

The mentorship of teachers by departmental heads for professional development and motivation

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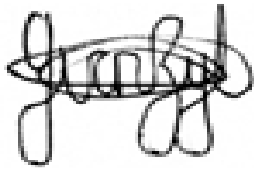
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DECLARATION

I, the undersigned, student number 24534536, hereby declare that this dissertation is my own original work and that I have not previously in its entirety or in part, submitted it at any university for a degree. Further, all the academic sources that I have consulted have been acknowledged in-text and in the reference list.



Signature

19 April 2023

Date

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ABSTRACT

This empirical study investigated how the mentorship of teachers by departmental heads (DHs) may increase the standard of professional development and motivation of teachers. The DH, as a component of School Management Team (SMT), is the middle-manager of the school who is the subject specialist of a department. Accordingly, this study determined how mentorship programmes can improve the motivation of teachers, how they enhance the professional development of teachers, and which aspects can be included by DHs in such programmes to enhance the mentorship of teachers for teachers' ongoing professional development and motivation at schools. This research applied a qualitative research approach that was underpinned by the interpretivism paradigm and guided by the phenomenological research strategy to understand how DHs can improve teachers' motivation and professional growth. The theories underpinning the study included the Human Capital Theory and Herzberg's Two-factor Motivational Model. The research utilised purposive sampling which included the DH, the principal, and a post-level (PL)1 teacher. This sample was selected from schools in Kimberley in the Northern Cape Province of the Republic of South Africa (RSA), Francis Baard District, Circuit 3. Data was collected using audio-recorded semi-structured interviews at the selected schools. The data analysis was performed after all the interviews were transcribed verbatim. The data was then tabulated and subsequently analysed via the thematic analysis process. Codes were identified and used to categorise themes and sub-themes that emerged from the data. Recommendations included designing clear policies for mentorship, formal mentorship training and induction programmes, controlling and monitoring tools for implementing mentorship, pilot mentorship programmes, and thorough training for mentoring (principals, DHs, post-level 1 teachers, and all relevant stakeholders). The study serves as a basis for further research in the field of mentorship, since it has the potential to contribute significantly to teachers' professional development and motivation on a national level.

Key terms: departmental head, extrinsic motivation, intrinsic motivation, mentorship programme, professional development

OPSOMMING

Hierdie empiriese studie gaan oor hoe die monitoring van onderwysers deur departementshoofde (DH'e) die standaard van die professionele ontwikkeling en motivering van onderwysers kan verbeter. Die DH wat deel vorm van die skoolbestuurspan (SBS) is een van die middelbestuurders van die skool en 'n vakspesialis van 'n departement. Hierdie studie het ook bepaal hoe mentorskapprogramme die motivering van onderwysers kan verbeter; hoe hierdie programme die professionele ontwikkeling van onderwysers verryk en watter aspekte deur DH'e in sulke programme ingesluit kan word om die mentorskap van onderwysers vir laasgenoemde se voortdurende professionele ontwikkeling en motivering by skole te verryk. Die navorsing het 'n kwalitatiewe navorsingsbenadering gevolg wat deur die interpretivistiese paradigma ondersteun is en gelei is deur die fenomenologiese navorsingstrategie om te verstaan hoe DH'e onderwysers se motivering en professionele ontwikkeling kan verbeter. Die teorieë onderliggend aan die studie sluit in: die *Human Capital Theory* en Herzberg se *Two-factor Motivational Model*. Vir die navorsing is gebruik gemaak van personelede van verskillende range wat die DH, die skoolhoof en 'n posvlak 1-onderwyser ingesluit het. Die persone is uit skole in Kimberley in die Noord-Kaap provinsie van die Republiek van Suid-Afrika (RSA), Francis Baard Distrik, Kring 3 verkies. Data is versamel met behulp van klankopnames in semi-gestruktureerde onderhoude by verkose skole. Die data-analise is gedoen nadat al die onderhoude verbaal neergeskryf is. Die data is getabuleer en daarna geanaliseer met behulp van die tematiese analiseproses. Kodes is geïdentifiseer en aangewend om temas en subtemas wat uit die data na vore gekom het, te kategoriseer. Aanbevelings het die volgende ingesluit: die ontwerp van duidelike beleide ten opsigte van mentorskap, formele mentorskapopleiding en induksieprogramme, beheer- en moniteringsgereedskap; mentorskaploodsprogramme en deeglike opleiding vir monitoring (skoolhoofde, DH'e, posvlak 1- onderwysers en alle betrokkenes). Die studie dien as 'n basis vir verdere navorsing in die mentorskapveld, aangesien dit die potensiaal het om beduidend by te dra tot onderwysers se professionele ontwikkeling en motivering op nasionale vlak.

Sleutelwoorde: departementshoof, ekstrasieke motivering, intrinsieke motivering, mentorskapprogram, professionele ontwikkeling

TABLE OF CONTENTS

DECLARATION	I
ACKNOWLEDGEMENTS	II
ABSTRACT	III
OPSOMMING	V
LIST OF ABBREVIATIONS/ACRONYMS.....	XII
LIST OF TABLES	XIV
LIST OF FIGURES.....	XV
CHAPTER ONE	1
ORIENTATION TO THE STUDY.....	1
1.1 INTRODUCTION	1
1.2 CLARIFICATION OF CONCEPTS.....	2
1.2.1 Departmental head (DH).....	2
1.2.2 Mentorship Programme	3
1.2.3 Professional Development (PD).....	4
1.2.4 Motivation	5
1.3 PROBLEM STATEMENT	6
1.4 RESEARCH QUESTIONS.....	7
1.4.1 Primary Research Question.....	7
1.4.2 Secondary Research Questions	7
1.5 AIM AND OBJECTIVES	8
1.5.1 Aim of the Research	8
1.5.2 Research Objectives.....	8
1.6 THEORETICAL FRAMEWORK	8

1.7 RESEARCH DESIGN AND METHODOLOGY	10
1.7.1 Research Paradigm	10
1.7.2 Research Approach	10
1.7.3 Research Design	11
1.8 POPULATION, SAMPLE, AND SAMPLING STRATEGY	11
1.8.1 Population	11
1.8.2 Sample	12
1.8.2.1 Sampling technique: Non-probability purposive sampling	13
1.8.2.2 Inclusion criteria.....	14
1.8.2.3 Exclusion criteria	15
1.8.3 Research Sites	15
1.9 DATA COLLECTION	15
1.9.1 Method of Data Collection	16
1.9.2 Data Analysis.....	17
1.9.3 Ethical Considerations	18
1.9.3.1 Permission.....	19
1.9.3.2 Voluntary participation	19
1.9.3.3 Informed consent.....	20
1.9.3.4 Right to privacy and confidentiality.....	20
1.9.3.5 Bias	21
1.10 TRUSTWORTHINESS	21
1.11 DIVISION OF CHAPTERS	23
1.12 CONTRIBUTION OF THE STUDY	23
1.13 SUMMARY	24
CHAPTER TWO.....	25
LITERATURE REVIEW.....	25
2.1 INTRODUCTION	25
2.2 CORE ROLES AND RESPONSIBILITIES OF DEPARTMENTAL HEADS (DHs)	27
2.2.1 Curriculum Management	27
2.2.2 Communication.....	29
2.2.3 Personnel Management.....	31
2.2.4 Extra- and Co-curricular Activities.....	33

2.2.5	General Duties of departmental heads (DHs)	34
2.3	MENTORSHIP	36
2.3.1	Advantages of Mentorship	37
2.3.2	Disadvantages of Mentorship	40
2.3.3	The Context of Mentorship.....	42
2.3.3.1	The international context of mentorship	42
2.3.4	Mentorship Process	43
2.3.4.1	Mentorship programmes as part of the mentorship process.....	44
2.3.4.2	Steps in the mentorship process.....	46
2.4	MOTIVATION	48
2.4.1	Types of Motivation	49
2.4.1.1	Intrinsic motivation	50
2.4.1.2	Extrinsic motivation.....	51
2.4.2	Herzberg's Two-factor Motivational Theory.....	53
2.5	PROFESSIONAL DEVELOPMENT	54
2.5.1	The Legal Framework of Professional Development (PD)	56
2.5.1.1	The Skills Development Act 97 of 1998	56
2.5.1.2	South African Council for Educators Act 31 of 2000	56
2.5.1.3	The Employment of Educators Act 76 of 1998	57
2.5.1.4	National Policy Framework: Teacher Education and Development in SA – 2006	58
2.5.2	Human Capital Theory (HTC)	59
2.5.2.1	Human Capital Theory for professional development.....	59
2.6	MENTORSHIP PROGRAMMES TO ENHANCE PROFESSIONAL DEVELOPMENT	60
2.7	SUMMARY	61
CHAPTER THREE		63
RESEARCH METHODOLOGY		63
3.1	INTRODUCTION	63
3.2	RESEARCH DESIGN AND METHODOLOGY	63
3.2.1	Research Paradigm	63
3.2.2	Research Approach	64
3.2.3	Research Design	65

3.3 POPULATION, SAMPLE, AND SAMPLING STRATEGY	65
3.3.1 Population	65
3.3.2 Sample	66
3.3.3 Sampling Strategy	67
3.3.3.1 Inclusion criteria.....	68
3.3.3.2 Exclusion criteria	69
3.3.3.3 Justification for the sample size	69
3.3.4 Site	69
3.4 DATA COLLECTION	70
3.4.1 Method of Data Collection	70
3.5. ETHICAL ASPECTS OF RESEARCH	71
3.5.1.1 Permission.....	71
3.5.1.2 Privacy and confidentiality	72
3.6 TRUSTWORTHINESS	72
3.7 SUMMARY	74
CHAPTER FOUR.....	75
DATA ANALYSIS AND DISCUSSIONS	75
4.1 INTRODUCTION	75
4.2 RESEARCH QUESTIONS.....	75
4.2.1 Primary Research Question.....	75
4.2.2 Secondary Research Questions	75
4.3 AIM AND OBJECTIVES OF THE RESEARCH.....	76
4.3.1 The Process of Data Analysis	76
4.3.2 Report on Data Analysis	78
4.3.3 Theme 1: The nature of mentoring.....	79
4.3.3.1 Sub-theme 1: Perceptions on mentorship.....	79
4.3.3.2 Sub-theme 2: Mentoring as guidance and support.....	83
4.3.3.3 Sub-theme 3: The role of the departmental head as a mentor	85
4.3.4 Theme 2: The utilisation of mentorship programme to promote professional development of teachers	90
4.3.4.1 Sub-theme 1: Professional development	90
4.3.4.2 Sub-theme 2: Formal training for mentoring.....	94

