekerk, 2005). From this description, one can easily conclude that professional development is not an activity that one merely engages in to promote development successfully in a specific area, but rather an intrinsic drive that needs to motivate individuals

to strive in improving and developing themselves. Van Zandt (2013) agrees that additional professional development for novice teachers had a positive influence on their feeling of confidence to uplift their careers and experience. Munshi (2018) also confirms that professional development workshops positively impacted teachers' motivation, which cascaded into their work as professionals who deliver quality lessons, coupled with a sound knowledge of administrative duties.

An induction programme is the important link between novice teachers' formal study at teacher-training colleges and their professional development in their first few years of being in the profession, since one learns through practice and interacting with others (D'Amico, Mangione, & Pettenati, 2018)

In Saudi Arabia novice teachers learn by trial and error and this has a negative impact on teachers' and learners' performance. Alhamad (2018) reported that the inadequate preparation of English teachers had left them with limited knowledge. These teachers graduated without proper training. This was evident when they became frustrated when managing learners when presenting their lessons in the classroom. Giraldo (2014) found that professional development programmes are not effective unless we consider the novice teacher's philosophies, needs, experiences and challenges. Pillay (2016) states that professional development programmes should fulfil the novice teacher's personal needs to develop a sense of satisfaction to improve positive work ethics. Therefore, this study argues that teachers feel motivated and keen to explore new approaches to improve and strengthen teaching-learning standards when they are supported and understood.

2.3 INDUCTION PROCESS

2.3.1 What is Induction?

The word *induction* originates from the Latin word *inducere* which means influence, introduce or lead in a particular direction. Every organisation needs to welcome and orientate their newly appointed staff members in the job they will be doing in terms of what is expected of them. Teacher induction is a process to develop, train, support and guide novice teachers when they start their teaching careers. In literature, induction can be linked with development, introduction, support and training. Induction is the foundation of settling novice teachers into

their new work environment (Ntsoane, 2017). It is described as the school's efforts to assist newly appointed teachers to adjust effectively to their new work environments without disruptions, and as quick as possible so that teaching and learning can proceed as effectively and efficiently (Steyn & Van Niekerk, 2005). This is additional training but very crucial to enhance and refresh the novice teacher's long-term knowledge and skills. Ingersoll and Strong (2011) define induction as the support, guidance, and orientation that novice teachers receive during the transition from being a student-teacher to a fully-fledged professional. Matsebane (2015) states that induction is intended to effectively introduce novice teachers to the procedures, rules and regulations, as well as to support them to quickly settle into the rigours of the profession. It is a way of refining novice teachers' knowledge, skills, values and attitudes by providing support in the first years of their career. Induction should be well-structured and ongoing in nature until the novice teacher is well settled and confident to function as a 'seasoned' professional. Hence, it is important that SMT members work as a team in the effective implementation of the induction process which should be monitored and evaluated in order to develop intervention strategies when there are challenges. The intervention strategies will assist in the improvement of the induction programmes.

2.3.2 What does Induction Entail?

Induction entails orientating novice teachers to the organisational culture, beliefs and practices of the school to create a conducive workplace to support novice teacher's personal and professional wellbeing (Ingersoll & May, 2011; Young, Holdgreve-Resendez, & Qian, 2011). The focus should be on both parties to become committed to the induction process; that is, the novice teacher and the individuals expected to give support to novice teachers. However, there is lack of literature on how the process should unfold. Understanding the experiences of SMT members in the inducting of novice teachers assisted in gleaning information to address the gap in the issue concerning the lack of induction policies and guidelines. Feiman-Nemser (2010) posits that induction could be seen as principles and actions employed by systems of development and work, to orientate novice teachers to move along a path toward one belonging to a professional practice, while building collaborative relationships and sustainable work environments where there are shared goals for all staff members.

Nally and Ladden (2020) indicate that principals and deputy principals as school managers, should play a critical role in the process of inducting novice teachers. They are responsible for setting a conducive environment for teaching and learning. Induction as part of novice teachers' professional development should have a well-structured plan of action embedded in programmes and policies. Induction should consider the novice teacher's psychological needs, and professional development, as well as promote the understanding of the school as an organisational structure (Pillay, 2016).

2.3.3 Importance of Induction

Establishing a well-structured induction programme can supplement previous teacher-training efforts as well as contribute towards the teacher's professional development to enhance teaching practice. Dishena and Mokoena's (2016) suggest that in order to achieve the planned objectives of the school, induction programmes must be well-structured and implemented in a proper manner in schools. Recently qualified teachers face the truth of understanding that their instructive experience did not satisfactorily prepare them for the real-life complexities of classroom practice (Vonk, 2018). The preparation in colleges and universities rarely prepares them for classroom realities; when they complete their training, they are not necessarily competent for executing the tasks of teaching and managing unruly learners, keeping a multitude of records, marking for long hours, and planning lessons and assessments with appropriate strategies, among others (Tamir & Magidin de Kramer, 2011). The purpose of induction is to support newly qualified teachers intellectually and emotionally to enable them to succeed in their profession (Beltman et al., 2011) by providing opportunities for new teachers to interact with experienced educators to imbibe information and skills for teaching and learning (Rodgers & Skelton, 2014). Lynch (2016) adds that in induction, novice teachers are helped with adjusting to the local school culture and standards. Research reveals that novice teachers rely on their connections and networking with other teachers to develop their skills when they start teaching (Kelly & Antonio, 2016). A study by Wei, Darling-Hammond, Andree, Richardson and Orphanos (2009) found that approximately 66% of novice teachers indicated taking an interest in an induction programme during their first year; and 71% of them had a senior to induct them. When novice teachers are supported, it is easy for them to adapt in the school environment as they feel free to request for assistance when they see that there are people ready to assist them. Wood and Stalus (2009) recommend that quality induction

programmes are needed to reduce the number of novice teachers quitting their jobs. Achistein et al. (2010) believe that teachers' voices are not included in the induction programme or policy designing. Thus, in this study, the reality of the induction process of novice teachers including the quality of induction programmes instituted in the schools are examined. Urgent attention to novice teacher induction is important because of its influence on teaching and learning and on teacher retention (Papay, Bacher-Hicks, Page, & Marinell, 2017). Mwela et al. (2015) state that through the process of induction, novice teachers are instilled with confidence, sound values, and ethical norms and standards to follow a thorough work ethic. For this reason, is important for all stakeholders to become more responsible and serious about the induction of novice teachers. Studies reveal that, if novice teachers do not receive the necessary support to develop professionally, they become frustrated individuals and school becomes 'simply too much' (Petersen, 2017).

According to LoCascio (2016), where intensive induction programmes have been used to support beginner teachers, the results have proven to be successful, not only in the development of the novice teacher, but it also contributed significantly to teacher retention. Induction is important because it bridges the academic qualification obtained at the tertiary level to the reality of being a teacher in the classroom. Induction is an important component for the professional development of novice teachers which should be prioritised by all stakeholders. Professional support offered by the SMT members in terms of the novice teachers' needs will guide the transition from novice teacher to skilled professional (Knight & Moore, 2012). Induction programmes should be funded by the Department of Education and implemented by SMTs with the support of School Governing Bodies (SGBs). The SGBs as the controllers of the school finances, should include the induction programme costs in their budget if they want to retain newly appointed teachers, and also uplift the academic performance of the school.

2.3.4 Implementation of Induction Programmes

Designing an effective induction programme requires considering the nature of the process and the abilities of the programme implementers. Skilled and experienced qualified professionals must conduct induction to drive the programme to fruition. Magudu and Gumbo (2017) see the induction process as one that could extend from one-to-three years – a duration that could strongly enhance teacher quality. Induction programmes include support for professional development to increase the knowledge and skills of novice teachers (Helms-Lorenz Van de

Grift & Maulana, 2016). Darling-Hammond (2010) is of the opinion that the induction process for novice teachers should focus on teaching and learning. Although this is true, emotional and psychological support are also significant. Talbot (2018) also cautioned that the induction of new teachers is transformational in terms of teaching and learning as all those involved require space and time to evolve.

Jackson (2019) study reveals that newly qualified teachers in New Zealand undergo a two-year period of induction after which they qualify for induction certificates. During the induction the novice teachers have reduced workloads and their seniors or mentors who guide the process receive a supplementary allowance as motivation for developing novice teachers. Schools receive funding from the Ministry of Education throughout the induction period to support the training. Jackson, (2019) also indicates that in Wales induction is conducted over a period of one-year, but novice educators are not entitled to reduced workloads, and their mentors are not given incentives. The expectation of allocating novice teachers the same workload as experienced teachers suggests an urgent need for developing the teaching-learning knowledge and skills of the novice teacher during the induction process. Lambert (2012) emphasises that SMTs and Districts officials must frame a well-structured induction programme which can promote and accelerate the support and guidance processes needed by novice teachers. Peterson (2017) maintains that schools should provide training for novice teachers involving additional opportunities to learn how to teach in difficult situations. Supporting novice teachers cannot be a once-off event, but an ongoing one; therefore, there is a need for sufficient time for both the SMTs and the novice teachers to carry the programme to its ultimate conclusion such that all stakeholders, as well as the school community as a whole, benefits from the induction process. Mwelwa et al. (2015) point out that in Zambia, a mandatory teacher induction programme is enacted to promote novice teachers' professional development in order to enhance all-round educational standards at school that lead to improved teaching and learning performance in the classroom.

2.3.5 Successes of the Induction Process

In Canada (Ontario), they have a New Teacher Induction Programme (NTIP) which recommends that novice teachers should receive orientation and professional development before they are fully registered as qualified teachers; thus, the programme has improved teacher

retention and assimilated novice teachers into the cultures of their new schools (Kane & Francis, 2013). Research has shown that in Ontario novice teachers are grouped together with veteran teachers in learning communities, where they interact and exchange ideas in a spirit of trust, dignity and respect by mutually sharing in professional discourse which supports and promotes teachers' professional growth. Novice teachers learn through interacting and collaborating with veteran teachers; the process is reciprocal as veteran teachers can also learn from newly qualified professionals who possess new knowledge and skills obtained from the teacher-training programmes (TPA, 2010). In contrast, in the United Arab Emirates, novice teachers are not inducted. This resulted in them being stressed with low self-esteem, which contributed to high attrition amongst novice teachers (Ibrahim, 2012).

The findings of the study done by Witterholt; Goedhard & Suhre (2016) confirms that peer collaboration in the school-community can improve novice teachers' teaching practice; however, in South Africa research on SMTs' experiences of the induction process of novice teachers is limited since nobody has conducted research that indicates the successes of the induction process. Professional development in the South African curriculum consists mainly of the Integrated Quality Management System (IQMS) and recently the process of Continuing Professional Teacher Development (CPTD). California showed commitment to public education by ensuring highly qualified teachers fill its classrooms by initiating teacher development in the first two years of joining the teaching profession (CTC, 2015). Lungu (2017) asserts that professional development can be achieved through CPTD activities; however, such programmes are not well structured, and they are only practised in primary schools. Mitchell, Kwok and Huston (2020) recorded positive responses from teachers regarding the impact of induction on their initial teaching experience; this was so because teachers were provided with educational and psychological support, and were taught teaching skills such as methodology, management strategies, together with curriculum integration.

Austin (cited in Whitaker, 2001) lists five common goals of implementing induction:

- To better the teaching performance of novice teachers.
- To retain the services of novice teachers during the period of induction.
- To enhance the personal and professional wellbeing of novice teachers.
- To meet the professional requirements of induction programmes; and
- To relay the culture of the system and the profession.

2.3.6 Challenges of the induction process

The professional development of SMT members is an area that has been marginalised in studies of leadership and management, and this seems to be a problem globally. In South Africa we have the South African Council for Educators (SACE) which is responsible to register and recognise teachers after their successful completion of their teacher-training qualification; however, SACE registration does not require the successful completion of an induction programme. The problem is that the induction of novice teachers is not prioritised in most schools on South Africa, therefore its purpose is uncertain (Hudson, 2012:2). According to the Employment of Educators Act 76 of 1998, SMT members are given 80 hours a year to conduct professional development activities (RSA, 1998); however, how this should be implemented or monitored, is not clearly explained. To exacerbate matters, a study by Lynch and Ferguson (2010) indicates that time allocated to SMT members for professional development activities was not effectively used.

One of the challenges of novice teachers' induction that was reported by Lebea, Adu and Edu (2016) is that SMTs are often not trained to conduct induction processes; hence, it was recommended that they should be reskilled in this area. Mestry (2017) agrees that they are not trained in instructional leadership as few in-service training programmes are available for SMTs to be capacitated in induction processes. Moloi (2007) contends that SMTs have a lot to do, including their own subjects to teach, classes to manage, extra-curricular activities to coordinate, and thus they do not have enough time to induct novice teachers. In addition, they have management and administrative duties for which no additional time is allocated. This could be why many novice teachers quit their jobs because they are overwhelmed with expectations from the school community who do not treat induction as a necessary process to support new teachers. To compound the problem, there is no one to support SMT members who are overloaded with administrative and other duties.

Monametsi (2015) reveals that SMTs are not exercising their roles adequately in leading and managing the professional development of teachers to improve teaching practice, and they do not have a clear understanding of their role in the professional development of teachers as they are also faced with their own challenges such as limited time, insufficient resources, and a lack of training to induct newly qualified teachers.