4.3.4.3	Sub-theme 3: Gap between university education and practice.....	96
4.3.5	Theme 3: Motivational aspects	99
4.3.5.1	Sub-theme 1: Lack of motivation.....	100
4.3.5.2	Sub-theme 2: Drivers of motivation.....	102
4.3.5.3	Sub-theme 3: Reasons for the lack of motivation.....	105
4.3.6	Theme 4: Barriers to mentoring	107
4.3.6.1	Sub-theme 1: Challenges regarding mentoring.....	107
4.3.6.2	Sub-theme 2: Overcoming barriers of mentorship.....	110
4.3.6.3	Sub-theme 3: Responsibility	113
4.3.7	Theme 5: The mentorship facets for enhancing teacher professional development by departmental heads	114
4.3.7.1	Sub-theme 1: Forms of mentorship.....	114
4.3.7.2	Sub-theme 2: Facets to include in mentorship	116
4.4	SUMMARY	121
CHAPTER FIVE.....		122
SUMMARY, FINDINGS, RECOMMENDATIONS, AND CONCLUSION.....		122
5.1	INTRODUCTION	122
5.2	SUMMARY OF THE RESEARCH STUDY	122
5.3	FINDINGS	123
5.3.1	Findings regarding secondary research question one	124
5.3.1.1	Findings from the literature review	124
5.3.1.2	The data analysis for secondary research question one	124
5.3.1.2.1	Role of the departmental head as a mentor	124
5.3.1.2.2	Training modes for professional development	125
5.3.1.2.3	Class visits	125
5.3.1.2.4	Lack of professional development.....	125
5.3.1.2.5	Lack of formal training for mentorship.....	125
5.3.1.2.6	The gap between theory and practice	125
5.3.2	Findings regarding secondary research question two	126
5.3.2.1	Findings relating to literature.....	126
5.3.2.1.1	Types of motivation	126
5.3.2.1.2	Motivational theory	126
5.3.2.2	Findings from the data analysis	127

5.3.2.2.1	Amotivation.....	127
5.3.2.2.2	Reasons for amotivation	127
5.3.3	Findings regarding secondary research question three.....	127
5.3.3.1	Barriers to mentorship	128
5.3.3.1.1	Demanding workload	129
5.3.3.1.2	Time-constraints	129
5.3.3.1.3	Lack of communication	129
5.3.3.1.4	Absence of collaboration	129
5.3.3.1.5	Negative attitude and undesirable mindset	130
5.3.3.2	Overcoming barriers to mentorship.....	130
5.3.3.2.1	Establishing proper and open communication channels	130
5.3.3.2.2	Healthy human interactions	130
5.3.3.2.3	Developing policy guidelines.....	131
5.3.3.2.4	Responsible parties to resolve challenges	131
5.3.3.2.5	Effective time-management strategies	131
5.3.4	Forms of Mentorship Programmes from the Data Analysis	131
5.4	RECOMMENDATIONS	132
5.4.1	Recommendations for the Department of Education (DoE)	132
	Recommendation 1	132
	Recommendation 2	132
5.4.2	Recommendations for DoE District Offices	132
	Recommendation 3	132
	Recommendation 4	132
	Recommendation 5	132
5.4.3	Recommendations at School Level.....	133
	Recommendation 6	133
	Recommendation 7	133
	Recommendation 8	133
	Recommendation 9	133
5.5	RECOMMENDING FACETS FOR INCLUSION IN MENTORSHIP PROGRAMMES	133
5.5.1	General Administration	134
5.5.2	Utilisation of Resources	135
5.5.3	Professional Etiquette.....	135
5.5.4	Classroom Management.....	135
5.5.5	Communication Channels.....	135
5.5.6	Time-management	136
5.5.7	Classroom Observation and Lesson Simulations.....	136

5.5.8	Collaboration	136
5.5.9	Curriculum Management	136
5.5.10	Promoting Teacher Morale	136
5.6	LIMITATIONS OF THE STUDY	137
5.7	CONCLUSION TO THE STUDY.....	137
REFERENCES.....		139
ANNEXURE A: ETHICAL CLEARANCE		162
ANNEXURE B: PERMISSION LETTER		164
ANNEXURE C: APPROVAL TO CONDUCT RESEARCH		167
ANNEXURE D: GOODWILL PERMISSION.....		169
ANNEXURE E: SCHOOL PRINCIPAL’S PERMISSION LETTER		172
ANNEXURE F: PARTICIPANT CONSENT FORM (PL1 TEACHER).....		175
ANNEXURE G: PARTICIPANT INFORMATION AND CONSENT FORM (DEPARTMENTAL HEAD)		178
ANNEXURE H: PARTICIPANT INFORMATION AND CONSENT FORM (PRINCIPAL)		181
ANNEXURE I: INTERVIEW SCHEDULE		184
ANNEXURE J: LANGUAGE EDITING CERTIFICATE		188

LIST OF ABBREVIATIONS/ACRONYMS

ADE	Advanced Diploma in Education
ATP	Annual Teaching Plan
CARE	Creating Active and Reflective Educators
CPD	Continued professional development
CPTD	Continuing Professional Teacher Development
CPTP	Continuous Professional Teacher Programmes
DBE	Department of Basic Education
DH	Departmental head
DoE	Department of Education
EEA	Employment of educators Act 76 of 1998
ELRC	Education Labour Relations Council
ETDP-SETA	Education, Training, and Development Practices Sector Education and Training Authority
HC	Human capital
HCT	Human Capital Theory
HEIs	Higher Educational Institutions
IQMS	Integrated Quality Management System
LTSM	Learning, Teaching, and Support Materials
NFER	National Foundation for Educational Research
NIED	Namibian Institute for Educational Development
NPFTED	National Policy Framework for Teacher Education and Development
NWU	North-West University
PA	Performance Appraisal
PAM	Personnel Administrative Measures of 2016
PD	Professional development
PL1 teacher	Post-level 1 teacher
PL2 teacher	Post-level 2 teacher

QMS	Quality Management System
RO	Research objective
RSA	Republic of South Africa
SACE	South African Council for Educators
SAQA	South African Qualification Authority
SA-SAMS	South African School Administration Management System
SMT	School Management Team
SRQ	Secondary research question
SWOT	Strengths, Weaknesses, Opportunities and Threats
UK	United Kingdom

LIST OF TABLES

Table 3.1: Inclusion criteria.....	68
Table 3.2: Exclusion criteria	69
Table 4.1: Code names of participants	77

LIST OF FIGURES

Figure 4.1: Themes and sub-themes of the study	78
Figure 5.1: Barriers to mentorship and strategies to overcome them (own)	128
Figure 5.2: Facets for inclusion in a mentorship programme	134

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The School Management Team (SMT) is responsible for the management of teaching and non-teaching activities in the school. The quality of performance of teachers and learners is dependent on the SMT of the school (Bipath & Nkabinde, 2018:1). The departmental head (DH), who is part of the SMT plays an essential role in the professional development and mentorship of post-level 1 (PL1) teachers. The role of the DH is multifaceted, but foremost is the function of being the subject specialist of the department who leads by example (Rajoo, 2012:23). Their commitment to their duties should be unswerving to facilitate the smooth functioning of their departments, as well as communicating effectively with the department's PL1 teachers to maintain a rich teaching-learning environment. These involve mentorship and professional development programmes. The Personnel Administrative Measures (PAM) document (DoE, 2016) provides clear guidelines regarding the duties and responsibilities of educators as stipulated in the Employment of Educators Act 78 of 1998 (EEA). Furthermore, the PAM document details the five core duties of the DH:

- Professional development must be promoted by the DH;
- Managing, controlling, and reporting on curriculum coverage;
- Reporting on the progress of the professional development of PL1 teachers;
- Actions must have a direct impact on the functioning of the department and the school as a whole; and
- Developing and motivating teachers must be the DH's priority.

This study investigated how DHs could use mentorship programmes as a mechanism to improve the professional development and motivation of teachers in primary schools. The research project identified facets of mentorship programmes that could be used to improve the professional development and motivation of teachers.

The qualitative research approach that was applied was underpinned by the interpretivism paradigm. Furthermore, the research utilised the lens of phenomenology to understand the real-life experiences of the DH concerning the mentorship of the teacher in terms of motivation and professional growth. The theoretical frameworks of this study were based on the Human Capital Theory and Herzberg's Two-factor Motivational Theory which assisted in exploring the DH's role

in the professional development and motivation of teachers. Data collection was conducted via semi-structured interviews with the sample of DHs, principals, and teachers, who were purposively sampled. These samples were drawn from four primary schools in Kimberley, Francis Baard District, in the Northern Cape Province of the Republic of South Africa (RSA). Also, data collected from all participants was audio-recorded during the interviews. The data analysis identified five main themes: the nature of mentoring, the phenomenon of training, motivational aspects, barriers to mentoring, and facets of mentorship. By extracting these themes in line with the reviewed literature, the findings emerged which were presented in accordance with the research questions. The secondary research questions interrogated the role of the DH as a mentor, training modes for professional development, lack of professional development, absence of formal training for mentorship, and the gap between theory and practice – these exposed aspects of motivation, causes of amotivation, and barriers of mentorship which required solutions to overcome them.

1.2 CLARIFICATION OF CONCEPTS

In order to understand the scope and the intention of the research, the key concepts that were pertinent to understanding the study such as departmental head, mentorship programme, professional development, and motivation, were clarified in this section.

1.2.1 Departmental head (DH)

The Employment of Educators Act 78 of 1998 (EEA) describes the DH as those teachers employed to manage the curriculum, in addition to classroom teaching and extra-curricular activities. The DHs are those teachers who are referred to as middle-level leaders in schools. They are defined generally as the level of leadership between senior management teams (SMTs), classroom teachers, and other staff members (De Nobile, 2018:398).

According to the EEA (1998), a post-level (PL) one teacher can become eligible to apply for a vacant promotional post (as gazetted in the yearly promotional vacancy list of provinces) once he or she has a minimum of three years of teaching experience in the area of specialisation as advertised in the Government Gazette. Tapala (2019:93) clearly states that one needs to fit a vacancy post like a glove to be the successful candidate.

Ghavifekr and Ibrahim (2014:47) refer to DHs as educators who play the role of a supervisor, teacher, and professional developer. Myburgh (2021:69) describes the roles of DHs as involving administrative (moderation), communication, leadership, delegation, mentoring, and general

responsibilities of their department. Munje, Tsakani and Jita (2020:42) maintain that the DHs are the teachers (who also form an integral part of the SMT) with the subject and pedagogical knowledge of their relevant department. They assume the explicit role of monitoring curriculum coverage and management of that department - this includes ensuring the professional development of teachers. Hence, they have a crucial role to play in mentorship programmes that promote the professional development of teachers in their departments in particular, and the school in general (to be elaborated on in the literature review). The DHs in this study were described as the middle-managers at school; that is, the leaders between the classroom teachers and the senior management of the school (deputy principal and principal).