Kaniaru, Thinguri and Koech (2018) confirm the lack of capacity that SMTs possess and recommend that SMTs should be properly trained on induction processes to enhance professionalism and academic results at schools; hence, SMTs should have a reduced workload and adequate financial support to enable them to execute their induction role effectively. In the USA, there are SMT induction policy guidelines to develop novice teachers (and SMTs) professionally. According to a study by Ibrahim (2012) regarding SMT members in South Africa, there is an urgent need that SMTs be thoroughly trained on how to induct novice teachers effectively. Daly and Milton (2017) indicate that adequate time for professional training for SMTs to induct novice teachers is a limiting factor. Another challenge was that some of the induction programmes primarily focus on informing the beginner-teacher about the school culture and infrastructure, yet the core business of induction is teaching-learning which is absent (Hudson, 2012). A study in Kenya confirmed that induction processes were inadequately being conducted due to the lack of school management capacity and inconsistent policy interpretation by school managers and their role in the induction of teachers (Daly & Milton, (2017). This current study extends the parameters of existing and previous studies by exploring the SMTs' understanding and experiences of the induction process regarding novice teachers in primary schools.

The induction process provides essential information and skills to newly appointed teachers. It should be an ongoing supportive process that should only terminate when the teacher is independent. It should address personal, emotional, social, and professional aspects of teaching to capacitate newly qualified teachers. As such, SMTs are entrusted in shaping the school as an organisation which includes supporting newly appointed teachers. In this study, I focussed on the experiences of SMTs in the induction process of novice teachers. The challenges of the induction process (as illustrated by different authors above) give rise to the urgency of SMTs to be trained to enact the induction process effectively.

The induction of novice teachers is a vital component of the teaching profession that is often neglected, which results in beginner teachers being diffident when confronted with the realities of the classroom situations (Van der Klink, Kools, Avissar, White, & Sakata, 2017). Further, Van der Klink et al. (2017) observe that the induction of novice teachers is often disorganised, unstructured and dependent on the time, efforts and goodwill of the other experienced teachers at school. This lack of support and well-structured induction programmes can cause harm, not only to the beginner teacher but to the teaching profession as a whole (Van der Klink et al., 2017).

2.3.7 Gaps in Leadership, Management, and Administration of the Induction Process

There is a dearth of literature on the induction process's leadership, management and administration. Also, there is limited literature on how novice teachers should be inducted. Moreover, Schwille (2008) indicates that there is a gap in research regarding the challenges experienced by people who support novice teachers' induction process. In Canada, induction is implemented effectively, but in South Africa, the induction process has not been successful (Majocha, Costa, Mpeti, Ara, Whalen & Fernandes, 2017). This indicates the urgent need for the introduction and re-structuring of proper induction policy guidelines to lead SMTs to assist and support novice teachers on an ongoing basis until the beginner teacher becomes a seasoned one to deliver professional service at the school. While some novice teachers quit their job during the first five years into the profession, there are those who are resilient and remain in the profession to become experienced teachers. Hence, there is a need to understand what makes novice teachers stay in the profession past the five-year timeframe (Philip 2019). Callahan and Shifrer (2016) maintain that since teachers have the biggest impact on learners' classroom performance, the teacher's quality is important. Hence, there should be teacher development programmes for both the novice teachers and the SMT members. The upskilling and reskilling SMT members is an area that is neglected in many countries.

2.4 SCHOOL MANAGEMENT TEAMS AND THE INDUCTION OF NOVICE TEACHERS

2.4.1 Structure of the SMT

The South African Schools Act (84 of 1996) provides guidelines for the formation of structures for SMTs to manage schools. According to this Act (section 16), the principal is responsible for the day-to-day professional management of the school. Additionally, the Personnel Administrative Measures [PAM] (DBE, 2016) document specifically states that it is the duty of the SMT to induct novice teachers, as indicated in the excerpt below:

The principal as a member of the SMT is responsible for the development of the staff training programmes, both school-based and externally, to assist teachers,

particularly those new and inexperienced, in developing and achieving educational objectives in accordance with the needs of the school (DoE, 1998).

While the Department of Education (DoE) states that the principal of a school is responsible for the induction of beginner teachers (Pillay, 2019), Brock and Grady (2007) contend that not much attention has been given to the role of the principal in the induction process. Further, research is minimal on how principals should guide the process of induction in meeting the needs of beginner teachers. Although principals are expected to focus on the management and leadership aspects of effectively running the school, the responsibility concerning staff development and staff welfare is also of paramount importance. In addition, the deputy principal as a member of the SMT is supposed to guide and supervise the work and performance of staff and, where necessary, discuss and write countersigned reports (DoE, 1998). Moreover, the HOD as the member of the SMT is responsible for providing guidance on the latest approaches regarding subjects, methods, techniques, evaluation, and teaching aids, while providing staff members (especially inexperienced ones) with information and guidance concerning syllabuses, schemes of work, homework, practical work, and remedial work (DoE, 1998).

However, Mestry (2017) maintains that SMT members have focused on the professional management of the school, and most have neglected curriculum management because they are not trained to be instructional leaders. I agree with this statement because in all schools I worked at, I noticed that most SMT members are overwhelmed with the professional management load of the school; consequently, they hardly have time to guide and support newly appointed teachers. This was confirmed in a study conducted by Phajane (2019) SMT interviewed in this study mentioned that lack of knowledge on how to support novice teachers and work overload is a reason for poor support of novice teachers, they further elaborated that the reason of not writing detailed evaluation after support is because they are overloaded with curriculum during the day.

2.4.2 The Role of SMT Members

One of the roles of the SMT concerns the professional management of the school. The four basic management principles involve planning, controlling, organising, and leading - the induction of novice teachers is the responsibility of SMTs in South African schools as stated in the PAM document (DoE 2016). One of the responsibilities of the SMT members is the

administrative duties which involves drawing up the timetable which is where SMT members should consider giving the novice teachers ‘free’ periods to go to senior teachers’ classes and observe them when they are teaching. In Belgium, Denmark, Finland, Iceland, Norway and Spain, it is the responsibility of SMT members to support novice teachers by guiding them, coaching and providing them with information (Centre for Development and Enterprise, 2015). In New Zealand it is the responsibility of veteran teachers to support novice teachers (Grudnoff, 2012). Bickmore and Bickmore (2010) found that the role of principals as one of the SMT members responsible for the induction of novice teachers, is crucial. The principals in the study by Bickmore and Bickmore (2010) sought to enhance the novice teachers’ adaptation to the new school, to contribute positively to their needs, and create a conducive environment through cordial interaction - all successfully achieved through the induction process. According to the PAM document (DoE, 2016), the role of the principal is to lead and manage the school in compliance with applicable legislation, regulations, and personnel administration measures (DoE, 2016). As such, the principal is responsible for the development of staff training programmes to assist educators, especially new and inexperienced educators, in developing and achieving educational objectives (South African Standard for Principals, DoE, 2014). The role of the deputy principal is to assist the principal in managing the school and to maintain total awareness of the administrative procedures across the total range of school activities. Accordingly, the deputy principal as the curriculum leader, must interact with all educators at school and especially assist the novice teachers with lesson preparation and classroom management. The (HODs) are responsible for the department's effective functioning in organising relevant activities to ensure that quality education is delivered to learners properly and thoroughly. Since, the HODs interact directly with the educators, they are better positioned to offer quality induction to novice teachers, especially when monitoring the educators’ work, as this enables them to identify educators who are struggling in preparing lesson plans, teaching, and assessing the learners, among other challenges. Despite the expectations of the SMTs in the induction process, Daly and Milton (2017) advise that adequate time and professional training (for SMTs) is critical to capacitate SMTs at school to induct novice teachers effectively. Induction of novice teachers needs teamwork, hence both SMTs and other experienced teachers need to collaborate to support and capacitate novice teachers.

2.4.3 SMTs’ Challenges in the Induction of Novice Teachers

Nel and Lunctal (2017) state that in South African schools, most SMT members are experienced teachers; this is because a teacher must teach for more than three years before qualifying to be appointed as an HOD. However, experience does not necessarily mean that one is capable to successfully induct a novice teacher as SMT members are not trained in instructional leadership, especially on how to induct new teachers (Mestry, 2017). Seobi and Wood (2016) agree that the lack of induction-training for SMTs is a cause for concern because if they do not have skills to induct beginner-teachers, then the situation is dire. Ntsoane (2017) in his study conducted in South Africa (Limpopo Province) confirms that SMT members should be provided with support and training to effect induction processes regarding novice teachers, and that well-structured policies for novice teacher-induction should be in place.

In some schools, there is a shortage of staff members, thus learners are crowded in classrooms and this results in SMTs spending most of the time managing such overcrowding in classrooms (Matsepe & Maluleke, 2019). When they are not in class, they are busy with solving discipline issues. According to the PAM document (DoE, 2016), SMT members are expected to perform multiple duties such as administration, teaching, extra and co-curricular activities, and communication functions; hence, it is difficult to find time to assist novice teachers. In other words, SMT members have an overload of responsibilities, adversely hindering their efforts to induct novice teachers successfully.

2.5 CONTEXT OF THE STUDY

2.5.1 Primary School Structure in South Africa

There is no consensus in defining primary schools, however, there are common features used to identify primary schools which are institutions for children from about five-to-eleven years of age. In South Africa, primary school education starts from Grade R to Grade 7.

In some parts of the USA a primary school refers to an institution catering for kindergarten through to second grade or third grade. In Finland, over 30% of primary schools are small with three to four permanent teachers.

2.5.2 Socio-economic Context of the Study

The USA (Ingersoll, 2012), Ireland (Santolli & Vitulli, 2014), New Zealand (Langdon, 2011), Japan (Pain & Schwille, 2010) and Australia (Independent Education Union; 2005) are some of the countries who developed induction programmes; however, research indicates that the needs of novice teachers are still not met. Induction should be planned to achieve more than just an increase in teacher retention.

Other states in the USA implement induction programmes that are planned, structured and strictly aligned with professional development measures. These encourage beginner teachers to observe other teachers in practice, to be observed, and to form networks with teachers from other schools. The district staff developer and principal are the driving forces behind teacher motivation who encourage networking and collaboration (Lawry, 2017). However, novice teachers can only have time to observe other experienced teachers when they have reduced workloads or ‘free’ periods. In Chile, the improvement in the quality of teaching has been attributed to successful induction programmes (Haynes, 2011). The Californian Education Department (2016) confirmed that many teachers in schools situated in low socio-economic areas leave the profession twice as those in middle-class areas. Further, the teaching culture in Shanghai (China) focuses on teamwork and supporting each other in tasks such as lesson planning, designing activities for the learners, as well as focusing on the personal growth and development of the novice teacher. The Chinese induction programme is centred on the easy absorption of teachers into this process as it improves the beginner-teacher’s personal efficacy.

The teaching profession in Japan is highly respected and regarded in high esteem. The Japanese education system revolves around the ‘guiding a teacher’ principle. The novice teacher is allotted a reduced teaching workload while being attached to an experienced teacher or school-mentor (Wong, Britton, & Ganser, 2005). It is compulsory for all beginner-teachers to deliver a lesson in public in their first year of teaching. This lesson is prepared with the assistance of a guiding teacher who provides the novice teacher with essential support to produce a lesson of quality. Also, teachers from surrounding schools who are experts in their teaching area, and guides from universities or other learning institutions, support the novice teacher. The principal of a school, deputy principal, the guiding teacher and other teachers then observe and critique this lesson. This traditional Japanese method is used as a technique to improve teaching (Wong, Britton, Ganser, 2005). The essence of such a method is that the teacher is not criticised, but the lesson is, and constructive feedback is given to the beginner-teacher to improve the quality of the lesson. The Japanese education system welcomes novice teachers to observe their peers,

guiding teachers, or teachers from other schools, in such an open practice event. A pedagogical overseer or ‘inspector’ is provided for all novice teachers so that quality standards are achieved.

In France, all new teachers are required to attend sessions at an institution specifically designed to handle teacher education and development. To practise as a qualified teacher in France one needs to pass a recruitment examination, which consists of oral and written components (Wong, Britton, Ganser, 2005).

2.6 Gaps in Induction Programmes

According to the Curriculum Assessment Policy Statement (CAPS) issued by the RSA Department of Education (DoE, 2019), the South African education system is devoid of any well-structured and visionary plan aimed to develop the beginner-teacher. Whitaker (2001) reports that suitable well-structured induction programmes can foster the development of effective teachers; however, there is minimal research data on induction programmes in RSA, resulting in the lack of induction models to follow.

2.7 SUMMARY OF THE CHAPTER

This chapter reviewed the literature by commencing with the clarification of relevant concepts. The novice teacher was described as one who has completed a professional teaching qualification at an institution of higher learning, and is thereafter appointed for the first time to be a teacher in a formal school environment where teaching and learning is expected to be enhanced (DoE, 2011). Induction was found to be a process of development, support and training for the newly appointed or inexperienced teachers. Ingersoll and Strong (2011) elaborate that induction is the support, guidance and orientation that novice teachers receive during the transition from being student-teacher to a fully-fledged teacher. It is evident from the literature review and my experiences that there is a gap in previous and current literature that needs to be filled in by this study. It is apparent that the knowledge and expertise of SMTs regarding the induction process of novice teachers in primary schools is a phenomenon that needs interrogation as SMT members are not capacitated and trained to induct novice teachers. This study addressed the above concerns and provided guidelines for future studies.

CHAPTER THREE

RESEARCH APPROACH, DESIGN, AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter (2) reviewed current literature on the topic of school management experiences concerning the induction process of novice teachers in primary schools. This chapter (3) presents a detailed description and discussion of the research plan and methodology to be used to generate data in order to answer the research questions. The research design described in this chapter included the paradigmatic assumptions that were aligned to the research methodology. The focus was firstly on the research paradigm, followed by the research approach, and then the research design. Secondly, sampling strategies and the selection of participants and their brief profiles are presented. Thirdly, data collection and data analysis strategies were discussed and lastly, trustworthiness and ethical considerations were explained.

3.2 RESEARCH PARADIGM

The research paradigm is a general philosophical direction about the world and the idea of the exploration that the researcher brings to the investigation (Creswell & Creswell, 2017). Each research paradigm is characterised by its essential convictions or mysticism about how the researcher sees reality (ontology), how the marvel ought to be contemplated (epistemology) and the apparatus for unravelling the wonder [methodology] (De Vos et al., 2011).

This study is qualitative in nature positioned in the interpretive paradigm which allows for many interpretations of issues and contexts to add to the depth of the inquiry (Merriam & Tisdell, 2015). A qualitative study produces multiple interpretations of participants'

experiences (Cohen, Manion & Morrison, 2018). The interpretivist paradigm highlights participants' experiences of the induction process. In an interpretivist-orientated paradigm, knowledge of the participants is dissected in order to understand the reality attached to their situation (De Vos et al., 2011). I presented the first expressions of the participants to indicate the intended meaning, and then attempt to comprehend the phenomenon through the meanings that the participants assign to it (Maree, 2012). Interpretivism, as explained by Nieuwenhuis (in Maree, 2012) is based on people's personal experiences and how they understand the social world by sharing information and interacting with each other. Mack (2010) agrees that people can construct meaning according to their interpretations of the world in which they live. The interpretivist paradigm allowed the researcher to interact closely with the participants to understand the SMTs' experiences concerning the induction process of novice teachers in primary schools.

The interpretive paradigm is based on the ontological assumption that truth exists in the form of different mental constructions, is subjective, and is of value because different people have distinctive experiences, philosophies, views, and interpretations of the same phenomenon under investigation (Denzin & Lincoln, 2011). The researcher believed that as people interact, given their current circumstances, they perceive meaning in different situations such that the researcher must decode meanings through the eyes of those people who have their own thinking about an issue. To achieve this, the researcher interviewed SMT members in three primary schools to gain knowledge on how they organise, manage, and control the induction processes of the novice teachers in their schools.

The epistemological assumptions held by the interpretive approach is that knowledge is constructed by maintaining the interaction between the researcher and the participant. When the researcher and the participants interactively communicate, via speaking, listening, reading and writing, they will together construct reality which then becomes a social construction of their understanding based on their views within their circumstances (Denzin & Lincoln, 2011).

3.3 RESEARCH APPROACH

The qualitative approach underpins the research study as it is socially constructed involving people interacting with their world (Merriam & Tisdell, 2015). This study is driven by the notion that SMTs are responsible for induction as part of their job-description, hence the adherence of the qualitative research approach to explore the phenomenon regarding the induction of novice teachers by SMTs. This approach was suitable as it seeks to discover and

understand people's perspectives which afforded the researcher the opportunity to interact with the participants, access first-hand information, and gain an incisive insight into their experiences as SMTs in the induction process of novice teachers. The researcher believed that only the participants who have lived the experience could share with me the reality that existed in their environment. The researcher therefore collected data, interpreted it, and then made sense of it. The qualitative approach allowed me to ask open-ended questions, which enabled the participants to speak from their hearts, leading to in-depth descriptions and understandings of SMTs' experiences in the induction process of novice teachers. Hence, the qualitative approach made participants comfortable because it was less formal. The advantage of using qualitative research is that it increases flexibility in the research design, while allowing the researcher to avoid being reliant on predetermined assumptions because individuals' interpretations of circumstances differ; this led to the garnering of rich, in-depth and varied interpretations of individuals' experiences (Cohen, Manion & Morrison, 2018). However, the disadvantage of the qualitative approach is that it is not designed to test hypotheses or to generalise beyond the participants' experiences and interpretations (Lichtman, 2010). If the researcher is not cautious during the qualitative research process, personal influence and bias may skew the results of the study (Creswell & Creswell, 2017). Accordingly, the researcher avoided asking 'yes/no' questions without substantiation. The researcher used triangulation to test the validity of the information and also employed member-checking to confirm the authenticity of the information.

3.4 RESEARCH DESIGN

According to Maree (2012), a research design is a plan or strategy of investigating and utilising philosophical assumptions in the selection of research participants, and data gathering methods in addressing the research questions. This research focused on the experiences of SMT members regarding the induction of novice teachers in primary schools.

To better understand the SMT member's experiences of the induction process of novice teachers in primary schools in the Johannesburg Central District in Gauteng province, the selected research design was aligned to the case study approach. Simon and Frances (2001) define a case study as an in-depth exploration from multiple perspectives of complexity and uniqueness of a project, policy, institution, programmes or systems in a real-life context. Thomas & Meyers (2015) elaborates that a case study analyses people, events, decisions, policies or systems which are studied holistically by one or more methods. Hamilton and

Corbett- Whitter (2013) add that case studies are empirical, are conducted within localised boundaries, and examines a contemporary issue within a real-life context. Yin (2009) confirms that a case study is an empirical enquiry that investigates a contemporary phenomenon in its real-life context. There are two types of case studies: intrinsic and instrumental. According to Hamilton and Corbett-Whittier (2012), intrinsic case study attempts to capture the case in its totality by understanding the phenomenon holistically, while instrumental case study focuses only on certain aspects of the case.

In this study, the case study research design was used in exploring how school management teams define their experiences concerning their involvement in the induction process of novice teachers.

The researcher conducted a multi-site case study to obtain a deeper understanding of how SMTs interpret and reflect on their experiences in the induction process of novice teachers, how they construct their worlds, and what meanings they attribute to their experiences (Creswell & Creswell, 2017). Yazan (2015) indicates that case study researchers should look at the triangulation of evidence from multiple sources. In this study, data were collected from participants from different schools in order to triangulate and authenticate findings. The researcher analysed all information elicited from the participants which indicated the similarities and differences in their experiences as SMTs in the induction process. The similarities in raw data highlighted the findings' validity and authenticity.

3.5 RESEARCH METHODOLOGY

In this study, I used the qualitative study approach to analyse and interpret the meaning of responses constructed by participants. Due to COVID 19 restrictions, I opted to conduct telephonic or virtual interviews instead of face-to-face, one-on-one in-depth semi-structured interviews. This 'non-contact' approach was to reduce the risk of coronavirus in the interview process.

3.5.1 Research Site

McMillan and Schumacher (2014) state that sites are places where an event is expected to happen. This study focused on the SMTs experiences of the induction process of novice teachers in three purposively selected primary schools in the Johannesburg Central District.

The schools provide schooling from Grade R to Grade 7 with learners between the ages of 5 and 13. The selected schools were quintiles 3 and 4, school even though they service a community that has a low socio-economic level. The schools cater for a diverse population of learners whose parents or guardians are unemployed or single parents; in some cases, the children are abandoned by parents, or many are orphans. I selected the schools which satisfied the sampling criteria via the purposeful sampling technique based on certain characteristics. In this study, the schools with more than 500 learner-enrolment were selected because they have 4 or more SMT members. The research was conducted in the Johannesburg Central District in Gauteng (RSA). The sampling process was also convenient because I work in the same district, therefore sites were easy to access, and this reduced my travelling costs and time.

3.5.2 Sampling

This study used purposive sampling because it is ideal for a small number of participants. Purposive sampling occurs when individuals are selected according to certain characteristics or attributes of interest to the study (Creswell & Creswell, 2017). Purposive sampling is used for a specific purpose: to select knowledgeable participants who may have rich information regarding the phenomenon under investigation (McMillan & Schumacher, 2014). Maree (2012) believes that the advantage of purposive sampling is that the researcher has the freedom to choose participants, although there is a possibility that the researcher can show bias in selecting participants. Patton (2014) clarifies that purposeful sampling involves selecting information-rich cases and that critical case sampling (a type of purposeful sampling), requires selecting a small number of participants who can give information relevant to the subject under study (Patton, 2014). I have thus chosen participants who will benefit the study in terms of achieving the objectives outlined in chapter one. Moreover, the participants in this study were purposefully selected as they satisfied the requirements for the specified context to present incisive information needed to dissect the phenomenon under study (Rule & John, 2011). Additionally, the participants were selected based on their experience as SMT members, and their involvement in the induction process of novice teachers. In other words, the participants were selected because of their suitability in advancing the purpose and objectives of this study (McMillan & Schumacher (2014). Also, the selection criteria included 3 groups of SMTs: those who had working experience of more than 10 years, those with between 5 to 10 years' experience, and those with fewer than 5 years' experience. The intention was to compare the possible differences pertaining to the number of years of experience being on the SMT, and the

types of challenges encountered in relation to the difference in years of service as a SMT member. I also looked for male and female participants due to the assumption that some practices and challenges may be gender-specific. I selected three members of the school management team in each school. A total sample of 9 participants was selected, three participants from each of the three (3) primary schools. In each school I selected the principal, the deputy principal, and the head of department. The head of department (HODs) were selected from the foundation phase (FP) or the intermediate phase (IP), depending on their availability. When selecting the participants, I considered the issue of gender equality to promote gender awareness, but this was difficult because there were more males than females in SMT groupings at these schools. Therefore, I eventually had the following representation by gender: there were five male SMT members comprising two principals, two deputy principals and one HOD; there were four female members comprising one principal, one deputy principal, and two HODs. The total number of participants was nine (Table 3.1).

Table 3.1: Biography of participants

<i>Participants</i>	<i>School</i>	<i>Gender</i>	<i>Age</i>	<i>Years of teaching experience</i>
Principal 1	Primary	Male	47	25
Principal 2	Primary	Male	40	30
Principal 3	Primary	Female	44	20
Deputy Principal 1	Primary	Male	51	19
Deputy Principal 2	Primary	Male	45	18
Deputy Principal 3	Primary	Female	55	24
HoD 1	Primary	Male	47	25
HoD 2	Primary	Female	54	10
HoD 3	Primary	Female	52	15

3.5.3 Research Methods

The researcher used semi-structured interviews and document analysis in order to gain in-depth information from participants. Interviews were conducted with nine participants from the Johannesburg Central District primary schools. In the document analysis process, a checklist was structured and adhered to facilitate reviewing documents to confirm the evidence or data that was gleaned from the interviews.

3.5.3.1 Interviews

Roulston and Choi (2018) indicate that researchers rely on interviews which focus on experiences of participants and the sense-making of such experiences. Data collected in this study was done telephonically due to COVID-19 restrictions. I conducted in-depth semi-structured interviews via the cell phone - a two-way conversation between myself, the interviewer, and the interviewee (SMT member) on various aspects of the topic to relevant collect data, and to learn from their ideas, beliefs, views, opinions and behaviour (Maree, 2012). Hochschild (2009) reiterates that interviews allow the researcher to gain in-depth information about the phenomenon being studied which is so relevant in a qualitative study because they facilitate interactive dialogues that provides insight into the topic (Halcomb & Davidson, 2006). Interviewing the participants also afforded me opportunity to observe non-verbal gestures which advantaged me in seeing more into the participant's response to the question (Briggs, Coleman & Morrison, 2012). The interview process promoted the freedom of the participants to express their opinions without fear or favour, unlike when responding to questionnaires. I conducted semi-structured interviews with the participants because it involved a series of open-ended questions which allowed me to initiate discussions (Lodico, Spaulding & Voegtle, 2010), seek clarity, ask for elaboration, and to probe for in-depth information via cues or prompts. All the participants were asked the same questions. I used the voice-recorder to record the interviews which were conducted during the afternoons to avoid interfering with teaching and learning time. Each interview (telephonic) took approximately 45 minutes.

3.5.3.2 Document analysis

The term document analysis is defined as a systematic approach to qualitative data analysis that identifies and summarises message content (Poortman, Illeris & Niewehuis, 2011). Creswell (2014) defines a document as a powerful tool that can assist an investigator to fully understand the main emphasis of the study. Krippendorp (2004) defines content analysis as “a research technique for making replicable and valid inferences from text to the contexts of their use”. Maree (2012) distinguishes between primary and secondary data sources: primary sources may include information that is not published; and secondary data sources refer to materials that are previously published like books, journals and articles. Creswell (2017) adds that documents may include policies, letters, minutes of meetings, and reports. When one uses documents as a source of data collection technique, one focuses on written communication that provides information on the phenomenon that one is investigating. The following documents were analysed using the content analysis (CA) method to access information on how SMT members are expected to provide support to inexperienced teachers:

- Personnel Administrative Measures document [PAM] (RSA, DoE, 2016).
- South African Standards for Principals (DoE, 2014).
- The National Policy Framework for Teacher Education and Development [NPFTED] (DoE, 2007).
- South African School Act 84 of 1996
- Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011-2025).
- The Integrated Quality Management System [IQMS] (DoE, 2003). The IQMS is a national policy in South Africa aimed at increasing productivity among educators in the South African education system. Education Labour Relations Council (ELRC) states that the IQMS is intended to integrate the existing quality management programmes in the education system. The existing programmes are the Developmental Appraisal System (DAS), Performance Measurement (PM), and Whole School Evaluation (WSE).

The South African School Act 84 of 1996 was analysed to gain information on how induction is applied to novice teachers for support. SASA 84 of 1996 states that induction is an important factor that is significant to the success of all novice teachers. This is

supported by the Personnel Administrative Measures document [PAM] (RSA, DoE, 2016). The PAM document states that SMT members are expected to support all educators, particularly new and inexperienced educators in developing and achieving educational objectives in accordance with the needs of the school.