1.2.2 Mentorship Programme

Mentorship programmes are regarded as actual structural programmes where an inexperienced staff member is inducted and allocated to an experienced individual who fulfils the function of promoting the professional development of the mentee (Ingersoll & Kralik, 2004:4). According to Rhodes (2009:253), mentorship programmes are intended to transmit knowledge, skills, and values during the mentorship process, while building a professional relationship that ensures growth opportunities and assistance in conquering barriers faced by the mentee.

Further, mentorship programmes can be applied in different ways, depending on the intended outcomes. It can be introduced to improve classroom teaching and assist the novice to adapt to change. In most schools, the DH plays the role of the mentor (the experienced teacher) to shape the junior or PL1 teacher (mentee) to cope with the rigours of real-life school situations. The DH must ensure that the reciprocal relationship of mentorship is sustained with clear communication, respect, and motivation. Both parties need to show commitment to participate successfully in this process which includes understanding all their duties.

The role of the mentor is not necessarily limited to induction, but must be an ongoing process of professional growth (Erasmus & Van der Westhuizen, 2013:263). For novice educators, a mentor plays a very important role in their professional shaping and development (Daniel, 2017:5). People starting a career in teaching need to establish themselves in their new school by forming relationships with experienced educators in the same department in the school, and with colleagues across the school as an organisation. Mentors can provide necessary assistance in providing access to pedagogical knowledge, skills, and values. For the purpose of this study, mentorship programmes were understood as specifically structured programmes used to facilitate the mentorship process/relationship between the DH (mentor) and the PL1 teacher (mentee).

1.2.3 Professional Development (PD)

According to Olivier and Witmann (2019:125), professional development (PD) is described as a series of intended activities that equip a teacher for professional capacity. The facilitators can apply methods such as coaching and mentorship to promote PD. Thannimalai and Raman (2018:206) describe PD as a process that fosters integrated skills, essential positive attitudes, and pedagogical knowledge. Cheon, Reeve and Vansteenkiste (2020:2) agree with the definitions above and add that PD is a systematic process that promotes professional learning and development, which engenders a change in behaviour, acquisition of new knowledge, and innovative classroom practices of the novice teacher.

Since teachers are lifelong learners, and the education system is in a constant state of change, PD is necessary for the successful functioning of all teachers, learners, and SMTs. Therefore, it is vital that teachers are assisted and guided to develop professionally in the evolving education system, especially to cope with change and barriers to teaching-learning situations. Kempen and Steyn (2016:32) support the notion that PD should be implemented to provide ongoing support so that the less experienced teachers can be equipped to access expert knowledge, skills, and values. Kempen and Steyn (2016:32) add that motivation enhances the support capacity of the school. Also, McComb and Eather (2017:63) agree that PD assists teachers in improving classroom practices that lead to quality learner-performance.

Further, continuous professional development (CPD) is the responsibility of the top- and middle-management of the school (Naidu et al., 2008:81). McComb and Eather (2014:62) advocate that PD should be executed through collaboration between teachers and experienced (or mentor) teachers. Kempen and Steyn (2016:33) confirm that the 'expert' teacher (in this case the DH) should create and sustain a collaborative relationship to transfer knowledge, attitudes, and skills to novice teachers. Hence, PD is stipulated in education law in South Africa. The South African Council for Educators (SACE) Act 31 of 2000 provides a code of professional ethics with which all professional educators must comply which includes the provision for Continuing Professional Teacher Development (CPTD) to ensure that educators commit to continuous processes involving professional development.

The Skills Development Act 97 of 1998 and the Employment of Educators Act 76 of 1998 enforce skills development by providing a framework of strategies to develop and improve skills in the South African school context. Another policy is the National Policy Framework for Teacher Education and Development in South Africa (2006) to mainly promote PD. Additionally, the CPTD assists teachers to improve their teaching knowledge and skills on an ongoing basis so that a

better working environment that fosters high-performance can be created. For the purpose of this study, PD was described as a process through which a collection of intended activities were utilised to equip the mentee-teacher with essential skills, values, knowledge, and attitudes to improve on their professional duties and general practices.

1.2.4 Motivation

Motivation can be defined as the driving force an individual imbibes to complete certain activities or attain a given goal. Heystek and Terhoven (2015:630) contend that motivation has a psychological base which entails extrinsic and intrinsic motivation. Extrinsic motivation refers to participating in an activity due to external forces, whereas intrinsic motivation refers to the internal drive to participate (also known as self-motivation). According to Prinsloo (2016a:188), motivation is the influence that inspires an individual to achieve a specific aim. It is also described as a set of processes that increases the intensity, persistence, and driving force of an individual (Tohidi & Tabara, 2012:821). Prinsloo (2016a:188) elaborates that motivation is all about goal-directed behaviour.

Van der Westhuizen (1991:204) states that motivation can be used as a source to improve performance and attitudes in the work environment such that the employee becomes more productive. Motivation is used to energise, direct and sustain performance and behaviour (Furnham & Chamorro-Premuzic, 2009:766) that sets goals and missions into concerted action. According to Cheon et al. (2018:44), intrinsic motivation can be used to create the willingness to learn a new skill.

Motivation is needed to initiate a conscious awareness of unsatisfied needs. Prinsloo (2016a:189) is of the opinion that motivation is needed for every behaviour that is executed. The internal driving force is fundamental to the attainment of the intended goal which leads to reinforcement. Hence, motivation is directly linked to mentorship (and PD) which is a component of basic human psychology reinforcement. According to Heystek and Tehoven (2015:630), intrinsic and extrinsic motivation are crucial for PD to ensure job satisfaction. Motivation in this study is referred to as the internal (psychological) and external drivers that influence one's behaviour to achieve a set of realistic goals, whether long- or short-term that promote professionalism, job satisfaction, and self-actualisation needs.

1.3 PROBLEM STATEMENT

Studies conducted by Pitsoe and Machaisa (2012:5), Pitsoe (2013:312), and Donohue and Bornman (2014:9) indicate a general consensus that teachers are demoralised, poorly developed, lack support, and underdeveloped. Nkambule and Amsterdam (2018:3) support this notion by contending that the phenomenon of inadequate teacher support, development, and motivation is evident globally. Hence, the DH has a critical role to play in the growth and support of the school's junior teachers (Nkambule & Amsterdam, 2018:1).

The Personnel Administrative Measures (PAM) document (DoE, 2016) provides clear guidance on the duties and responsibilities for educators as promulgated in the Employment of Educators Act of 1998. Furthermore, the PAM document details the five core duties of DHs; namely, personnel management, curriculum management, communication, extra- and co-curricular activities, and general duties. The DH is also responsible for teachers' professional development in their department. Professional development is necessary for teachers' well-being in an evolving technology-oriented education system. The DH should also motivate teachers to grasp professional development opportunities which are part of mentorship to ensure job satisfaction and quality learner-performance

Heystek and Tehoven (2015:627) emphasise that teachers need adequate support in their PD and motivation. Buthelezi, Mhlongo and Msweli (2021:18075) agree that DHs have an important role to play in fostering the development and motivation of the teachers in their departments. If they don't, detrimental consequences may follow like low morale and decreased productivity.

Moreover, Gurr (2019:290) advises that middle leaders (DHs) must possess professional expertise to provide adequate and astute support to junior teachers. In America this was not evident at all as teachers in under-resourced schools lacked support and development due to time and financial constraints (Garcia & Weiss, 2019:2). Kelly et al. (2014:69) state that the issue of underprepared and unsupported teachers is also evident in Australia where teachers experience a lack of support regarding PD, as well as the poor teaching environment they find themselves in.

The problem of the absence of PD support for teachers is evident in African countries as well. Bett (2016:2) reports that in Kenya junior teachers are demotivated. This creates a gap in PD, which if not curbed, has a negative impact on the quality of teacher-learning outcomes. Mukeredzi (2016:87) reports that teachers and even schools in rural Zimbabwe are left without support resulting in underperformance. De Clercq and Phiri (2013:77) are of the opinion that the lack of

PD and motivation among teachers are some of the huge challenges experienced by the South African education system which need to be urgently addressed. Nkambule and Amsterdam (2018:5) agree that DHs in South African schools struggle to successfully fulfil their mentorship and developmental roles. They have heavy workloads and barely get the chance to promote the PD and motivation of junior teachers. This can have severe consequences for junior teachers, such as increased attrition (Pitsoe, 2013:312).

The DHs at schools need to revisit their roles to ensure that junior teachers stay motivated. Mpisane (2015:14) explains that if the DHs have a clear understanding of their roles, it can alleviate confusion and demotivation among junior teachers. This study investigated how mentorship can be used by the DH to improve teachers' professional development and motivation in primary schools to ensure a functional and productive department.

1.4 RESEARCH QUESTIONS

Arising from the problem statement about mentorship and mentorship programmes as a function of DHs to address the issue of motivation and professional development, the primary and secondary research questions are presented as follow:

1.4.1 Primary Research Question

The primary research question of this research was how does the mentorship of teachers by departmental heads contribute to the professional development and motivation of teachers at primary schools?

1.4.2 Secondary Research Questions

The secondary research questions were:

- How can mentorship programmes be best utilised to promote the professional development of teachers at a school?
- How do mentorship programmes contribute to the motivation of teachers?
- Which mentorship aspects can be included in a mentorship programme to enhance the mentorship of teachers by the departmental head for teacher development and motivation at schools?

1.5 AIM AND OBJECTIVES

1.5.1 Aim of the Research

- The aim of the research was to determine how mentorship by departmental heads contribute to teacher professional development and motivation at primary schools.

1.5.2 Research Objectives

The research objectives of this study were:

- To determine how mentorship programmes can be best utilised to promote professional development of teachers at school;
- To explore how mentorship programmes contribute to teachers' motivation: and
- To identify aspects of mentorship that can be included in a mentorship programme to enhance the performance of novice teachers via processes of professional development and motivation at schools.

1.6 THEORETICAL FRAMEWORK

This study was underpinned by two theories: namely, Herzberg's Two-factor Motivational Theory and the Human Capital Theory (HCT).

Herzberg's Two-factor Motivational model is utilised to determine the internal and external factors that motivate employees to attain job satisfaction. In other words, this theory identifies the motivational and hygiene factors that influence employees (which can be classified as intrinsic and extrinsic motivation). Oke et al. (2016:372) state that certain factors are already in place in the workplace to ensure job satisfaction. Motivational factors engender positives that drive one to work harder (e.g. recognition, challenging work, and creative responsibilities). Hygiene factors are in contrast to motivational factors, and if absent will cause one to be less productive (e.g. supervision, work conditions, and relationships). Van Wyk, Ogina and Mamapane (2016:75) emphasise that the hygiene factors should always be considered in order to keep PL1 teachers satisfied. Both factors need to be considered when mentoring to ensure an inspiring and well-developed working environment (Okeke, Okaforcha & Ekwesianya, 2019:149).