Other documents from school includes the IQMS lesson observation instruments and evaluation reports analysed and triangulated with the data from the participants interviews. The South African Standards for Principals policy also maintains that the principal is responsible for developing and empowering self; others and wellness of the staff by developing and maintain effective procedures and practices for personnel processes such as induction performance management and professional development,

3.5.4 Data Analysis

Cohen et al. (2018) define data analysis as what will be done with data after it has been collected, and how will it be processed. Maree (2012) indicates that the main purpose of data analysis is to allow research findings to emerge from the frequent, dominant, or significant responses identified in raw data. Yin (2009) adds that in data analysis, the researcher must go through what the participants said to ensure that all the data fit the interpretations given without contradictions. In this study, I used thematic data analysis procedures by commencing the transcription of the recorded interviews, as well as organising the data from individual interviews (Creswell & Creswell, 2017). I then availed the transcripts to the participants for them to read and make changes if they felt that the wording was incongruent to what they had stated. After transcribing the interviews, and after much re-reading, I coded common phrases that emerged from the transcriptions of the interviews by identifying common words and phrases that were articulated by the participants. I highlighted common phrases, and then grouped them into segments. The list of questions in the interview schedule served as an initial set of codes. The data were arranged according to relevant themes pertaining to SMT experiences concerning the induction of novice teachers in primary schools. I merged the codes to form categories, and then the categories were formed into themes. I kept detailed notes about the development of concepts, categories and themes, such that each theme was aligned to the research questions.

3.6 ETHICAL CONSIDERATIONS

As a researcher, I adhered to the stipulations stated in the research ethics code. Since there were people involved in this research, ethical issues were prioritised. David and Sutton (2011) define ethics as norms that distinguish between acceptable and unacceptable behaviour. Ethical behaviour helps protect people, and promotes the preservation of any environment. As such, ethics are the moral values of professional conduct that are considered for sound research (Giorgini, Mecca, Gibson, Medeiros, Mumford, Connelly & Devenport, 2015). This means ensuring that no one was hurt or at risk by the conduct of the researcher. After obtaining ethical clearance from the University of Pretoria, my responsibility as a researcher was to apply for permission to conduct the research from the Gauteng Department of Education and the Johannesburg Central District office. I also applied for permission to conduct interviews in schools via the principal and the school governing body (SGB). Refer to the attached ethical clearance certificate from the University of Pretoria (Annexure 3) and permission letters from the Department of Education (DoE) as proof that the interview was for research purposes. After being granted permission to enter and conduct research in schools, I then obtained informed consent (signed) from all my participants. Before they signed the consent form, I explained to the participants that participation was voluntary and that there was no remuneration for participation. Additionally, all the finer details (including my personal information) of the research processes were discussed prior to the commencement of the study. These details also appeared in the consent form. They were assured that all identities and information will be confidential and anonymous and that I will not use their real names but pseudonyms during data collection and in writing my final research report (McMillan & Schumacher, 2014). Saunders, Kitzinger and Kitzinger (2015) define anonymity and confidentiality as “keeping participants’ identities and information they provide secret”. The participants were also informed that all documentation and audio-recording materials would be kept in a secure place to which I (and my supervisor) would only have access. After ten years, all information collected from participants would be destroyed. All electronic information was stored in password-protected files only to be accessed by the researcher and her supervisor.

Participants were confident in giving consent as all information was provided in the consent form to encourage them to make an informed decision. Brooks, Riele and Manguire (2014) highlight the principle of respect, in that we should treat others as we would like to be treated - so too in research. The manner and tone in which questions were asked aimed at protecting and making participants feel at ease during the interview (Ryan, Coughlan & Cronin, 2009). I respected my participants’ emotions, feelings and confidentiality. Also, participants were

informed that they were free to withdraw from participating if they felt uncomfortable at any stage of the research process without being disadvantaged in any way. I ensured an unbiased approach in my research as adherence to ethical principles directed me towards achieving authentic and valid information aligned to the study's objectives. Additional consent was obtained from participants to voice-record during the interview for the purpose of easy verbatim transcriptions. Participants were also assured that data collected from them would be used for research purposes, and for improving the quality of education.

3.7 ENHANCING THE QUALITY OF EDUCATION

3.7.1 Trustworthiness and Credibility

This study is qualitative in nature; therefore, to validate my research I explored the principle of trustworthiness concerning my findings by focusing on elements of credibility, transferability, dependability and confirmability. Trochin and Donnely (2007) explain that credibility is what is believable from the perspectives of participants, and that of the respondents who are the best judges in research because they express their own opinions. Credibility in qualitative research refers to member-checking or stakeholder-checking by focusing on what others can agree upon. By employing quality assurance measures to affect the trustworthiness and credibility of the study, I utilised strategies such as perusing various data sources, member-checking, controlling and checking for bias, and obtaining thick descriptions and feedback from participants. Maree (2012) reports that if a study from different sources, points to the same findings, then the study is credible.

3.7.2 Transferability

Transferability resembles external validity (Wahyuni, 2012). Transferability refers to the level of applicability of the study into other settings or situations. Though it is difficult to establish transferability in qualitative research, it can be achieved when the process is thoroughly explained for others to replicate. In this research study, I ensured that I provided detailed explanations of research sites and unique characteristics of research processes.

3.7.3 Dependability

Dependability, as explained by Wahyuni (2012), is documentation of data and progress on research which should be kept safely in the form of a research memo for the purposes of an audit trail. The documentation record can be kept as a summary of a research or a working book. I kept detailed records of the research processes in order to ascertain quality and the level of dependency on variables. In this study, I asked my mentors to cross-check the correctness of the coding process and their appropriateness in this research to confirm if I included all themes, among others.

3.7.4 Confirmability

Confirmability refers to the degree which data can be confirmed by others which can be done through triangulation. Cohen et al. (2018) defines triangulation as a powerful way of demonstrating concurrent validity. Different methods from different sources can be applied to collect data from different sources at different times (Torrance, 2012). To confirm data authenticity in this study, I used the triangulation method to explore different viewpoints of the participants in order to compare the findings with information gleaned from document analysis. Bush (2012) refers to triangulation as “using various sources of information to determine the accuracy of the findings”. Trochin and Donnely (2007) maintain that confirmability is like reliability in quantitative research. I classified the common responses from the participants to other similar studies to confirm the reliability of the conclusions of this study. Lastly, in my interpretation of the data, I avoided bias by not involving critical readers.

3.7.5 Member-checking

Member-checking, also known as the participant’s validation of his/her information, refers to the submission of transcripts to the participants to allow them to check for accuracy, to correct errors, and to verify whether what the researcher recorded in writing was exactly what they said during the interviews (Maree, 2012). Member-checking in this study was done in different stages. Firstly, I gave each participant his/her transcript (verbatim) to comment in writing on my interpretations, to confirm the accuracy of the data captured, to authenticate the process and the interpretation of the findings - this checking by participants to confirm the accuracy of information elicited from them also assisted in avoiding bias. In this study, the SMTs relooked at their responses on how they manage the induction process and the challenges they experienced in the induction process of novice teachers.

3.7.6 Field log

A field log is a journal containing records of all the activities that transpired in the field of study. These are records of events including the dates, times and recorded decisions taken during emerging circumstances, and the reasons of taking such decisions (Maree, 2012). McMillan and Schumacher indicate that such an audit trail enhances the credibility of the findings.

3.8 SUMMARY OF THE CHAPTER

This chapter explained the researcher's methodological choices and actions. The researcher adopted a qualitative research approach to this study. The interpretive paradigm was used to direct the study followed a case study design. Semi-structured interviews were used to collect data from the participants. The questions for the semi-structured interviews were aligned to the conceptual framework of the management process model of Henry Fayol (2016) which underpinned the study. The sample and sites were selected purposely. The content analysis (CA) technique was used to analyse data. To uphold ethical standards, the researcher ensured that the participants were not at risk in any way, but rather that they benefited from the study. The identities and information provided by the participants were protected by processes of anonymity and confidentiality, largely by using pseudonyms/codes.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The previous chapter (3) presented the methodology, the methods used for the data collection, and ethical considerations. This chapter (4) provided the data collected from participants through semi-structured interviews done telephonically due to COVID-19 protocols. This was followed by describing the data analysis processes, results, and discussion of findings.

This study aimed to explore and describe the SMTs' experiences in their roles in the induction process of novice teachers. Hence, I explored how the SMTs identify and manage the challenges experienced during the induction process of novice primary school teachers. The assumption emanating from this exploratory inquiry indicated that novice teachers were expected to perform their duties as expected from experienced teachers. Participants articulated that there should be support measures in place to equip newly appointed teachers to grasp the skills required to render quality teaching and learning (Asia Society, 2013). In this study, data is presented and discussed in line with the aim to address the study's research questions.

4.2 BACKGROUND OF THE THREE SELECTED SCHOOLS AND PARTICIPANTS

Schools A, B and C were public schools located in Soweto in the Johannesburg Central District. Schools A and B were in good condition with sturdy buildings. However, School C was built of mortar. School A was a fee-paying school with a quintile 4 status, while School B and School C were non-fee-paying schools and were ranked as quintile 3 schools. School A was

well-resourced with three additional teachers being paid by the SGB with subsidies from the Department of Education (DoE) augmented by the school fees paid by parents. The SASA 6 of 1998, Section 37, indicates that SGBs are allowed to charge school fees to augment funds allocated by the DoE. Table 4.1 tabulates the number of staff members each of the three schools has:

Table 4.1: Number of staff members in each of the three schools

<i>School</i>	<i>Principal</i>	<i>Deputy Principal</i>	<i>HODs</i>	<i>Teachers</i>
School A	1	2	5	45
School B	1	1	3	18
School C	1	1	3	15

The research questions (which were aligned to the interview schedule of questions) were based on the the conceptual framework that underpinned this study. The research interviews conducted for this study were directed by relevant questions for SMT members pertaining to their experiences regarding the induction of novice teachers. The research was anchored on the following research questions outlined in Table 4.2:

Table 4.2: Alignment of research questions and interview questions regarding SMT members' experiences with the induction of novice teachers

<i>Main research questions</i>	<i>Interview questions</i>
What are the School Management Teams' experiences on the induction process of novice teachers in primary schools?	
<i>Sub-research questions</i>	<i>Interview questions</i>
<i>Sub-question 1:</i> How do the SMTs describe the induction process of novice teachers?	(i) Tell me about the induction process at this school? Did you go through an induction process when taking up this position? If so, what form of induction did you receive? (ii) How can you describe the process of induction?

	<p>(iii) What do you use as a guide when inducting novice teachers? Please explain to me how it works?</p> <p>(iv) Who are the SMT members involved in the induction committee? What are their role functions?</p>
<p><i>Sub-question 2:</i></p> <p>How do the SMTs manage the induction process of novice teachers?</p>	<p>(i) How do you manage the induction process?</p> <p>(ii) Please tell me about how you plan before inducting a novice teacher.</p> <p>(iii) How is the induction process generally organised in this school? Are there structures? Substantiate.</p> <p>(iv) Please explain the leadership role of the SMT in the induction process.</p> <p>(v) Describe the evaluation and monitoring processes of induction in this school.</p>
<p><i>Sub-question 3:</i></p> <p>What are the challenges experienced by SMTs regarding the induction process of novice teachers?</p>	<p>(i) What challenges have you experienced in the induction process of novice teachers with regard to:</p> <ul style="list-style-type: none"> • Planning of the induction process • Organising the induction • Leadership in the induction process • Evaluating of the induction process
	<p>(i) Is there anything additional information that you would like to tell me about the induction of novice teachers at your school?</p>

4.2.1 Overview of Participant Selection

The researcher used the purposive sampling technique which is applied when individuals are selected according to certain characteristics or attributes of interest to the study (Creswell & Creswell, 2017). Purposive sampling is used for a specific purpose; in this case to select participants who are knowledgeable and may have information and experience regarding the study's topic (McMillan & Schumacher, 2014). Hence, I selected SMT members as one of their duties entails inducting novice teachers.

Further, SMT members who were willing to participate were selected on a first-come-first-serve-basis as some schools have many SMT members who would be eager to be part of a research project of this nature. The researcher only needed three SMT members from each of the three selected schools. The researcher targeted the HODs, then the deputy principals, followed by the principals.

To analyse data, I divided the participants into categories. To comply with the ethical procedures and confidentiality, names of participants were kept anonymous. Participants were referred to by codes or pseudonyms. Table 4.3 below clarifies the coding of the participants in this study.