The rationale for selecting this theory of motivation was that the mentorship by DHs needs to acknowledge and act to ensure the successful implementation of mentorship programmes. However, DHs need to familiarise themselves with the hygiene and motivational factors to ensure

that they understand what drives teachers to perform at their optimum. This theory is also relevant because it promotes intrinsic and extrinsic motivation which enhances PD. Also, Herzberg's theory connects directly with Human Capital Theory (HCT), as it also contains a developmental component; hence, these two theories complement each other.

Olaniyan and Okemakinde (2008:157) contend that HCT entails investment in education to achieve a positive impact on economic growth and development as it increases production through investment in human capital (HC). Similarly, Tan (2014:411) confirms that HCT is based on the belief system that any knowledge can add to the existing productivity of an individual. Accordingly, this theory implies that any educational mentorship programme or PD promotes an individual's productivity. Marginson (2017:4) emphasises that the higher the level of education of an individual, the smoother the PD processes, and the greater the chances of success. In other words, those who are thoroughly developed professionally in knowledge, skills, and values will improve to display the all-round efficiency of their subject department (Nemeth, 2017:33). The highly developed staff member's abilities cascade to others thus creating a sustainable working environment for all to perform optimally. Moreover, Marginson (2019:2) describes HCT as being labour, skills, and knowledge that are illustrated by material wealth or rich experience. The key principle of this theory lies in its astute implementation. The more you invest in HC (human capital), the easier the individual can adapt to overcome barriers experienced in the education system (Tapala, Van Niekerk & Mentz, 2020:3). In order to stay up to date with educational trends, HCT should be applied to ensure lifelong learning and continuous development (Tapala et al., 2020:4).

The main reason for selecting this theory (HCT) was that DHs could apply it to develop and improve the PD of the PL1 teachers. In this study, the HCT assisted the DHs in the execution of their mentorship role through effectively investing in professional development programmes to enhance PL1 teachers' proficiency in their classrooms. This theory complements Herzberg's theory in the sense that it develops the teacher under the supervision of DHs, which in turn will motivate other staff members. The HCT is also applicable to this study because it coerces the DH (as part of their duties) to guide and develop PL1 teachers through mentorship. The better the quality of teachers' professional development, the more productive and proficient the department of DH becomes. For HCT to be effective to elicit high-quality outcomes to meet the demands of skills needed in educational contexts, the role of DHs in enacting mentorship programmes becomes imperative (Olaniyan & Okemakinde, 2008:157). Considering the theoretical framework for this study, the research design and methodology were selected. The research design and

methodology are outlined below in line with the principles of the DHs' mentorship initiatives to motivate and professionally develop PL1 teachers.

1.7 RESEARCH DESIGN AND METHODOLOGY

According to Kumar (1996:16), the "research design refers to how one goes about finding the answers to the research questions and objectives" which is paramount for establishing the "logic of the inquiry" by describing essential aspects such as philosophical assumptions, sampling, data collection, and data analysis (Nieuwenhuis, 2019b:80).

1.7.1 Research Paradigm

The interpretivism paradigm which was utilised in this study is recommended by Nieuwenhuis (2019a:66) who advances that interpretivism seeks to comprehend the world in which participants work and live (utilising subjective interpretations). According to Brown and Dueñas (2020:549), the interpretivism worldview pursues a subjective reality by observing the world through the perspectives of others. As such, it tries to make meaning out of the world via analysing social interactions to construct subjective knowledge (Brown & Dueñas 2020:550). According to Maxwell (2008:224), the interpretivism paradigm is about sense-making of the phenomenon (the mentorship of teachers by the DH to assist in teacher-development and motivation); that is, from DHs' experiences within their social and natural contexts. This worldview enabled the researcher to explore the phenomenon through the participants' opinions and experiences. The participants had to articulate their experiences according to how they lived and interacted regarding the phenomenon and the school environment. The participants (DHs, principals, and PL1 teachers) from the selected schools narrated how they experienced and understood the phenomenon of mentorship at the school where they worked.

1.7.2 Research Approach

This study followed a qualitative research approach. Creswell et al. (2007:238) state that the research approach is all about selecting the appropriate process to execute the empirical research. Nieuwenhuis (2019b:80) agrees and elaborates that the qualitative research approach is a planned move from philosophical worldviews to the specific selection of participants, data collection, and data analysis methods. Melendez (2011) states that the qualitative approach is conducted in such a manner that the researcher becomes personally involved. The researcher's personal experiences and opinions had to be set aside lest they influence how they perceive and interpret the collected data.

The researcher conducted this qualitative study in natural settings focusing on the DHs and their understanding and experiences of managing mentorship programmes. The rich descriptive data assisted the researcher in making sense of how DHs apply mentorship principles and methods to enhance teachers' motivation and professional development. Roller (2015) maintains that the qualitative approach will enable the researcher to select and assemble smaller sample groups which will be more convenient for data collection purposes. The qualitative approach allowed a smaller sample group, making it manageable for this study. The collected data was presented in words (linguistic or descriptive data) after transcribing verbatim from the audio-recorded semi-structured interviews. This qualitative research approach was aligned to the aim, objectives, and research questions to unearth, among others, solutions to overcome barriers to mentorship.

1.7.3 Research Design

Phenomenology was selected as a research strategy for the purpose and scope of this study. Aspers (2010:216) elaborates that phenomenology is the study of individuals or events in their natural setting as perceived in human awareness and experiences. Nieuwenhuis (2019a:58) adds that phenomenology allows the researcher to understand the lived experiences of the participants in natural spaces. Nieuwenhuis (2019a:58) cautions that when phenomenology is used, the researcher's personal judgement or opinion should not be evident.

Phenomenology was relevant to this particular study as it investigated the real-life experiences of the participants (principals, DHs, and PL1 teachers) to understand how mentoring teachers improve their motivation and professional development. Phenomenology was the lens used to dissect the lived-experiences of how mentorship could be programmed to promote PD and motivate teachers. Pursuant to the research design, the population and sampling aspects had to be considered against the backdrop of the research problem, questions, and objectives. The population and sampling techniques were discussed in the section below:

1.8 POPULATION, SAMPLE, AND SAMPLING STRATEGY

1.8.1 Population

Creswell (2014:206) maintains that sampling accounts for both the research population and selected site(s), depending on the scope of the research. Creswell (2014:206) confirms that both the sample and site can be purposefully selected based on the methodology that is applied in the study. The population for this research included the four primary schools in Kimberley in the Frances Baard District in the Northern Cape province of RSA (please see paragraph 3.3.1. on page 65 in chapter 3 for detail on the population). The population was selected to fit the purpose

of the research which was to provide sufficient information to cover all aspects of the research problem to assist in answering the research questions and achieving the objectives of the study. The advantage of including the DHs, principals, and PL1 teachers allowed the researcher to obtain data saturation and rich information regarding all aspects of mentorship to address mentoring challenges to improve teacher-proficiency, teachers' motivation, and PD.

1.8.2 Sample

According to Turner (2020:8), the term *sampling* refers to the selection of a portion of the greater population that has a direct interest in the research or study. When dealing with sampling, the researcher should consider the sample size. According to Robinson (2014:29), sample size directly results from the planned study's theoretical and practical considerations. Robinson (2014:29) adds that sample sizes that are smaller are more workable for smaller scope studies. According to Maree and Pietersen (2019b:220), the sample size, which has a definitive impact on the results of the study, needs to be carefully considered - the right size must not be too big because of financial, time, and accuracy implications.

The sample for this research was drawn from four different primary schools in the Frances Baard District of Kimberley in the Northern Cape province of RSA. The sample included one principal, one DH (with five or more years' experience), and one PL1 teacher (with three years or more years, of experience) from each of the four primary schools a total of 12 participants. Each educator level in the sample had a purpose to fulfil in this research.

The reason for engaging principals as part of the sample was that they had overall authority of the school, and as such, should initiate mentorship practices through the DHs. Principals must oversee that the PD of their staff occurs with the assistance of the DHs (Naidoo, 2019:12). Using principals as part of the sample determined how they perceived and interpreted the DH's quality of mentorship and mentorship programmes. It also assisted them in determining how they could make a difference as the highest level of authority at the school as well as ensure that their DHs exhibit standards of excellence in their respective subject departments.

The justification for selecting the DHs was that they have the core duty to professionally develop and motivate their teachers in their relevant departments (EEA, 1998). The DHs as a sample enabled the researcher to determine how they perceive mentorship and mentorship programmes to motivate and develop their staff under the supervision of the principal within the primary schools. Hence, the DHs were directly relevant to the scope of this study. Another reason for the selection of DHs was that they are the individuals who must use mentorship programmes to

develop and motivate their teachers (based on the PAM document). They were expected to produce the most data concerning how the mentorship of teachers by DHs can contribute to enhanced teacher motivation levels and efficient and effective professional development initiatives.

The researcher included PL1 teachers because they provided insight from a different perspective of the research problem. Their selection confirmed how PL1 teachers perceived the quality of mentorship facilitated by DHs to motivate and professionally develop them. They also provided incisive comprehension into whether or not current mentorship programmes effectively addressed motivation and PD. Since it was assumed that PL1 teachers were individuals at schools who were mostly left to their own devices by their superiors (DHs), it was appropriate that they were included as part of the sample to provide a more authentic picture of the phenomenon under investigation.

All three levels of educators were stationed at four different primary schools in Kimberley, Northern Cape province of RSA. They were accessed using inclusion and exclusion criteria after obtaining the relevant permission and clearance. The researcher visited each site (primary school) beforehand in order to meet the principal to explain the scope of the research. A meeting was also arranged with the DH and PL1 teachers of the particular school. During these meetings, relevant times and dates for the semi-structured interviews were negotiated and formally booked. The participants (principals, DHs, and teachers) were approached after completing the informed consent and written (signed) consent forms. The researcher engaged an independent person, a PL1 teacher who was not part of the research, to arrange the meetings, contact the selected participants, and complete the relevant consent forms.

As mentioned previously, the researcher selected samples to ensure the elicitation of the richest source of data that covered all the dimensions of the research problem. It enabled the researcher to access subjective opinions on how the mentorship of teachers are experienced by different post-level educators (principals, DHs, and PL1 teachers).

1.8.2.1 Sampling technique: Non-probability purposive sampling

Sampling techniques indicate the procedure applied to select the relevant sample (participants) from the larger population in line with the significance to the study (Turner, 2020:8). In this study the researcher utilised non-probability sampling which Morgan and Sklar (2012:70) describe as the “sampling where the probability or likelihood of being selected is unknown”. Maree and

Pietersen (2019b:214) add that non-probability sampling as a sampling technique is not based on the principles of randomness or the probability concept.

Turner (2020:10) states that non-probability sampling is used in studies where the greater population will not have an equal opportunity or possibility to be chosen. Non-probability sampling is also recognised as non-random sampling. It is mostly used in the qualitative research approach where the researcher handpicks the participants who will offer the most insight into the research problem due to their experience, knowledge, and specialisation, especially in situations where the population does not have an equal chance to be selected (Dattalo, 2008:6).

The purpose of selecting this sampling technique was that the study needed incisive information that was aligned to the study's aim, objectives and research questions. Also, probability sampling was selected because the teacher population was very large to access. Non-probability sampling can be applied in qualitative research methodology, hence it was suitable for this study (Maree & Pietersen, 2019b:219). For this study, purposive sampling was the specific non-probability sampling technique used for sampling the population as it facilitated processes regarding the researcher's purpose to fulfil a certain aim (Maree & Pietersen, 2019b:221). In line with purposive sampling, the principals and DHs were required to have at least two years of experience in their current post, while PL1 teachers needed a minimum of three years' experience to participate in this study. These participants, all from primary schools, were thus purposively selected based on the inclusion criteria and exclusion criteria. Purposive sampling determined how DHs could use mentorship programmes to enhance the PD and motivation of teachers. The sites were conveniently selected - four different primary schools in the Kimberley area of the Northern Cape within the Francis Baard District.

1.8.2.2 Inclusion criteria

The inclusion criteria were used to identify the most suitable participants for the study. Stern, Jordan and McArthur (2014:54) state that the inclusion criteria list the specific features or qualities that the researcher needs to generate reliable and trustworthy data. The following inclusion criteria were utilised in the selection of participants for this study:

- Participants must be from primary schools;
- Participants should be from the Foundation or the Intermediate Phases of the school;
- DH or PL2 participants must have two years or more experience in their current post in a primary school;
- Principals must have two years or more current experience in the selected primary school; and

- PL1 teachers from selected primary schools must have a minimum experience of three years.

1.8.2.3 Exclusion criteria

The exclusion criteria guided the researcher in selecting the relevant participants. It also ensured that the correct and rich data was collected from the sample which increased sample heterogeneity (Robinson, 2014:25). These criteria included:

- DHs with fewer than two years of teaching experience;
- Participants who are newly appointed as DHs;
- Participants who are newly appointed principals; and
- PL1 teachers with fewer than three years of teaching experience.

1.8.3 Research Sites

The site for this study was conveniently selected. Maree and Pietersen (2019b:219) describe this method as being applicable to where the population is easily and conveniently available to participate in the study. The research sites were four different primary schools in Kimberley, Frances Baard District. These were chosen after ethical clearance was obtained from the Research Ethics Committee of the North-West University (NWU). In each school, a private room was allocated, with consent from the principal. This venue was anticipated to have minimal disruptions and high privacy to conduct interviews that would elicit reliable data collection free from interruptions.

After selecting the relevant participants and appropriate research sites, the data generation methods had to be carefully considered and aligned to the research design. Selecting the appropriate data collection technique was essential to ensure that the research questions were authentically and fully answered.

1.9 DATA COLLECTION

Data collection refers to the process that the researcher adopts to generate data that will answer the research questions and achieve the aim and objectives of the study (Maree, 2019:40). In support, Leedy and Ormond (2016:81) describe data collection as the blueprint that provides all the steps the researcher will pursue in the generation, collection, and recording of data for the study. Nieuwenhuis (2019a:57) adds that the method of data collection refers to the tools the researcher will apply to garner rich information concerning the phenomenon under investigation.

When planning and following the data generation steps, the research questions, aim and objectives should always be kept in mind in order to ensure a coherent and focused study.

1.9.1 Method of Data Collection

The data generation method for this research involved face-to-face semi-structured interviews by utilising an open-ended predetermined question schedule. According to Nieuwenhuis (2007a:87), a semi-structured interview is suitable because it allows probing and clarification of answers by the participants for the study. This allowed the researcher to seek clarity for responses that were unclear, ambiguous, or vague. The interview technique created a rapport that allowed the free flow of responses in a non-intimidatory atmosphere (Hamilton & Bower, 2006:827). Specific questions were posed, and the responses of different participants were compared. The researcher also utilised field notes during the interview process (Creswell & Poth, 2018:257) to capture non-verbal information. These methods of data generation (interviews and field notes) allowed the researcher to explore different perceptions to access a deeper understanding of the participant's emotions concerning mentorship and mentorship programmes.

To conduct a semi-structured interview, the researcher should be familiar with the setting where the interview takes place (Bryman et al., 2011:228). The semi-structured interviews were conducted in a quiet and private setting at the selected primary schools. Audio-recorders recorded the semi-structured interviews because it was impossible to write down everything that was said during the interviews. Nieuwenhuis (2007a:77) states that important data collection tools for semi-structured interviews are digital audio-recorders and field notes. Before utilising the digital audio-recorder, prior permission was obtained from participants (included in the informed consent forms). This technological device assisted in capturing verbatim responses that also facilitated the transcription process.

Once prior permission to use the audio-recorder was obtained, the interview commenced with an introduction that presented the basic background and purpose of the study. The field notes were effective during semi-structured interviews as it recorded the body language, gestures, facial expressions, voice/tone, emotions, and the overall interview experience of participants. The structuring of the pre-planned interview schedule entailed plain, easy, and understandable language that avoided verbosity and ambiguity that may misrepresent the questions (Maree & Pietersen, 2019a:201). Leading questions linked to the topic were posed to commence the interview process, followed by open-ended questions and follow-up questions.

Following the leading questions, probing was conducted to better understand the DH's mentorship role. Probing questions dissected how DHs used mentorship programmes to motivate teachers, in addition to gaining access to in-depth information (elaboration), as well as to clarify responses that were blurry (Creswell & Poth, 2018:156). The researcher planned these leading and probing questions based on the research questions, aim, and objectives of the study. An interview schedule was used as a framework to guide leading questions and probing questions. The interview concluded with an overview of the discussions (Bryman et al., 2011:229). The debriefing of the interview was essential as it rounded-up the whole data collection process which increased the reflexivity of the study (Weinbaum & Onwuegbuzie, 2016:250). After the semi-structured interview, the researcher used the field notes and audio-recording to transcribe the data word-for-word (written text).

These semi-structured interviews were insightful because, firstly, it allowed the researcher to determine the participants' subjective construction of what they believed mentorship for PD and motivation should entail. Secondly, the study was relevant to the target group (the principals, DHs, and PL1 teachers) who could study the phenomenon in its natural context where participants would feel comfortable to discuss barriers through their first-hand experiences. Thirdly, the data collected was in the form of written text (transcriptions from audio-recordings), hence, the data analysis process was easier to manage. Further, during data collection, the researcher had to set aside his personal bias to ensure integrity, validity, and reliability when gathering data (Nieuwenhuis, 2007a:77).

1.9.2 Data Analysis

Nieuwenhuis (2007b:99) advises that data analysis should be seen as a process of analysing trends on an ongoing non-linear process, where data collection, analysis, and conveying of information are linked. In qualitative research, the principle aim of data analysis is to compose a summary of ideas, concepts, and words obtained during the data collection period. Thematic analysis is the approach applied where the data set will be analysed and interpreted in such a way as to identify possible recurrence of information and themes amongst different participants (Nowell et al., 2017:3). This study adopted thematic analysis to recognise key features from the data sets, which assisted in understanding similarities and differences among the responses.

This method of data analysis identified the common themes experienced by different DHs at a primary school regarding mentorship to motivate and professionally develop teachers. It focused on the different themes extracted from the semi-structured interviews. Nowell et al. (2017:4)

confirm that thematic analysis has a profound impact on the trustworthiness and reliability of a study.

The researcher repetitively read all the responses and assigned the initial codes (Castleberry & Nolen, 2018:810). After which, themes were identified from responses and reviewed from transcribed interviews. This was followed by reflective interpretations and the drawing of conclusions as per the collected data.

Data was analysed according to the following steps (Lester, Cho & Lochmiller, 2020:99):

Step 1. Transcription of the audio-recorded interviews was performed - all audio-recordings and field notes were transcribed verbatim into written text (word-for-word) for accuracy.

Step 2. The researcher several times read through the transcript and field notes, paying attention to answers as well as the language and interaction of participants. Transcripts and field notes were compared to clear any 'misrepresentations', or to fill in gaps during probing, where needed.

Step 3. The researcher read and re-read the data, which assisted in the organisation and familiarisation of the data (to see the data from different angles and to identify main concepts). The main concepts included mentorship programmes, motivation, and professional development.

Step 4. The reading and re-reading assisted the researcher to immerse himself in the data to obtain accurate interpretations, in addition to summarising the content from transcriptions.

Step 5. Thematic analysis and coding of transcriptions were used (as discussed in the previous paragraphs).

According to Castleberry and Nolen (2018:810), accurate interpreting and perceptive drawing of conclusions are vital in the data analysis process. This allowed the researcher to identify how mentoring could be enhanced by DHs in primary schools to ensure quality professional development that motivated teachers. While performing data collection and analysis, ethical aspects (below) were considered and implemented.

1.9.3 Ethical Considerations

Ethics was an essential part of this study that ensured that the research was conducted in such a manner that it did not in any way harm the participants. According to Aguinis and Henle (2008:34), ethics in research is best described as a mechanism that provides guidelines and structure in the research process. These structures assisted in reviewing and evaluating the study which reinforced the research process.

Busher (2002:74) explains that ethical aspects entail not contravening the rights of the participants and the researcher adding that one has to consider the potential risks against the expected benefits of the research. In support, Aguinis and Henle (2008:36) state that ethical research benefits society and participants which should surpass any possible risk.

Further, Maree (2019:48) maintains that ethical aspects are the general principles that are accepted and respected by society. Because this was a qualitative study, human interaction played an essential role. Whenever there is contact or interaction among human participants, ethical issues surface which should not be ignored. This study required voluntary participation, and participants were free to withdraw from the study at any given moment without being penalised in any way. Participants were not discriminated against and were treated equally. No minors were involved in this research, which made it a low-risk, credible study. Ethical aspects applicable to this study are discussed below.

1.9.3.1 Permission

The first ethical aspect was permission to conduct the research which was obtained to conduct the study. The researcher requested written permission from various parties to ensure that the research was executed in an ethical matter. First, permission was requested from the Research Ethics Committee of the Faculty of Education (EduREC) of NWU – this was duly granted. The researcher then obtained permission from the Northern Cape Department of Education to conduct the research, after which written permission was sought (and granted) from the school principals and SGB chairpersons to conduct the study. As participants, the principals, DHs, and PL1 teachers were requested by an independent person for written (signed) permission to participate voluntarily in the study. Consent to use the audio-recorder during the semi-structured interviews was very important – this was obtained in writing before the interviews commenced.