Table 4.3: Coding of participants

<i>Code</i>	<i>Description</i>
PP1	Principal Participant 1
PP2	Principal Participant 2
PP3	Principal Participant 3
DPP1	Deputy Principal Participant 1
DPP2	Deputy Principal Participant 2
DPP3	Deputy Principal Participant 3
HODP1	HOD Participant 1
HODP2	HOD Participant 2
HODP3	HOD Participant 3

4.3 LAYOUT AND FORMAT OF DATA PRESENTATION

The researcher presented the data in categories of SMT members. The data is reported under each principle of the conceptual framework, and within which the scope of the research questions that were developed. A summary of the categories appears in the Table 4.4 below:

Table 4.4: Plan of data presentation

<i>Phase</i>	<i>Category</i>	<i>Category</i>	<i>Category</i>
Phase1: Getting familiar with data	<i>Principals</i>	<i>Deputy principals</i>	<i>HODs</i>
	Induction process	Induction process	Induction process
	Induction policy	Induction policy	Induction policy
	Support from District	Support from district	Support from district
	Strategies used in the induction process	Strategies used in the induction process	Strategies used in the induction process
Phase2: Generating initial codes	<i>Principals</i>	<i>Deputy Principals</i>	<i>HODs</i>
	Roles and responsibilities	Roles and responsibilities	Roles and responsibilities
	SMTs' workload	SMTs' workload	SMTs' workload
	Novice teacher's workload	Novice teacher's workload	Novice teacher's workload
	IQMS/ CPTD	IQMS/ CPTD	IQMS/ CPTD
Phase3: Searching for themes	<i>Principals</i>	<i>Deputy Principals</i>	<i>HODs</i>
	Challenges concerning planning of induction	Challenges concerning planning of induction	Challenges concerning planning of induction

	Challenges concerning the organising of induction.	Challenges concerning the organising of induction.	Challenges concerning the organising of induction.
	Challenges concerning leadership in the induction process	Challenges concerning leadership in the induction process	Challenges concerning leadership in the induction process
			Leadership in the induction process
	Challenges concerning the control of the induction process	Challenges concerning the control of the induction process	Challenges concerning the control of the induction process
Phase4: Reviewing themes	<i>Principals</i>	<i>Deputy Principals</i>	<i>HODs</i>
	Coping with professional challenges	Coping with professional challenges	Coping with professional challenges
	Coping with personal challenges	Coping with personal challenges	Coping with personal challenges

4.4 DATA ANALYSIS AND PRESENTATION

The aim of this study was to explore and describe the SMTs' experiences in terms of their roles in the induction process of novice teachers. To understand how SMT members induct the novice teachers as they begin their teaching career, nine SMT members from three primary schools in the Johannesburg Central District in Gauteng province were interviewed to obtain information about their experiences concerning the induction process of novice teachers. Their responses are recorded in the findings section of this study which were presented in themes and categories while being supported by verbatim responses from participants in this study. The findings of the study suggest that novice teachers are not effectively supported, there is no structured induction process at schools, there is a shifting of responsibilities amongst SMT

members, and that SMT members are not working collaboratively in the implementation of the induction process.

The following seven themes emerged from the study:

- Theme 1: SMT member's own induction experience
- Theme 2: Policy document on the implementation of the induction process
- Theme 3: Support from the District
- Theme 4: Strategies used to support novice teachers
- Theme 5: Managing the induction process
- Theme 6: Challenges experienced by SMT members during the induction process
- Theme 7: How do SMT members manage challenges of induction

4.4.1 Theme 1: SMT members' own induction experience

One of the objectives of this study was to investigate if SMT members were inducted when appointed to their positions. When principals were asked if they were inducted before taking up their positions, all indicated that they attended the induction process which was conducted months after they assumed the position of principal. Hence, SMT members felt that they also needed to be inducted on how to conduct induction processes. Also, SMT members indicated that it would have been more beneficial if they were inducted before assuming their SMT position and duties. Moreover, they articulated that induction should be a continuous development process because of the many frequent changes occurring in the education field.

The following excerpts indicate the views of the principals:

PP1: *I went for the induction process albeit after I have taken this position. I think I went through the process six months after my appointment. I believe it should have been much better if I had received this kind of training prior to me assuming the position. I would say there was induction to some extent because I attended a four-day session where we were trained on financial management, leadership and management, Curriculum delivery, and school governance.*

PP2. *I was inducted by the Department of Education for four days, and that was after assuming with my duties as a principal. I believe that if it was a planned induction, it should have occurred before I started as a principal.*

PP3. *I wouldn't regard it as induction, to me it was like a workshop because it was done four months after I started my job as a principal, and I was only inducted for four days.*

The deputy principals and the HODs when asked if they were inducted, all had mixed reactions to the question. All deputy principals and departmental heads indicated that they neither received formal induction from their principals nor the DoE. When asked if they were inducted when first taking up their position, one deputy principal and one HOD responded:

DPP1: *Yes, but not clearly an induction process because I was introduced to the staff then given an office, after that I had to find my way.*

DHP2: *Yes, but not clearly induction as such because I had to observe the experienced teachers in the school and other HODs on how they do things; there was no mentoring and coaching.*

From the above responses, it was found that there was no structured induction for SMT members. This finding implies that SMT members are not inducted when taking up their positions, hence they are not confident in what they are doing, especially regarding inducting novice teachers. Lebea, Kemi, Adu and Edu (2016) confirm that SMT members are often not trained to induct novice teachers which was supported by Kaniaru and Koech (2018) who reiterated the lack of capacity in SMT members to carry out their duties, and recommended that they should be properly trained on induction processes.

In this study, it was found that the SMT members experience challenges in effectively implementing the induction process due to the lack of skills and training. Lebea, Kemi, Adu and Edu (2016) add that SMT members experience challenges in inducting novice teachers because they themselves were not inducted. This implies that SMT members have to be trained on how to induct novice teachers. Since this is a limiting factor in developing beginner-teachers, Daly and Milton (2017) suggest that adequate time and professional learning workshops to enable SMTs to become capacitated to induct novice teachers.

Further, these findings suggest the need for SMT members to have a less burdensome workload for them to have enough time and energy to effectively induct novice teachers. Mamba (2020)

found that there is no specific time for the implementation of induction programmes concerning novice teachers; some countries and their districts developed induction programmes which give SMT members time to support novice teachers – SMTs’ reduced workloads and adequate provision of finances encourages them to carry out their induction role effectively.

4.4.2 Theme 2: Policy document on induction

The policy from the DoE concerning the induction of novice teachers was a matter of concern for all participants. The empirical data revealed that participants generally had similar notions of the induction process of novice teachers, which were not policy-driven as SMT members indicated that they themselves do not have the induction policy at school level. Some SMT members indicated they use a checklist to ensure that they cover everything planned to be done when welcoming a novice teacher in their school. The participants share their views below:

PP1: *Like I said, I do not have a formal tool to do the induction process, for me is to do the basics. We do not even have guidelines to say this is how you should go about in doing the induction process. What I normally do when we have the new teacher, I take the teacher to the deputy principal to familiarize the educator in terms of matters pertaining to curriculum, to the day-to-day operation of the school within its culture, by taking them through on how things work, the type of help they will get from fellow educators and senior educators. Then the deputy principal hands over that teacher to the HOD so that they are shown the workload, how they are going to operate, the tools they are going to use from the textbooks, gadgets and all necessary equipment that they are going to use day to day.*

PP2: *Each workplace should have an induction policy, unfortunately in our school we do not have it because the Department of Education is not providing any policy or guidelines.*

DPP2: *I do not have any document to use for induction but I use my own experience. As the experienced deputy principal, I do not need any document to induct the novice teacher. I know that the first day I receive the new teacher, I must show him or her the school surroundings, then take him/her to the class that he or she will be teaching, and hand out the resources to be used including the timetable. Then they are capable to start their responsibilities.*

DPP3: *We do not have any policy to follow but we are guided by what the novice teacher will ask during the welcoming and orientation stage. As for me I do not prepare anything for induction because I do not know what the novice teachers will ask.*

The above evidence is consistent with literature which reveals that SMT members do not have a policy on induction of novice teachers. This was reported by Ntsoane (2017) who found that SMT members' efforts in conducting induction processes is negatively hampered by the absence of an induction policy. Maake (2013) states that structured induction programmes can improve collegiality, personal growth, and self-efficacy. I am also of the view that if SMT members have access to a common induction policy, their capacity to implement the induction process can improve.

4.4.3 Support from the District

On the issue of support (or the lack of it) for induction of novice teachers by the district officials, all principals reported that they attended the induction process organised by the Mathew Goniwe District in collaboration with the DoE. However, regarding deputy principals and HoDs, their responses are concerning as they all indicated that they did not receive any support from the district regarding the induction of novice teachers. Their views are expressed below:

DPP1: *It was informal orientation and no support programme from the district. The principal just introduced me to the entire staff during her welcoming speech since it was the beginning of the year. After that I was taken to my office, then she took me around the school and showed me the classes, bathrooms, tuckshop, and the sports ground. I was given a timetable and told that I will teach Grade 7 Technology because in my CV I indicated that I specialise in technology. That's all that was done.*

DPP2: *I was not inducted when I took up my position as a deputy principal, especially because I was promoted within the school. I knew my way around the school. I did not see it as a challenge.*

DPP3: *I was not inducted when I took up my position as a deputy principal. The principal just introduced me to other staff members. Then told to come to his office, where he gave me files used by the former deputy principal who retired. I took the files to my office and started making my own files using the indexes I found.*

Induction should not only be limited to novice teachers, but should also be conducted for SMT members when they take up new positions. Salleh and Tan (2013) report that in China, Shanghai, retired and/or experienced current principals assist as mentors to newly appointed principals. This initiative helped newly appointed principals to develop self-efficacy in their jobs.

4.4.4 Theme 4: Strategies used in the induction process

Theme 4 which emerged from the data collection processes, focused on strategies used in the induction programme. However, all principals and deputy principals passed the buck and stated that it was not mainly their responsibility to induct novice teachers, but that of the immediate supervisor; that is the subject head (HOD). These notions are stated in the excerpts below:

PP2: *... as a culture in this school, my responsibility is to induct newly appointed deputy principals and whenever we have a newly appointed Departmental Head. The deputy principal is the one to induct that newly appointed Departmental Head. When we receive a novice teacher my responsibility is to introduce him or her to the staff members and then take him or her to the respective Departmental Head for induction.*

PP3: *Like I said earlier that the induction process is organised by the immediate supervisor in a particular department; for example, if the person employed is a groundman, we do have a person to whom all groundmen report to. It is the responsibility of HOD to make sure that people who are employed in his/her department are put through what is expected from them, what they must do, and not do.*

HODP1: *The immediate supervisor is the one to take an active role in the induction of the newly appointed teacher. As an HOD in the Intermediate Phase, I am involved in the induction of newly appointed educators in my department. I do not have a formal tool for induction, so I use the experience I have to assist the novice teacher.*

HODP2: *The only strategy which seems to be working is pairing the novice teacher with the experienced teacher to show them the way on how things are done and when to do it. Then I support them in the process.*

HODP3: *I hold a meeting with all educators in my department once a week on Fridays, to check on what they achieved throughout the week. I also check their lesson plans for the coming week, check the resources they will be using, then advise where necessary. I have found this strategy to be working because novice teachers get time to ask questions if they do not understand.*

4.4.5 Theme 5: Managing the induction process

The study's findings reveal that there was no specific procedure for carrying out induction programmes. In exploring the induction process by SMT members, I gathered what their roles and responsibilities entail in the induction process. All the SMT members I interviewed showed no indication of collaboration amongst them concerning induction processes. All principals stated that it is the responsibility of the immediate supervisor (HOD) to induct the novice teacher. Principals indicated that their responsibility was to induct newly appointed deputy principals, while deputy principals should induct newly appointed HODs. However, according to the PAM document (DoE, 2009), it is the role and responsibility of the principal, the deputy principal and the HODs to support newly appointed or inexperienced teachers. As such, SMTs should make it their responsibility to induct novice teachers. This finding revealed the consistency in literature which indicated that there is confusion in the roles and responsibilities amongst SMTs (DBE, 2009). Support of inexperienced educators should be a collective responsibility of all SMT members in a school. Induction processes should be planned and not implemented in an *ad hoc* manner. Maake (2013) indicated that novice teachers need to be supported in adapting to the new environment to understand their duties, to fulfil their needs, circumvent challenges, as well as attain the objectives of the school. Maake (2013) elaborates that novice teachers can be developed and supported best when schools have a comprehensive induction programme. The responses below bear testimony to SMTs' understanding of the policy on induction:

PP1: *... basically in terms of day-to-day management we look at policies that are there, policies that govern educators; for example. The Educators Employment Act 76 of 1998 as amended, the SACE Code of Conduct that stipulates what are the dos*

and don'ts for the educators, and we introduce them to the organogram of the school. We ultimately introduce that person to the HOD, the senior teachers, the grade head so that they know how to operate. Then we introduce the organisational structures. The school has got this certain kind of culture. The expectations from them are to align themselves with the vision and the mission of the school. So basically, that is how we manage induction.

DPP1: *... in this school the SMT manages the induction process by making it the responsibility of the immediate senior to induct the novice teacher; for example, if the novice teacher is in the Foundation Phase, it is the responsibility of the Foundation Phase Departmental Head to induct the teacher.*

HODP1: *In this school, when we have a new teacher, that teacher is given to the HOD. It is the responsibility of the HOD to assist the newly appointed teacher to find his/her way into how the school operates.*

HODP2: *I have never seen the SMT members inducting newly appointed teachers in this school. What happens is that when new teacher arrives, the principal or any delegated SMT member introduces the teacher to the staff. Then after that the HOD of the phase where the new teacher is, gives the teacher the resources such as the files, CAPS policy documents, and the class register. Then the HOD takes the teacher to the class or classes she/he will be teaching. After that the new teacher is told if she/he needs something then she/he must ask. I will say that's how we welcome the new teacher in this school.*

The above responses show the obscurity and ambiguity in the roles and responsibilities of SMT members. This situation reveals that there is no effective implementation of induction by SMT members. As a result, novice teachers experience social, emotional and professional anxiety. Mamba, (2020) indicates that this lack of support experienced by novice teachers can result in relationship challenges.

The SMT members who participated in this study indicated that they try to welcome and orientate novice teachers, though it is done informally. The data collected from three primary schools in the Johannesburg Central district indicated that SMT members do superficially orientate novice teachers when welcoming them to the school by giving them a tour of the school and showing them the resources, they will be using; however, this seems to be inadequate because induction entails continuous support. Van Niekerk and Dube (2011) found

that Botswana's (Gaborone) orientation of novice teachers is a common practice to capacitate novice teachers via induction.