1.9.3.2 Voluntary participation

According to Godwill (2015:181), voluntary participation refers to the willingness of the selected participant to participate in the study. By voluntary participation, it was understood that no rewards or monetary compensation were expected. Leedy and Ormrod (2016:103) explain that the key principle of voluntary participation is that the participants should not be coerced to join the study. Thus, the voluntary signing of the consent form (with all the finer details of the study) was imperative. (Maree, 2019:49).

In the study, the principals, DHs, and PL1 teachers who qualified as per inclusion criteria participated voluntarily, but they were also allowed to exit at any stage of the study.

1.9.3.3 Informed consent

Informed consent refers to the given permission and prior briefing to provide all details of the research to promote transparency (Maree, 2019:48). Newman, Guta and Black (2021:4) contend that informed consent is an ethical aspect of research that ensures that the participants know exactly what to expect from the study, and what it entails. I briefed the participants on all the relevant facets and areas the research was expected to cover, including their role in the project. With the help of an independent person, the researcher explained all the finer points of the research processes to all selected participants, including ensuring that they understood all the terms of the ethical declaration. The study commenced once the declaration forms were signed, collected and securely stored (Leedy & Ormond, 2016:369). Participants were also informed that they would not be harmed, abused, or discriminated against during the study, and that they had the option to exit at any time. The participants were also briefed about the specific roles that they had to play in the research; in this way, their well-being was ensured.

1.9.3.4 Right to privacy and confidentiality

Maree (2019:48) clearly states that privacy and confidentiality protect the identities of the participants so that it will not be revealed or made available to illicit users. Newman et al. (2021:5) add that privacy and confidentiality are important aspects of research because they guarantee that responses and information gleaned from participants will not be shared with anyone else except the researcher. Each participant was interviewed in a private area (within the school building at the different schools) where there were minimal disruptions and disturbances. Data was kept in a password-protected electronic file in the researcher's computer to ensure that no information was retrieved in an unethical or clandestine manner by those outside of this research study (Maree, 2019:49).

Confidentiality is crucial as it guarantees that the information obtained will be kept confidential and will not be accessible or available to unauthorised users (Kumar, 1996:195). According to Leedy and Ormrod (2016:105), this ethical aspect ensures that the data to be obtained will not be leaked but kept safely to promote confidentiality. In other words, data collected from the semi-structured interviews could not be traced back to the individuals who participated in the study (McMillan & Schumacher, 2013:122). Instead, their responses were coded and assigned pseudonyms (Maree, 2019:49). All completed documents, data, and transcriptions of the interviews were stored safely in password-protected storage systems (Creswell & Poth, 2018:240) which prevented the tracing and leaking of collected data and related documents.

Lastly, the participants were not misled by false statements or forced to answer any questions they felt uncomfortable with.

1.9.3.5 Bias

Galdas (2017:1) describes bias as allowing your own opinion to distort the results or outcome of the study. The researcher conducted this research in such a manner that personal beliefs and opinions were absent so as not to influence the participants in any way (Leedy & Ormrod, 2016:170). Because this was a qualitative study, the researcher had to be cognisant of possible biases that might influence others' perceptions and opinions. Prior to the semi-structured interviews, the researcher cast aside his personal opinions and orientations to ensure valid and authentic findings. The research study was conducted to promote growth in the field of study and not to minimise its reliability and purpose. In support, Aguinis and Henle (2008:41) confirm that the researcher should refrain from bias to avoid deception through unverified information.

1.10 TRUSTWORTHINESS

Quality assurance demonstrates that the results of the study are sound and valid, and that the findings were based on authentic data (LaBanca, 2010). Bryman et al. (2011:44) state that trustworthiness is built on the cornerstones of credibility, dependability, transferability, and confirmability. Leedy and Ormrod (2016:318) agree that trustworthiness and credibility entail whether readers perceive the findings of the study as evidence-based, authentic, and convincing. Moreover, Rose and Johnson (2020:3) clarify that trustworthiness refers to the overall quality of the research, also known as truthfulness.

Credibility deals with the accuracy and appropriateness of the execution of the research that is based on sound ethical grounds and practices (Bryman et al., 2011:44). Dependability refers to the ability to provide extensive relevant detail to ensure that the study is truthful by presenting all the evidence that led to the conclusions. Given and Saumara (2008:896) state that transferability entails the possibilities of conducting research in other similar settings or contexts, while confirmability is a concept similar to objectivity and is built on the concept of interpretation.

Credibility generally refers to the accuracy of the data collection and data analysis processes which corresponds with internal validity (Morrow, 2005:256). The researcher extracted and framed findings that were believable and valid. Moreover, no minors were involved in this research, making it a low-risk credible research study.

The following quality assurance principles, as suggested by Bryman et al. (2011:44), were adhered to in this study.

- a) *Transferability* refers to the similarities that exist between two research settings with similar results. Rodon and Sesé (2008:6) refer to this as the 'fittingness' of the study. To ensure this, the researcher provided an excessive amount of information on the setting as well as applicable group information. In addition, the researcher presented sufficient information related to the scope of the study to reinforce the appropriateness of the study's results. The adherence to the same interview schedule and identical method of analysis for each group of participants ensured transferability.
- b) *Confirmability* refers to the actions that guarantee that the study's conclusions are based on the actual experiences and ideas of the participants, rather than the researcher's qualities, assumptions, and preferences (Shenton, 2004:72). Member-checking was implemented in this study; the researcher referred back to the participants, who perused the transcripts, to ascertain that the data collected was accurate. The researcher used follow-up interviews where the need arose. This obviated misinterpretations of data (Goldblatt, Karnieli-Miller & Neumann, 2011:390). This is known as face validity, which fostered credibility.
- c) *Dependability* is best described when the research is repeated with similar participants in the same context that produce the same results (Shenton, 2004:71). Moon et al. (2016:2) describe dependability as the reliability and consistency of the findings obtained from the research data. The researcher guaranteed dependability by describing the research design, and its application, in great detail. This research project provided extensive insight into the data collection strategy and the data analysis processes (Shenton, 2004:72).
- d) *Credibility* was strengthened by the researcher who used triangulation methods. Triangulation is about approaching a phenomenon from numerous angles using different sources and methods to compare the findings with one another (Rose & Johnson, 2020:10). What the researcher is dealing with is not a measurable finding, but an emerging reality from participants' views that will be described and analysed. Triangulation promotes and reinforces human understandings and constructions which allowed the study to describe convincingly how the mentorship of teachers by DHs can develop and motivate teachers. The researcher conducted semi-structured interviews for data collection purposes. During the data analysis stages, the researcher utilised coding and thematic analysis which enabled the researcher to obtain data in various ways to assess them according to prescribed standards to ensure validity and trustworthiness. Executing the research at four different primary schools assisted in triangulating the findings. Different

post-levels (PL1, PL2 and PL3/4) of educators in the selected sample strengthened the credibility of the findings which endorsed triangulation.

- e) *Research bias* is others' unsubstantiated views, assumptions, and theoretical orientations before starting the research process. This research was conducted without bias by ensuring that there were constant reflections throughout the study.

1.11 DIVISION OF CHAPTERS

Chapter 1	Overview of the study
Chapter 2	Literature review on the mentorship of teachers by DHs
Chapter 3	Research methodology involving data collection processes
Chapter 4	Data analysis
Chapter 5	Findings and recommendations

1.12 CONTRIBUTION OF THE STUDY

The research's contributions to new knowledge were beneficial in shedding light on how effective mentorship could enhance the professional development and motivation of teachers. Mentorship programmes are essential in educational practice to ensure that teachers undergo sustained PD to uplift learner-performance at schools. The recommendations could be implemented in practice for effective teacher development as it provided multi-dimensional insight into why mentorship is critical, and that DHs need to fulfil their duties as stipulated in relevant policies.

After the conclusion of the study, the researcher was able to identify challenges by exploring the impact of mentorship employed by DHs to motivate staff and develop them professionally to ensure a functional department. An effective and efficient department (whether Intermediate or Foundation Phase) contributes to the school's overall performance. The recommendations would possibly convince the Department of Basic Education (DBE) and primary school officials to revise policies to enact quality mentoring programmes that prepare novice teachers to successfully negotiate the challenges that confront them in real-life educational settings. This study also assisted in providing a structure for schools and the DBE to promote mentorship and professional development programmes by applying theories that underpin mentorship for motivation and PD. Lastly, the study inspired DHs to ensure that their relevant departments run smoothly by them (DHs) contributing to a better working environment that increases the performance of teachers.

1.13 SUMMARY

The main aim of this chapter was to provide the reader with an overview of the study. The chapter motivated why it was important to conduct this research. The chapter started with an introduction that eased the reader into the research. The relevant key concepts were clarified followed by a brief description of the background and problem statement of the study. The problem statement described the rationale of the study. Following the problem statement, the researcher discussed the research questions and the aims and objectives of the study. Keeping the research questions in mind the researcher highlighted the theoretical framework of the study namely, the Human Capital Theory and Herzberg's Two-factor motivational theory. Next, the research design and methodology were outlined. The qualitative study selected the interpretivism paradigm and used phenomenology to understand the research phenomenon from the lived experiences of the participants. Purposive sampling was employed to select the participants (PL1 teacher, DH and principal). Data collection methods (semi-structured interviews) and data analysis (thematic analysis) were discussed. The chapter was consolidated with a discussion of the aspects relating to trustworthiness and ethics. Chapter (2) will be discussed next. It will focus on the concepts and theories linking to the conceptual and theoretical framework. Chapter (2) will report on the latest and most relevant literature linked to the mentorship by departmental heads for teacher professional development and motivation.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter (2) discussed the relevant literature concerning the phenomenon under investigation. This was important to assist in achieving research objective one (RO1) and research objective 2 (RO2) as it explored how mentorship could be proficiently enacted by departmental heads (DHs) in motivating and professionally developing post-level 1 (PL1) teachers. It also elaborated on how literature perceives the mentorship role of DHs regarding professional development and the motivation of teachers.

Across global literary sources, DHs are referred to, among others, as the middle leaders, middle managers, or heads of departments of schools (Gurr, 2019:280; Lindvall & Ryve, 2019:141; Harris et al., 2019:256). This study used the term DH to refer to middle leaders, middle managers, or heads of departments. The literature reviewed from an international context, drew a general consensus that the DH is the individual who is responsible for managing from the middle (Harris & Jones, 2017:214; Myburgh, 2021:125). In the United Kingdom, DHs are recognised as middle leaders who must oversee curricular matters and perform managerial duties (Harris et al., 2019:257). Chetty (2007:1) states that the DH in Malaysia is regarded as the teacher who possesses explicit authority between managing and teaching. De Nobile (2018:396) notes that in Australia, the DH is described as those teachers between senior managers and the lower-level managers who have the explicit role to perform direct duties from the middle. In Zimbabwe and Kenya, the DHs are seen as instructional leaders who ensure quality teaching and learning in their relevant departments (Cheruiyot, Kibett & Ngeno, 2020:68; Sengia, 2021:1).