4.4.6 Theme 6: Challenges experienced by SMT members

All participants interviewed agreed that they encounter some difficulties in implementing the induction process for novice teachers. Challenges emerged from planning, organising, leadership, and controlling the induction process. These were derived from the four basic management principles. The responses below articulate SMTs' challenges:

PP1: *No formal training. Basically, you get a new staff member - maybe it's the beginning of the year but you sometimes get a new staff member during the year.*

DPP1: *The confusion on the planning of induction for novice teachers was evident from my experience. I would say as SMT members we lack skills and competence of drawing up the school's induction policy properly. The reason might be because we do not have guideline or policy from the Department of Education which leads to us not doing induction properly. Our workload is too much, we have a lot of administrative duties, managing our own class, and conflict resolution for both learners and teachers. Since the SMT is expected to induct new teachers sometimes we end up doing it for compliance, not effectively because if done effectively it should be continuous. Some days we do not have free periods on our timetables. Even when we do have free periods, when some teachers are absent, we have to assist with relief.*

DPP2: *The big challenge I can say I experienced is limited time for supporting novice teachers. I also think we lack skills and competence of doing the induction properly. The reason might be because we do not have guidelines or policy from the department of education then this leads to us not doing induction properly. Our workload is too much, we hardly get time to sit and plan for induction as SMT members collectively. Then this results in no planning or poor planning of induction.*

DPP1: *We do not have a formal organisational structure for induction. This is how induction is done in this school: the immediate supervisor is the one to take an active role in inducting the newly appointed staff member. If the new staff member*

is the deputy principal, it is the responsibility of the principal to do induction. Deputy principals induct the newly appointed HOD, then novice teachers are inducted by the respective HOD of the subject or phase they are teaching. We also use experienced teachers to help in the induction process.

PP1: *Organising is not cohesion as it should be, because the principal will indicate or introduce the novice teacher. No cohesive structure that deals with the induction process is framed.*

From the above evidence, it can be deduced that SMT members are not trained, supported, and do not have a policy nor guidelines to follow concerning the induction process of novice teachers. One of the challenges of induction reported by Lebea, Kemi, Adu and Emmanuel (2016) is that SMTs are often not trained to do induction and recommend that they should be reskilled. Mestry (2017) adds that this is because they are not trained in instructional leadership and there are few in-service training programmes available for SMTs. A lack of training and guidelines to be followed in the induction process result in SMT members using their own discretion when inducting novice teachers.

Although the results of this study were formulated using a few of the Johannesburg Central District primary schools, it is generally accepted that the lack of training for SMT members leads to the challenges they experienced in conducting induction. In some countries such as Germany, Austria, Sweden, Estonia, Romania, and Croatia SMTs have policies which assist them in implementing the induction process of novice teachers effectively. In these countries the induction policies are developed by the states, and it is mandatory that SMT members should be trained on how to induct novice teachers.

Although SMTs hold curriculum delivery meetings with novice teachers, there are no follow-up meetings to get feedback if the strategies discussed were working. The participants interviewed indicated that they do understand that novice teachers should be inducted, hence they have curriculum meetings where they share best practice to circumvent challenges. However, there is an absence of induction management plans, and time constraints prevent induction meetings. Additionally, there is much disruption in the school routine; for example, The District officials call SMTs to unscheduled workshops or meetings.

4.4.7 Theme 7: Management of induction challenges by SMT members

The challenges encountered by SMTs are expressed below:

HODP2: *The challenges will always be there because the young teachers coming to the profession are enthusiastic, vibrant, energetic, and technology-minded, as a result there is a gap between the young and old. I always advise that we should welcome and embrace technology as part of our lives. The only strategy that seems to be working when dealing with overcoming challenges is pairing the novice teachers with the experienced teacher to show them the way, how things are done and when to do it.*

HODP1: *I encourage other SMT members to put more effort in supporting and mentoring the novice teachers, and to take induction seriously. We must try to improve the working condition of the novice teacher. Currently as SMT members we have designed a code of conduct for all educators which speaks to the dress code, punctuality, and participating in professional bodies and extra curricula activities. We encourage good working relationships to ensure that novice teachers are orientated about the subject he/she will be teaching. Novice teachers must also be resourced in terms of stationery such as lesson preparation file and other basic requirements.*

Some SMTs indicated that internal developmental training is done through IQMS processes; however, IQMS is done once a year, towards the end of the 4th term. According to the Collective Agreement 8 of 2003, IQMS is supposed to be implemented continuously but according to SMT members interviewed in this study, they reported that they concentrate on summative evaluation which is done in the fourth term for the purpose of getting a 1% increase in their salaries. When probed about the successes of IQMS, they indicated that some teachers had a negative attitude towards IQMS because of the lack of consistency and follow-up. This was reported as an issue that restricted time in supporting novice teachers.

4.5 SUMMARY OF FINDINGS

Many findings emerged from the data collected from SMT members in the Johannesburg Central District primary schools. Each finding will be discussed in the following paragraphs

It was found that SMT members are overwhelmed with the unrealistic workload; as a result, they do not have enough time to induct novice teachers. The data collected from the participants confirmed that there were challenges faced during the implementation of the induction process.

The following challenges were identified: inadequate time for induction activities, work overload, interruptions due to other administrative activities, unscheduled workshops and meetings, handling disciplinary matters concerning learners and staff. Moreover, the lack of induction policies or guidelines from the school or the DoE stifled the smooth implementation of the induction process as each SMT member was adopting an *ad hoc* approach induction programme. The inconsistency in applying induction principles and procedures to assist and support beginner-teachers led to induction being side lined.

It was no surprise that SMT members felt that they also need to be inducted on how to conduct induction processes. This study revealed that if SMT members were inducted prior to them assuming their duties, they would have been better prepared to induct new personnel. They also recommended that induction should be a continuous process because of the many changes occurring in the field of education – no one is actually an expert; we should all learn from each other.

4.6 CHAPTER SUMMARY

This chapter presented the findings of the study, which were explained under themes that emerged from the analysis of data and aligned to the objectives and the conceptual framework. The themes assisted in establishing the findings from the presented data. The findings of the study revealed that SMT members do not effectively manage and control the induction process since most of them lack the understanding and knowledge of how it should be implemented. It was confirmed that SMT members are not working as a team when implementing the induction process, as they view it as the responsibility of the immediate supervisor instead of acting collaboratively. Hence, it was evident that induction programmes were not regarded in a serious light by SMTs. The next chapter (5) outlined the conclusions and suggested recommendations on how the induction process can be improved in schools, and how SMT members can be capacitated to induct novice teachers successfully and effectively for whole-school improvement.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS, REFLECTIONS, RECOMMENDATIONS, OVERVIEW AND CONCLUSION

5.1 INTRODUCTION

In chapter four (4), data was presented in alignment with themes, and grouped into categories according to the conceptual framework of Henry Fayol (1914). Chapter 4 also presented the participants' verbatim responses. This chapter (5) begins with a reflection on my research journey. I also discuss the findings (in detail), suggested recommendations and draw conclusions from the findings that emerged by exploring the experiences of SMT members in the induction process of novice teachers in primary schools in the Johannesburg Central district (Johannesburg Region) of Gauteng province. The primary research question and secondary questions posed in chapter 1 were addressed in this chapter (5). This chapter also explained the limitations, strengths and the study's contribution to new knowledge based on literature and this research's findings.

5.2 REFLECTIONS OF MY RESEARCH JOURNEY

My research journey began in 2019. The first phase of my research consisted of identifying a preliminary research topic that was worthy of research and could answer the questions that continually cropped up in my mind, especially about beginner-teachers. Literature both nationally and internationally, was reviewed and critically analysed. This led to developing the main research question and sub-research questions. The research proposal was written over a period of 10 months, and in December 2019 I defended it successfully. In February 2020, I applied for ethical clearance from the University of Pretoria's Ethics Committee. I received an ethics clearance certificate in July 2020 and then requested permission from the Gauteng Department of Education to access participants in public schools. The participants and sites were selected purposively. The selection comprised of school principals, deputy principals, and HODs in primary schools. I was granted permission by the Department of Education (DoE) in September 2020. The next step was to gain permission from the principals of these schools to work with them and other SMT members who were willing to participate in this research project. I was only able to access the schools during the third term of 2020 after a long hiatus due to COVID-19 protocols. Fortunately, I received permission in writing from the principals of the selected schools, and all participants signed the consent forms. I concluded my interviews within two months. Unfortunately, I was unable to submit my dissertation by the

required time due to COVID-19 restrictions. Anxiety hit me so badly that the doctor had to put me on medication. I, therefore, applied for an extension of submission from my supervisor. Permission was granted the dissertation submission was extended. I learned never to give up and persevere to achieve my goals.

5.3 FINDINGS

Seven findings emerged from the data garnered from SMT members. Each finding is elaborated on separately in the following sections:

5.3.1 Finding 1: SMT members' own induction experience

The SMT members who participated in this study indicated that they were only inducted after being in their positions for many months. The type of induction that they received was not structured, and it was only for a duration of four days. Also, SMT members felt that they also needed to be inducted on how to conduct induction processes. This study found that SMT members wanted to be inducted prior to them assuming their respective duties, as it would have been more beneficial. Consequently, capacitating SMT members on effectively inducting novice teachers should be taken seriously to promote professional development. Deliberto (2016) confirms that personnel responsible for the induction of novice teachers should also receive training. This implies that, for schools to have effective induction programmes, SMT members responsible for induction should be trained to accept and understand their responsibilities in terms of enacting induction in an expert and professional manner.

Further, it was found that SMT members in primary schools, experience challenges in effectively implementing the induction process involving novice teachers. The SMT members who participated in this study, indicated that they try to welcome and orientate novice teachers though it is done informally. The data collected from participants in three primary schools in the Johannesburg Central District indicated that SMT members 'induct' novice teachers by giving them a walk-about the school, and showing them the resources, they will be using. However, this is grossly inadequate because induction entails much more than such superficialities – for example, continuous support to adapt into the real world of teaching-learning in terms of professional, social, emotional, and personal development. Kidd, Brown and Fitzallen (2015) emphasise that novice teachers need to be supported personally and

professionally to grow as future experts in the teaching profession. Van Niekerk and Dube (2011) found that in Botswana (Gaborone) the orientation of novice teachers is a common practice to assist novice teachers, and referred to it as induction which was viewed as a continuous process because of the many changes in global education.

5.3.2 Finding 2: SMTs do not have the induction policy

It was found that SMT members do not have a policy nor guidelines to capacitate them in the implementation of the induction process of novice teachers. The lack of training and the absence of policies or guidelines regarding the induction process results in SMT members using their own discretion, which is often superficial and does little to professionally develop the beginner-teacher. Although the results of this study were collected from a limited number of SMTs in the Johannesburg Central District, it can be generally assumed that the lack of training for SMT members leads to the challenges that adversely affect the purpose of induction. Ntsoane (2017) confirms that in South Africa, there is no formal policy on the induction of novice teachers. In support, Peloyahae (2008) conducted a study in the Ekurhuleni West District, revealing that schools did not have an induction policy for novice teachers.

South Africa should follow the example of some countries such as Germany, Austria, Sweden, Estonia, Romania and Croatia who have policies which assist them in effectively implementing the induction process of novice teachers (Zuljan & Pozarnik, 2014). In these countries, the induction policies are developed by their national education departments, and it is mandatory that SMT members should be trained on how to induct novice teachers. The lack of an induction policy in South Africa proves that induction is not treated seriously thus affecting standardised or consistent enactment of induction in South Africa. This implication is a grave cause for concern; more so, if schools themselves have not structured an induction policy (possibly using international guidelines) of their own which questions the quality of leadership and the vision of the school.

Mamba (2020) observes that in some countries such as Scotland, Ireland, Canada, induction of novice teachers is compulsory, and the teaching councils compile the induction programmes. These countries make it their responsibility to ensure that the induction of novice teachers is mandatory. In South Africa, we have SACE; however, we do not have any detailed guidelines on the induction of novice teachers. Santoli and Vitulli (2014) report that a teaching

qualification which novice teachers obtained on completion of their studies alone cannot equip them with the requisite skills to be all-round effective teachers - they also need support from those who have the expertise and experience. This implies that school should have well-structured induction programmes as well as well-trained SMT members to induct new teachers to enhance their knowledge and skills to achieve best practice standards.

5.3.3 Finding 3: Lack of support for SMT members by the district officials

The study found that SMT members are not supported by District officials. The majority of participants interviewed indicated that there was inadequate or no support from the district officials concerning inducting new teachers. This was confirmed in a study conducted by Monametsi (2015) which reveals that SMT members were not trained by District officials on how to support novice teachers. Similarly, Phorabotha (2010) agrees that SMT members lack adequate skills and knowledge to manage novice teachers' professional development to improve teaching practices. This implies that there is no facilitation on professional growth for SMT members. It is imperative that SMT members are guided or inducted by District officials when they are appointed into promotional posts. In China, newly appointed principals are supported by the Shanghai Famous Principals' Project (Salleh & Tan, 2013) which helps them (newly appointed principals) develop self-efficacy and productivity in their jobs.

5.3.4 Finding 4: Strategies used to support novice teachers

The findings indicate that induction is necessary to prepare the novice teacher to adapt to the new working environment. The SMT members mainly orientate novice teachers when they arrive at school in a 'meet and greet session'. The findings further reveal that some SMT members pair the novice teachers with the Grade heads or experienced teachers teaching the same subjects, while others hold Phase meetings to assist novice teachers to understand what is expected from them. Additionally, SMT members who indicated that internal developmental training is done through IQMS processes, found that such an arrangement did not prepare the novice teacher for the rigours of the real world of the teaching profession.

5.3.5 Finding 5: Managing the induction process

The findings of the study clearly reveal that SMT members are struggling in managing the induction process mainly due to the lack of skills to manage the induction process. Msila and Mtshali (2011) confirm that SMT members have not been sufficiently trained to cope with the tasks aligned to induction, and the professional development of novice teachers as they lack the expertise to offer the appropriate support needed to empower beginner-teachers. The findings also indicate that participants were not working in collaboration with each other in managing the induction process. Principals and deputy principals delegated the induction responsibilities to HODs. Alarming, principals and deputy principals indicated that it was the responsibility of HODs to support and induct novice teachers and made no mention of teamwork in induction processes. This situation caused tension among SMT members.

5.3.6 Finding 6: Challenges experienced by SMT members

The participating SMT members stated that they are overwhelmed with their workload, and as a result they do not have enough time to induct novice teachers. This challenge stifled the effective implementation of the induction process. Among other challenges were burdensome administrative activities, unscheduled meetings and workshops, absence of an induction policy, and attending to a range of disciplinary matters related to learners and staff. Hence, SMT members do not have time to support novice teachers continuously. Moreover, SMTs are bound by teaching times (SASA, 1996), curriculum coverage (RSA, CAPS, 2012), and administration duties – all pressurise the SMT member to comply with due dates, and thus there is no time for induction, leaving the novice teacher feeling neglected. These findings suggest that there is an urgent need by the National Department of Education to review school management team's workload as the need for developing new members of staff is a priority.

5.3.7 Finding 7: How do SMT members manage challenges of induction?

The study's findings reveal that the age difference between the experienced teachers and their mentees is a challenge as they (novices) do not see things the same way. Some SMT members felt that novice teachers do not want to be advised. Also, the dress code of teachers was a common aspect of contention as experienced by SMT members. They indicated that some novice teachers dress inappropriately and unprofessionally, and when advised, they feel

offended. Two principals indicated that they have a dress code policy in their school which novices must strictly adhere to.

Limited time to implement induction process was a serious challenge experienced by all SMT members. The HODs interviewed indicated that they manage the induction challenge by holding Phase meetings after teaching time. That's when they interact with novice teachers to solve and assist concerning any challenges they have.

The lack of induction skills for SMT members was a stumbling block for SMT members. In circumventing this, one principal indicated that he depended on self-development and collaborating with other principals who advised the use of a checklist to ensure that he (participant principal) covers all what the novice teacher is expected to know about teaching-learning processes and best practice.

5.6 RECOMMENDATIONS

Based on the findings, the following recommendations were made:

- SMT members should be inducted before assuming their duties in promotional positions. They should be trained in their roles, especially in supporting novice teachers or inexperienced teachers. This can propel the SMT to be at the forefront of the induction process. It is postulated by Grobler (2013) that the DBE is not prioritising to offer guidance workshop to SMT members on how to support and monitor teacher's developmental activities.
- The DoE should develop an induction policy. A standardised induction policy can assist all schools in following consistent structured procedures on how to induct novice teachers. The South African Council for Educators (SACE), should also detail standardised policy document on the induction process for novice teachers, and for teachers' professional development.
- SMT members responsible for the induction process for novice teachers should be relieved of a certain proportion of their workload to allow them enough time to continuously support novice teachers.
- The district officials should support the SMTs and oversee the induction process. District officials should monitor the induction process in the same way they monitor the process of curriculum coverage. It should be mandatory for SMT members to submit a report to the district on how the conducted the induction process for newly appointed teachers. The district should provide support materials and guidance for SMTs to implement the induction process effectively.

- Schools (SMTs) should also collaboratively (with the school community) design their own induction policy by using the DoE policy as a guide.

5.7 SUGGESTIONS FOR FUTURE RESEARCH

The findings of this study suggest that researchers might need to conduct further studies on SMT members' experiences concerning the implementation of the induction process of novice teachers in schools. Since it was found that participating SMT members did not have the induction policy for novice teachers, it would be advisable for future research to delve into aspects of structuring a comprehensive policy on induction at schools. Furthermore, the study revealed that SMT members were equally not inducted when taking up their positions; hence, future research should diagnose reasons for this occurrence, and then provide possible solutions. As this study was conducted using a limited number of participants, it is envisaged that other researchers utilise a bigger sample to obtain broader results so that findings could be generalised to apply to other provinces.

Some of the topics that might need further investigation are the following.

- The role of cluster leaders in supporting principals to cope with teacher induction in school.
- The impact of the lack of induction programmes in schools' academic performance.
- The challenges experienced by SMT members in striking the balance between administration and teacher professional development.
- How professional mentors outside of the school can assist the induction process by alleviating the burdensome workloads of SMTs.

5.8 CONTRIBUTION OF THE STUDY

This study added new knowledge to the body of literature in the field by exploring the experiences of SMT members on the induction of novice teachers in primary schools in Gauteng. The findings lead to strategies on how the induction process may be improved. The Department of Basic Education and policymakers would capacitate themselves by reflecting on the recommendations of this study. A sound, democratic, well-structured, unambiguous, and reader-friendly policy on the induction of novice teachers is needed in schools to eliminate

the inconsistency of induction processes. Since SMT members are overloaded with teaching and administration duties, such a policy would empower seasoned teachers and other role-players to assist in induction programmes. Lastly, this research project emphasised the significance of training SMT members in performing their duties of inducting novice teachers to ensure that induction is effectively implemented; a priority that was largely and unfortunately neglected in the past. It is envisaged that the significance of this research study is taken into cognisance by all stakeholders in order for education in South Africa to be taken to a higher level through implementing effective induction programmes at all schools.

5.9 FINAL REFLECTION

Studies about the induction process have been conducted globally, and they concur on the significant role this process plays in developing novice teachers' self-efficacy. Further, this study's findings revealed that SMT members do not have the skills to conduct induction processes effectively, and this needs immediate intervention. This study, therefore, implores the Department of Education and its policymakers to prioritise the support of SMT members in performing their duties to support novice teachers by (the DoE) drafting a standardised induction programme for all schools. No doubt, supporting SMT members can have a positive impact on teaching and learning and thus improve learner performance.

Maake (2013) indicated that induction of novice teachers is an interaction activity amongst staff members that enhances teamwork and builds long lasting relationship amongst colleagues. Induction helps novice teachers adapt to a school environment.

As a researcher I noted that the sampled SMTs do not monitor the implementation of induction process. The result revealed by the participants made me realised that though there is no guiding policy on induction, as a SMT member I should take it upon myself to support newly appointed staff members at my workplace. Despite the SMTs busy schedules, induction should be prioritised like all other activities. This study therefore challenges the SMTs to work collectively when supporting novice teachers.

5.10 CONCLUSION

The aim of the study was to investigate the experiences of SMT members on the induction process of novice teachers in primary schools in the Johannesburg Central District. In

consideration of the findings of the study, and what was addressed in terms of the research questions, the aim was fully achieved. The study was able to discover the fact that SMT members do not effectively manage and control the induction process, and that most of them are diffident about how it should be implemented. This is exacerbated by SMT members not working as a team when implementing the induction process, instead, they sidestep it by transferring this duty onto the immediate supervisor (or an experienced teacher); hence SMT members displayed a sense of ‘insubordination’ by not exercising their roles and responsibilities as advised by the DoE. It is envisaged that this current study will be an eye-opener for SMTs and the DoE officials to eliminate all challenges that affect the smooth implementation of induction processes concerning beginner teachers so that the school develops holistically to uplift academic performance.

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APPENDICES

Appendix 1: Letter to the Gauteng Department of Education



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

13 Reyger Street

Witpoortjie

1724

19 March 2020

The Head of Department

Gauteng Department of Education

Johannesburg

2000

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY IN SELECTED PRIMARY SCHOOLS IN THE JOHANNESBURG CENTRAL DISTRICT

I, Thelma Sasavona Mkhabele, a registered Master's (Leadership Management) student at the University of Pretoria (Student Number: 13421272), request permission to conduct research study in selected primary schools in the Johannesburg Central District, in the Gauteng Department of Education. My research dissertation title is: **School management teams' experiences on the induction process of novice teachers in primary schools**. The aim of this study is to explore and describe SMTs' experiences as they enact their roles in the induction process of novice teachers in primary schools. I will also explore how the SMTs identify and manage the challenges experienced during the induction process of novice teachers. The study seeks to obtain insights from the SMTs regarding their experiences of the induction process of novice teachers in primary schools.

Part of the requirements for obtaining this degree is the successful completion of a research project in the field of Leadership and Management in Education. To accomplish my objectives, I need participants to be interviewed. Three primary schools from the Johannesburg Central District will be chosen as research sites. Data for this study will be generated by conducting telephonic or virtual interviews due to COVID-19 regulations. The interview will be conducted after-school hours and will take place for about 45 minutes to an hour as I am employed full time as a principal, and to make sure that the data gathering processes do not interfere with teaching and learning activities of the participating schools. Participants will be asked to determine a time convenient to them. Additional consent will be obtained from the participants to record the interview. The interview questions will be sent to the participants in advance to enable them to prepare for the discussion during the interview process. The target group for this research is the School Management Team members (The Principal, The Deputy Principal and Heads of Department or the Master teachers).

Data collection is intended to commence at the beginning of third term of 2020, and would be completed in a month's time.

All participants would be asked to sign a consent form wherein they give permission to participate in the research study. This consent form will address issues of ethical concerns while

indicating to the participants that their participation in the research study is entirely voluntary. Anonymity and confidentiality will be maintained. Under no circumstances will the participant's name or their school's name be mentioned in the report. All participating schools will be asked to give permission for the research study to be conducted telephonically with their SMT members. You are welcome to contact my supervisor, Dr T. O. Ogina, at **012 4202445**, or email her at **teresa.ogina@up.ac.za** if more information or clarity is needed.

I declare that all statements made by myself in this application are true and correct. I promise to submit copies of the research report to the Gauteng Department of Education upon completion of my studies.

I hope that you will be able to assist me in this regard.

Yours faithfully

Thelma Sasavona Mkhabele (Student)

Signature: _____ Date: _____

Cell: 082 308 1391

E-mail: mkhabelets@gmail.com

Dr T.O. Ogina (Supervisor)



APPENDIX 2: Approval from the Gauteng Department of Education



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	22 July 2020
Validity of Research Approval:	04 February 2020 – 30 September 2020 2019/532
Name of Researcher:	Mkhabele TS
Address of Researcher:	13 Reyger Street Witpoortjie Ext 17 Roodepoort
Telephone Number:	0823081391 /0825524317
Email address:	mkhabelets@gmail.com
Research Topic:	School Management Teams experience of the induction process of novice teachers in primary Schools
Type of qualification	M.Ed Leadership and management in Education
Number and type of schools:	4 Primary School
District/s/HO	Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

[Signature] 24/07/2020

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faiith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

Appendix 3: Letter to the Principal and SGB Chairperson Requesting Permission



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

LETTER TO SGB CHAIRPERSON

The Chairperson/ Principal

Governing Body of _____

16 March 2020

Dear Sir/Madam

Participation in the study: School Management Teams' experiences of the induction process of novice teachers in primary schools

I, Thelma Sasavona Mkhabele, is a registered Master's degree student in Education, Leadership and Management at the University of Pretoria. Part of the requirements for obtaining this degree is the successful completion of a research project in the field of Leadership and Management in Education.

My research dissertation title is: **School management teams' experiences on the induction process of novice teachers in primary schools**. This study will be conducted at three selected primary schools situated within the jurisdiction of the Johannesburg Central Education District.

The aim of this study is to explore and describe the SMTs experiences as they enact their roles in the induction process of novice teachers. The study intends to establish the practices of the SMTs, in addition to how they identify and manage the challenges experienced during the induction process of novice teachers.

Data for this study will be generated by conducting telephone or virtual interviews due to COVID-19 regulations. The interview will be done after-school hours and will take about 45 minutes to an hour. Additional consent will be obtained from the participants to record the interview. The interview questions will be sent in advance to enable them to prepare for the discussion during the interview process.

Only SMT members who give consent will participate in this study. Data collected from this study will be kept strictly confidential, and neither the school nor the participants will be identified in the report. The data collected will be used for research purposes only. The participants may withdraw at any time during the research process without any penalty. Only after I have received your approval as the Governing Body of the school, will I approach the relevant SMT members in your school to participate in this study.

I will then obtain informed consent from the participants and thereafter arrange time after-school hours to conduct the interviews. Participation in this study will be voluntarily and data obtained will be treated as strictly confidential.

The participants willing to participate in this study will be requested to sign the consent form. The participants may withdraw from the project at any time if they choose not to continue participating in the study. Under no circumstances will the participants or the name of the school will be identified in the research report. At the end of the study the school will be given a copy of the research report containing the findings and the recommendations. The findings of this research study could be useful to education policymakers. The research study also has the potential to motivate SMT members to reflect on their practices on the induction of novice teachers.

We would also like to request 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 and using the data for teaching purposes. The confidentiality and privacy aspects applicable to this study will be binding on future research studies. My research project supervisor is Dr T.O. Ogina who is a senior lecturer at the University of Pretoria, and you can contact her at **012 4202445** for any information regarding my research project.

Thank you for taking time to read this information

Yours in education

Ms Thelma Mkhabele (Student Researcher)

Signature: _____ Date: _____

Cell No. 082 308 1391

Email: mkhabelets@gmail.com

Dr T. A. Ogina (Supervisor)



Signature:

Date: _____

Tel. 012 420 2445

Email: [teresa.ogina@ up.ac.za](mailto:teresa.ogina@up.ac.za)

APPENDIX 4: Letter to participants Requesting Permission



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

13 Reyger Street
Witpoortjie
1724
19 March 2020

LETTER REQUESTING INFORMED CONSENT FROM PARTICIPANT:

Dear Participant

Participation in the study: School management teams' experiences of the induction process of novice teachers in primary schools.