Thus, DHs must manage and teach in classrooms. In the South African context, the DHs are regarded as those teachers who are part of the school management team (SMT) who have authority between top management and PL2 levels (Myburgh, 2021:3). Further, the Personnel Administrative Measures (DoE, 2016) document which is aligned to the Employment of Educators Act of 1998 (EEA) explains that the DHs are those individuals who are curriculum developers who also have duties such as personnel management and coordination of extra-curricular activities. Mpisane (2015:6) adds that the DH, as the middle leader, is responsible for ensuring that quality teaching and learning occurs in his/her specific department. In addition, Tapala (2019:1) reiterates

that the DH is a middle leader with instructional duties, in addition to other school roles and responsibilities.

Literature provided insight into the specific core duties of DHs in South African schools which cover a broad spectrum of areas that have a direct impact on PL1 teachers' functioning at the school (Nantanga, 2013:104). Hence, the literature review answered the secondary research question three (SRQ3), which identified mentoring aspects that can possibly be included in a mentorship programme to enhance the quality of mentorship implemented by the departmental head for teachers' professional development and motivation.

The literature reviewed on the topic revealed that the terms *roles* and *responsibilities* are used interchangeably. This research will follow suit and utilise these terms synonymously. Ghavifekr and Ibrahim (2014:47) refer to DHs as educators who are supervisors, teachers, and professional developers. In support, Munje, Tsakani and Jita (2020:39) maintain that DHs are important role-players in the leadership structures of the school which is fulfilled by directing, managing, and developing subordinates in a dignified and successful manner. Munje et al. (2020:42) confirm that the DHs are the teachers who constitute an integral part of the SMT, and who possess extensive subject and pedagogical knowledge to impart in their relevant department. This includes the professional development of teachers which is central in this research project (Tapala, Van Niekerk & Mentz, 2020:2). Hence, the DH has a crucial role to play in initiating and sustaining mentorship programmes that enhance professional development (PD) and the motivation of teachers in their departments.

As part of the literature review, the following applicable key concepts were explained: departmental head, professional development, motivation, and mentorship programmes. These concepts became the foci of this research. Literature also highlighted the importance of Herzberg's Two-Factor Motivational Theory and the Human Capital Theory (HCT) which underpinned this research. These theories assisted in the realisation of the aim of the research study, which was to determine how the mentorship programmes provided by DHs can contribute to teachers' professional development and motivation at primary schools. These two theories assisted in understanding how DHs planned, designed, and rolled-out a mentorship programme in order to motivate and professionally develop teachers. This was linked with the secondary research question one (SRQ1) and secondary research question two (SRQ2), which respectively explored how mentorship programmes could be best utilised to promote the professional development of teachers, and how they could contribute to the motivation of teachers at the selected primary schools.

To understand the phenomenon under study, the next section focused on the five core responsibilities of DHs within the South African school context.

2.2 CORE ROLES AND RESPONSIBILITIES OF DEPARTMENTAL HEADS (DHs)

The literature reviewed explained roles, responsibilities, and duties as being synonymous with each other. This research refers to these terms interchangeably. Harris et al. (2019:256) summarise the core roles of DHs as middle leaders, subject specialists, curriculum managers, and pastoral leaders. Hirsh and Bergmo-Prvulovic (2019:353) elaborate that middle leaders must lead effectively to ensure a dynamic and conducive environment that has a positive impact on the practice of teachers. Middle managers are also known to be the bridge between the 'lower chain of command' and the 'higher chain of command' (Grootenboer, Edwards-Groves & Rönnerman, 2019:253). Middle management must be capacitated by a collaborative leadership style to ensure the sustainable development of PL1 teachers in their department. Hirsh and Bergmo-Prvulovic (2019:357) advise that middle managers must be made aware of the much-needed motivational role they need to fulfil. In support, Tapala et al. (2020:4) reiterate the core roles of being a subject specialist, coordinator of extra- and co-curricular activities, communicator with relevant stakeholders in the school community, administrator, and initiator regarding networking with teachers and other schools. The following sections elaborated on the DHs' five core responsibilities pertaining to international and national contexts.

2.2.1 Curriculum Management

From an international context, it was revealed via literature that the DHs have the explicit role to oversee the curriculum (Gurr, 2019:280; Daniëls, Hondeghem & Dochy, 2019:113; Lindvall & Ryve, 2019:141; Harris et al., 2019:256). In Malaysia, Ghavifekr and Ibrahim (2014:54) highlight that the DH has the duty to manage curriculum and ensure that there is quality teaching and learning taking place in his or her department which is connected with SRQ2 which required exploring how mentorship programmes contribute to the motivation of teachers at the selected primary schools. In addition, Gurr (2019:285) stated that in Australia the DH has the explicit role to promote and develop the curriculum to promote the quality of teaching and learning. The United Kingdom (UK) has an advanced view of the role of the DH. Which focused on curriculum management in terms of planning and developing the curriculum (Forde et al., 2019:303; Harris et al., 2019:256). The UK has a structured programme that is compulsory to develop and mentor a teacher to become a DH (Tapala, 2019:74). In the UK it is a prerequisite for the DH to possess excellent knowledge of the curriculum to ensure the proper management of the curriculum in his or her department (Thorpe & Bennette-Powell, 2014:54). In the African context, it was emphasised that the DH needs to be involved in curriculum practices; for example, in Zimbabwe,

the DH has the explicit duty to supervise and coordinate the curriculum amongst the teachers of the school (Nkoma, Taru & Mapfumo, 2014:8). In Kenya, Muriuki, Onyango and Kithinji (2020:148) highlight that the DH is obliged to perform the duty of managing the curriculum to enhance the level of teaching and learning that occurs in his or her department.

Similarly, in the South African context, Bambi (2013:30) contends that the DH has the role to manage and control the curriculum, and must possess a thorough knowledge of curriculum trends and development. In support, Seobi and Wood (2016:11) agree that these curricular practices must broaden subject knowledge for teachers and learners. Furthermore, Tapala (2019:205) elaborates that DHs must ensure that barriers are successfully circumvented such that their relevant department runs as smoothly as possible. This view is supported by Thaba-Nkadimene and Nkadimeng (2020:41) who agree that DHs should also develop the curriculum and review related policies.

Additionally, DHs are also classroom teachers who manage the curriculum as part of their workload as set out by the PAM document which stipulates that classroom teaching, extra- and co-curriculum activities, administrative duties, staff development, monitoring the quality of teaching, and assessment are part of DHs' obligations. This duty of classroom teaching includes structuring assessment tasks, marking, recording learners' achievements, and providing feedback for remedial work. Their work allocation depends on their subject specialisation. Mpisane (2015:10) states that the DH's duty to manage the curriculum is to ensure that the teachers remain on track with curriculum coverage and that learners learn the correct skills. Mpisane (2015:13) adds that DHs must guide their teachers in planning and delivering lessons in line with the DoE curriculum directions. This view is supported by Tapala et al. (2020:4) who agree that the DH must be included in the teaching structure by teaching the subjects relevant to their workload. Tapala et al. (2020:4) elaborate that the DH has to learn new teaching techniques and methodology to ensure quality curriculum management and expert guidance in the evolving South African context to match the current global expectations. In addition, Thaba-Nkadimene and Nkadimeng (2020:51) contend that the burdensome teaching responsibility of the DH restricts them to effectively execute their roles of leadership and staff development. This is an important consideration in this study, seeing that is linked directly to the problem statement and primary research question which seeks to explore how the mentoring by departmental heads contributes to the successful professional development and motivation of teachers at selected primary schools.

In sum, the DH must ensure that the curriculum is adequately covered and that teachers are up to date with the latest trends to improve the overall performance of the relevant department that

the DH manages. Accordingly, the DHs need a well-structured programme under which they operate to promote quality teaching-learning in line with global curriculum demands and changes. Furthermore, DHs should focus on the mentorship of teachers to ensure the professional development and motivation of the teachers within the DH's department. Together with the role of curriculum management, the essential role of communication needs to be fulfilled by DHs.

2.2.2 Communication

Importantly, the DH must master the art of effective communication with relevant stakeholders and parties within and outside the school. Diebig, Bormann and Rowold (2017:236) postulate that communication is needed to manage and solve conflict to avoid stressful experiences. Since communication is crucial to promote the vision and mission of the school, Basson and Majesty (2019:1) advocate that the DH should view communication as a daily two-way human interaction by using effective techniques and communication opportunities to promote the smooth functioning of his/her subject department. The art of good communication is essential for the sharing of important information that can enhance daily teaching-learning practices (Forde et al., 2019:304). Further, excellent communication skills are imperative for problem-solving and decision-making processes (Myburgh, 2021:24). Without sound communication skills, the DH's department will not be able to plan and progress as a unit. Tapala (2019:119-185) agrees that communication is a meaningful tool to enhance the organisational culture of the department which boosts the leader's image in the profession because it is the single most important component in leadership management through which information is shared among stakeholders.

International literature emphasises the role of communication by the DH. The role of communication in Belgium is explicitly marked as being of significance to maintain good relationships with both internal and external stakeholders of the school by the DH (Daniëls et al., 2019:118). In Australia, communication is singled out as one of the most important aspects that the DH should excel in to ensure the effective distribution of information to top management as well as the lower management of the school (Gurr, 2019:287). In New Zealand, Chetty (2007:36) states that the DH must have effective communication skills to ensure that precise and unambiguous feedback is relayed to relevant stakeholders. Cheruiyot et al. (2020:75) explain that in Kenya the DH needs excellent communication skills to generate and transfer knowledge, conduct meetings successfully, improve capacity to solve problems, and engage proficiently in the decision-making processes.

In the South African context, literature revealed a similar scope regarding the role of communication for the DH. Ogina (2017:227) confirms that the DH should have excellent

communication skills to ensure quality leadership, while Grootenboer et al. (2019:252) maintain that the DH as the middle leader in South Africa, has the specific duty to create conditions for effective change by fostering strategic communication techniques within schools; thus, DHs hold the key role of communicating cordially and precisely to successfully impart relevant information to all role-players. Moreover, they should have excellent communication skills when reporting on their department's progress to the SMT and the Department of Education (Myburgh, 2021:127).

Bambi (2013:39) mentions that the DH should use dialogue to encourage collaborative decision-making in the subject department. This ensures that thoughts and ideas are expressed and understood through the two-way communication process, especially regarding mentorship for professional development and motivation. Basson and Mestry (2017:2) confirm that the DH should use effective communication strategies to promote the vision and goals of the school to ensure a cohesive and harmonious academic working environment. Importantly, the DH must possess sound communication skills to solve problems and to mediate in conflict among the stakeholders in the school community (Diebig et al., 2017:238). In support, Myburgh (2021:42) agrees that DHs should be able to communicate effectively with relevant stakeholders about the performance, development, and progress of the teachers in their department. These stakeholders include the teachers, the principal, the DoE officials, and the parents. Importantly, the DHs should communicate clearly with the PL1 teacher with regard to curriculum, performance, and due dates to ensure the successful implementation of the curriculum, among others.