I, Thelma Sasavona Mkhabele, is a registered MEd (Leadership Management) student at the University of Pretoria. My student Number is: 13421272. Part of the requirements for obtaining this degree is the successful completion of a significant research project in the field of Leadership and Management in Education.

My research dissertation title is: **School management teams' experiences of the induction process of novice teachers in primary schools.** This study is concerned with the exploration of the SMTs experiences of the induction process of novice teachers in three primary schools. The study will be conducted within the jurisdiction of the Johannesburg Central District, Gauteng Department of Education.

The aim of this study is to explore and describe the SMTs' experiences as they perform their roles in the induction process of novice teachers. The study intends to establish the practices of the SMTs and how they identify and manage the challenges experienced during the induction process of novice teachers.

As part of my research, interviews need to be held with the principal, the deputy principal, the heads of departments or the master teachers about their experiences in the induction process of novice teachers in primary schools. I also intend to analyse the documents that the school use in the induction process. The SMTs selected must have at least five to ten years' experience in the selected schools as a leader.

Your role as the participant in this research project will be to respond to the interview questions. The interview will be done through the telephone or virtual due to the current social distancing protocols due to COVID-19. The interview will be done after school hours and will take about 45 minutes to an hour. Additional consent will be obtained from the participants to record the interview. The interview questions will be sent to you in advance to enable you to prepare for the discussion during the interview process. The decision for you to participate in this study is entirely voluntary and once you have indicated your willingness to participate, you can still withdraw at any time without penalties. I also assure you that all the information obtained from interviewing you will be kept confidential.

Under no circumstances will your name or the name of your school be included in the research report. At the end of the study, you will be given a copy of the research report containing the findings and the recommendations. This research study will give you an opportunity to reflect on your own practice of inducting novice teachers. If you decide to participate in this study, you are kindly requested to complete the consent form (attached) and return it to me via email.

We would also like to request permission for you 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 and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies. My research project supervisor is Dr T.O. Ogina who is a senior lecture at the University of Pretoria, and you can contact her at **012 4202445** for any information regarding my research project.

Thank you for taking time to read this information.

Yours in education

Ms Thelma Mkhabele (Student Researcher)

Signature: _____ Date: _____

Cell No. 082 308 1391 or email: mkhabelets@gmail.com

Dr T.O. Ogina (Supervisor)

Signature: _____

Date: _____

Tel. 012 420 2445 or email: teresa.ogina@ up.ac.za

APPENDIX 5: Informed Consent from Participants



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LETTER OF CONSENT

VOLUNTARY PARTICIPATION IN THE RESEARCH STUDY ENTITLED:

SCHOOL MANAGEMENT TEAMS' EXPERIENCES OF THE INDUCTION PROCESS OF NOVICE TEACHERS IN PRIMARY SCHOOLS

I, (Full names) _____, as a (Position) _____ voluntarily agree to participate as an individual in the above-mentioned study introduced and explained to me by Ms Thelma Sasavona Mkhabele, currently a student at the University of Pretoria studying for a Master's degree in Education, Leadership and Management.

I further declare that I understand all that was explained to me by the researcher including the aim, scope, possible consequences, benefits and methods of collecting information as proposed by the researcher, as well as the means by which the researcher will ensure confidentiality and the integrity of the information she collects.

I understand that the researcher subscribes to the principles of:

- *Voluntary participation* in research, implying that the participants may withdraw from the research any time without being disadvantaged in any way.
- *Informed consent*, meaning that the research participants must always be fully informed about the research process and purposes, and must give consent to their participation in research.
- *Safety in participation*: the respondents should not be placed at risk or harm of any kind.
- *Privacy*: the *confidentiality* and *anonymity* of the respondent should always be protected.

- *Trust*: respondents will not be exposed to any acts of deception or betrayal in the research process or its published outcomes.

Full name: _____

Signature: _____

Date: _____

Contact details: _____

Signed by researcher:

APPENDIX 6: interview Schedule for SMT members


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Interview schedule for SMT member

Topic: School management teams' experiences on the induction process of novice teachers in primary schools

Designation: Principal/Deputy Principal/HoD _____

Research questions	Interview questions
Demographic information/ Can you tell me about yourself?	(i) How many years have you spent in the teaching profession? (ii) What is your highest qualification? (iii) How many years of work experience do you have in this position?
How do the SMTs describe the induction process of novice teachers?	(v) What can you tell me about the induction process in this school? Did you go through the induction process when taking up this position? What form of induction did you receive? (vi) How can you describe the process of induction? (vii) What do you use as a guide in doing induction? Please explain to me how it works? (viii) Who are the SMT members involved in the induction committee? What do they do?

<p>How do the school SMTs manage the induction process of novice teachers?</p>	<p>(vi) How do you manage the induction process?</p> <p>(vii) Please tell me about your experiences in the process of planning for the induction.</p> <p>(viii) How is the induction process organised in this school? Are there structures? Please explain.</p> <p>(ix) Please explain the leadership role of SMT in the induction process</p> <p>(x) Tell me about evaluation or control of the induction process in this school</p>
<p>What are the are challenges experienced by SMTs the induction process of novice teachers?</p>	<p>(ii) Please tell me about the challenges you have experienced in the induction process of novice teachers with regard to:</p> <ul style="list-style-type: none"> • Planning of the induction process • Organising the induction • Leadership in the induction process • Evaluating of the induction process
<p>How do the SMTs manage the challenges regarding the induction process of novice teachers?</p>	<p>(i) How did you address the challenges related to managing the induction of teachers?</p> <p>(ii) What strategies did you to deal with the challenges in organizing the induction process for teachers?</p> <p>(iii) How did you address leadership challenges in the induction process?</p> <p>(iv) What did you do in solving the problems related to evaluating the induction process?</p>
	<p>(i) Is there anything that you would like to tell me about the induction of novice teachers?</p>

APPENDIX 7: Interview Transcript (One Transcript)

INTERVIEW TRANSCRIPT (ONE SAMPLING)

Interview conducted telephonically. Duration of interview: Interviewed started at 15:00 and ended at 15:30 (30 min). Interview conducted by the Telephonic Semi-structured interview recorded; transcripts are typed verbatim.

Table 1 below captures the demographic information of the participants

Participant number	PP1
Current Post level {PL 4 (Principal); PL 3 (Deputy Principal, PL 2 HOD	PL4
District	JC
Type of school	T/ship
Medium of instruction	English
Gender {Male (M); Female (F)}	Male
Teaching Experience	24
SMT experience	10 years

Researcher: Good afternoon, Sir,

PP1: Good afternoon, Madam

Researcher: Before we start with this interview, I just want to check if you have read the terms and condition about this research interview and you have signed the concern form voluntarily.

PP1: Yes, Madam I did read the document and I signed to give concern.

Researcher: I also want to remind you that you are doing this interview voluntarily and you are free not to answer questions that makes you feel uncomfortable. Lastly remember that you do not have to mention your name or your school's name for the sake of confidentiality. And I will also not mention your name nor your school's name in my research.

Please feel comfortable and indicate to me when you are ready to start.

PP1: I'm ready, I'm ready to start madam.

Researcher: What can you tell me about the induction process in this school? Did you go through the induction process when taking up this position? What form of induction did you receive?

PP1: Thank you very much for the question mam, induction basically is to familiarize a staff member with the organizational culture or culture of the institution how things should be done, what does the position entails, what are day to day basics that the educator should do, and those things a person should not do basically is about the protocol that needs to be followed on the day-to-day basis.

The next question was ... Did I go through the induction when taking up this position? I would say Yes to some extent I went through the induction process albeit after I have taken the position, I think I went through the process six months after appointed, where I was trained finance management, trained on leadership and management, governance so that you help the school governing body and the like but I believe It should have been much better if received this kind of training prior to me assuming the position.

Researcher: How can you describe the process of induction?

PP1: The process of induction should be in two folds, two folds in the sense that there's a professional part, of it. Whereas as manager I should know the day-to-day operations, how to operate as a manager. And the other aspect I would just say is the human relations part. Human relation, how to relate with the SGB, how do you relate with the staff members and the community and other stake holders. So, I think those are things that should form part of induction. But then when I look at the novice educator they should be inducted in terms of their the day to day operation, what are they expected to do when they go to in the classroom, in lesson preparation, how they are going to make use technology to integrate their lesson plan, how are they going to discipline their learners in the class and the like. The other part is extra and co-curricular activities, how they are going to assist in terms of ground duty roster, how are they going to assist in terms of sports ground and the other day to day activities of the school Induction is wide and broad. Although as a school we do not have a formal induction process but those are the things that form part of induction process so that an educator or a manager is not put in the deep end, where they are not sure of what to do and what they should not do, I think that what the induction process is all about.

Researcher: What do you use as a guide in doing induction? Please explain to me how it works?

PP1: Thank you, Madam. Like I said I do not have a formal, a formal tool to do the induction process, what I do is for me to do the basics, we do not have even guidelines to say this is how you should go about in doing the induction process, what I normally do when we have a new teacher I take that educator to the deputy principal to say familiarize the educator in terms of matters pertaining to curriculum, matters pertaining to the day to day operation of the school with the culture by taking them through on how things work, the kind of help they will get from fellow educators, the senior teachers. Then the deputy principal handover that educator to the head of department so that they are shown the workload, how they are going to operate. The tools that they are going to use from the textbooks, gadgets and all the necessary equipment that they are going to use on day-to-day basis.

Researcher What do they do?

PP1: Although we do not have a formal committee in dealing with that, but the deputy principal and the HODs they form part of they are an integral part of the induction process, because they assist in settling the novice teacher so that they feel at home. And then we leave our doors open assist them to settle in the new environment. It is very important for novice teachers so that they do not feel left out. It is very important for novice teachers to go through the process so that they do not feel left out. We leave our doors open so that if there are things, they are not sure if they can ask. It is very important for the novice to get a sort of mentor ship, guidance process so that they do not feel like they are not taken care of.

Researcher: How do you manage the induction process?

PP1: Basically, in terms of day to day we look at policies, the policies that are functioning, looking at policies that govern educators, the Educators Employment Act 76 of 1998 as amended, the SACE code of conduct that stipulates what are the do's and do not for the educators, and we introduce them to show them the organogram of the school. And ultimately, we introduce that person to the HOD, the senior teachers, the grade head so that they know how they operate. Then we introduce the organizational structures. The institution has got this kind of culture. The expectations from them to say the school perform in this fashion and we expect them to align themselves with the vision and the mission of the school. So basically, that's how we manage the induction.

Researcher: Please tell me about the challenges you have experienced in the induction process of novice teachers about: Planning of the induction process

PP1: Basically, you identify the new staff members maybe it's the beginning of the year, you identify new staff members, prepare a manual, sort of a training manual, identify all the aspects of the school life. Each new member of the staff is introduced to, and then you take them through the process, allow them to ask questions and you answer the questions, ask them about their expectations, talk to them as frankly as possible and you indicate and emphasize what the expectations are. You indicate that they must align themselves with the organizational culture with the institution. Basically, that how you go about for the planning of the induction process. Hold them by hand, take them through so that they feel that they are not left on their own but rather somebody is walking with them up until they find confidence to walk on their own.

Researcher: What are the challenges experienced in organizing the induction process?

PP1: Ya, like I indicated earlier we do not have a structured, no structured process, it is a situation, when you have a novice teacher, honestly, we do not have structured programme to say this is how we are going to go about. Well, you welcome them you take them through the basics so that they do not get lost in the process. You do not leave them to their own will to do things as they wish but rather you show them direction to say this is how things should be done.

Researcher: What are the challenges experienced in leadership in the induction process?

PP1: The SMT ideally should lead the process. Like I said as the principal I bring in the deputy principal and the HOD so that they form part of the process. Some of the things that the teachers must know must come directly from me in terms Curriculum matters of course will come from the HODs although some of the things pertaining curriculum they might come from even from the principal, deputy principal but the bulk of the things must come from the HOD. They might also come to

Researcher: What are the challenges experienced in evaluating the induction?

PP1: We do not have the formal evaluation tool, hence I said the process is not formally structured, is purely observational, to say we've assisted this person and you see their challenges you call them. Since there are no structured programme If here are challenges, they come in and assist the novice teacher. The process of interacting in this interview is an eye opener so that it can work well for the school as well as the novice teachers, since there is no structured evaluation tool it needs planning, no structure because we do not have detailed

structure so that we can have a budget for it. It just happens as and when needed. Sometimes we receive novice teachers during the year when everybody is busy.

Researcher: How did you address the challenges related to managing the induction process?

PP1: I addressed the challenges of managing the induction process by making sure that the HOD gives feedback of what they did with the novice teachers. I also interact with the novice teachers to check if indeed they were inducted.

Researcher: What strategies do you have to deal with the challenges in the organizing the induction process for teachers for novice teachers?

PP1: Organizing is not as coherent as it should be, because the principals will indicate or introduce the novice teacher. No coherent structure that deals with the induction process

Researcher: How did you address the leadership challenges the induction process

PP1: Yaa, the challenges will always be there because the young teachers coming to the profession, they are young, vibrant, and energetic and inclined to technology as a result there are a clash between the young and the old. We should welcome technology and embrace technology as part of our lives and should be inserted to

Researcher: What did you do in solving the problems related to evaluating the induction process?

PP1: We make the novice teacher understand the workplace, adjust, and deliver on what is expected from them

Researcher: Is there anything that you would like to tell me about the induction of novice teachers?

PP1: Thank you for giving me this opportunity to take part in this research interview. It has been an eye opener for me as the principal. It gives me a better perspective on how we should do the induction. I will go back to the SMT to formulate some guidelines on how we should do the induction process.

Researcher: Thank you very much for sharing your time with me Sir to participate in this interview.