The PAM document stipulates that DHs should also network with other teachers from different schools as this establishes a solid platform for professional development which is relevant to this study. Grootenboer et al. (2019:253) elaborate that the DH's middle leader role should be seen as a social practice to establish favourable conditions for communication that would lead to excellence. In addition, Basson and Majesty (2019:2) emphasise that sound communication facilitates decision-making processes and strengthens teamwork to enhance school performance. There should be open or transparent communication channels that promote a positive culture within the DH's department to ensure a harmonious and productive working environment. This requires effective interaction between the DH and the teachers in the department (Myburgh, 2021:42). The obligation to report to the principal about the work division and the progress of educators also required proficient language usage and astute communication skills. The role of communication linked directly with RO1 and RO2, which explored how mentorship programmes can promote the professional development and motivation of teachers at selected primary schools.

In sum, the DH's role is to communicate timeously and effectively with all stakeholders to ensure the development and motivation of PL1 teachers. The establishment and use of effective communication channels are just as pivotal as possessing excellent communication skills. Effective communication ultimately contributes to the attainment of the overall goals of the DH's department which reduces conflict and confusion (Chigudu, 2016:101).

The DHs are also involved with the management of personnel who report to them:

2.2.3 Personnel Management

Personnel management is another important duty that DHs should fulfil. This duty includes reporting to the principal on the work division and qualifications of educators, the mentorship process, and the professional development of teachers.

The management of personnel is revealed in literature as one of the significant duties of the DH which includes teacher management (Grootenboer et al., 2019:252; Forde et al., 2021:309; Juma, Ndwiga & Nyaga, 2021:2). For this study, the term *personnel management* will be used. Literature from the international context revealed a broad scope of responsibilities related to personnel management. In the United Kingdom, personnel management included teacher-management and arbitration of issues among teachers in order to elicit change in the school as an organisation (Harris et al., 2019:259). Hirsh and Bergmo-Prvulovic (2019:260) highlight that in Sweden, the role of personnel management of DH entails solving conflict among the teachers and ensuring an equal division of workload amongst teachers. In New Zealand, the DH's role to manage personnel included aspects of behaviour, performance, and daily interactions (Bassett, 2016:99). In Kenya, the DH manages the staff and solves conflicts by applying problem-solving techniques (Cheruiyot et al., 2020:70). In South Africa, this role entails managing the human capital (teachers) in such a way that it contributes to the smooth functioning and success of the department (Tapala et al., 2020:2) which included the management of professional development and mentorship programmes which were of great essence to this study.

Similarly, Mpisane (2015:3) agrees that DHs are responsible for supervising learning and teaching to ensure high-quality performance from professional educators. Ogina (2017:225) reiterates that the DH has to enhance the teaching skills and knowledge of personnel to ensure a productive department. Mpisane (2015:3) and Thaba-Nkadimene and Nkadimeng (2020:51) state that DHs thus have an increased management load which may compromise the quality of their supervisory obligations. In addition, Bipath and Nkabinde (2018:7) and Tapala et al. (2020:12) contend that this core duty of developing teachers is neglected and needs more attention, especially in South

Africa due to the heavy workload of DHs. Hence, this study focused on understanding how DHs ensured that their departments ran smoothly, and that effective professional development was implemented.

Naidu et al. (2008:86) emphasise that the South African context requires DHs to be extremely resourceful to efficiently run a department in the school. This duty is far more widespread; it also includes the capturing and recording of marks, setting up timetables, and continuous analysis of teachers' work like pre- and post-moderation, assessment analysis, and class visits (Du Plessis & Eberlein, 2018:27). Myburgh (2021:45) advises that the DH should also encourage the participatory method when it comes to decision-making in the department and give timeous and constructive feedback to staff to enhance their performance. A well-structured managerial plan that specifies important dates, includes a class visit schedule for observation of lesson delivery and support sessions, that could be instrumental to facilitate the PL1 teacher's progress.

Personnel management also extended to the utilisation of appraisal systems (2.5). As a member of the SMT, the DH should ensure that goals are predetermined by the SMT for the school and the subject department (Bambi, 2013:63). The only way to guarantee this is by managing the teachers as effectively as possible to motivate them to attain the desired goals (Ogina, 2017:229). The DH as a middle leader should manage the staff effectively by encouraging participation in goal setting, quarterly school-based mark analysis, and joint decision-making to enhance the teaching and learning quality of the relevant department. Mampane (2018:193) adds that the DH should strive to identify and manage the different developmental stages of the PL1 teachers and remediate them when the need arises. This assists DHs to manage their departments more efficiently in fulfilling their role as instructional leaders (Harris & Jones, 2017:224). This duty is relevant to the study because it is linked directly with the SRQ1 and SRQ2, which respectively sought to explore how mentorship programmes can promote professional development and motivation of the teachers.

Hence, the DHs must manage personnel discerningly to achieve the goals of the department and the school. The effective and efficient management of personnel will lead to identifying the grey areas where conflict and confusion might arise. This creates the opportunity for the DH to mentor subordinates for professional development and motivation purposes. In other words, sound personnel management should be utilised to support and guide the teacher; but management of personnel is not only limited to the specific department as the DH should also lead and participate in extra- and co-curricular activities.

2.2.4 Extra- and Co-curricular Activities

There is a variety of activities that need execution outside the formal classroom. The DHs have to manage and oversee extra- and co-curricular activities which entail sports and cultural events within the scope of what the school can offer the learners (Tapala, 2019:50). In Scotland, like in most countries (SA included), the DH also arranges other activities outside the classroom (Forde et al., 2019:309). This role is emphasised by the PAM document (DoE, 2016) and stipulated in the EEA (1998). Mpisane (2015:1) confirms that DHs in the South African context have extra duties such as organising, guiding, and overseeing extra-curricular activities. Naicker, Grant and Pillay (2016:5) mention that extra- and co-curricular activities include sports, cultural events, meetings, and workshops which improve the holistic schooling experience of the learner. Similarly, Jaca (2018:23) confirms the importance of the role of the DH in organising extra- and co-curricular activities to improve the overall well-being of teachers and learners of the school.

Additionally, Bambi (2013:12) maintains that the DH should be active in the management of extra- and co-curricular activities as it promotes the overall success of teaching and learning experiences. Extra- and co-curricular activities which can be academic-based or non-academic-based, assist the DH with acquiring resources to improve the professional development and teaching skills of teachers. Seobi and Wood (2016:6) add that the DH should be specifically involved in managing and organising extra-curricular activities to ensure a balanced working environment. The DH must ensure that extra- and co-curricular activities are diligently executed to promote the holistic development of the learner, which also entails the management of committee meetings and organisation of cultural and sports activities at the school (Tapala, 2019:216-217). In support, Myburgh (2021:58) agrees that some of the responsibilities of arranging and overseeing extra- and co-curricular activities include organising subject departmental meetings and workshops for upskilling teachers. This is relevant to the study since extra- and co-curricular activities are areas where teachers need professional development. And guidance. Further, Myburgh (2021:43) emphasises that DHs are allocated the extra responsibility to arrange and lead sports and other cultural-related activities (among others) which include guidance and support to professionally develop and motivate novice teachers.

However, Bambi (2013:16) contends that the DHs have a burdensome workload which causes them to overlook their leadership and teacher developmental duties. Jaca (2018:30) agrees that the administrative-overload, departmental workload, and the responsibilities of managing extra- and co-curricular activities are burdensome and unrealistic for the DH to successfully execute. The duty of managing extra- and co-curricular activities is an extra burden on the DHs because of time-constraints and a general overload of academic responsibilities (Tapala et al., 2020:9).

Myburgh (2021:90) adds that smart time-management is crucial to prevent the decrease in the quality of DHs' work. This was relevant to this study which sought to understand how the DH provides structured mentorship to develop and motivate teachers.

This role of the DH is significant and should not be undermined. Forde et al. (2019:309) contend that the role of organising and overseeing extra- and co-curricular activities is not just linked to sport and culture but goes beyond it; for example, DHs provide opportunities to promote teachers' professional growth and well-being outside the classroom which may involve visiting institutions that assist in sharpening the knowledge and skills of teachers to enhance the quality of learner-performance. This was relevant to this study which sought to answer the primary research question that attempted to explore the effectiveness of mentorship programmes implemented by DHs.

2.2.5 General Duties of departmental heads (DHs)

Within the South African context, the Personnel Administrative Measure (PAM) document of 2016 in conjunction with the Employment of Educators Act 76 of 1998 (EEA) sets out the role and requirements of DHs. Bambi (2013:13) emphasises that DHs must have a strong authoritative (but cordial) presence, specialised knowledge, skills, sound values, and a sense of autonomy. These attributes need to be applied to specific and general duties of the DH to ensure that the PL1 teachers and the department run flawlessly. The DHs have to enact these activities to fulfil their role as middle leaders which include mentoring and developing their subordinates (Tapala, 2019:315).

Additionally, The DHs should structure daily schedules and strategic plans that follow relevant procedures to ensure the efficient administrative functioning of the department and the school (Naidu et al., 2008:86). According to the PAM (DoE, 2016) document, DHs should assist in leadership, administrative, and general managerial duties. As stipulated in the PAM document, the DHs should also participate in administrative duties like emergency drills, timetabling, and act in the place of the principal or deputy principal when they are unavailable.

Grootenboer et al. (2019:253) assert that these duties of DHs are not limited to what is contained in the PAM document, but that it is multifaceted; that is, the DHs' scope of work is complex and widespread. Gurr (2019:288) and Lindvall and Ryve (2019:146) are of the opinion that the DH should also contribute towards the career planning of the PL1 teachers. This role extends to the department in that it promotes cultivating a healthy organisational culture amongst the teachers

of a specific department (Gurr, 2019:288). This was of great relevance in this study as it directly concerned the motivation of the teachers to promote professional development.

Bambi (2013:16) reveals that these general duties support and assist in the planning of the teachers' lessons as many of them experience challenges when planning and delivering lessons. Ogina (2017:228) agrees that collaboration regarding planning is necessary to support the PL1 teachers. In addition, Tapala (2019:72) reiterates that this duty includes mentorship and guidance of PL1 teachers. Guidance is executed by performing (among others) moderation controls of teachers and learners, class-record supervision, and class visits (Myburgh, 2021:197).

Regarding the provision of support, the DH should also assist in the acquisition and delivery of relevant teaching-learning resources to his/her department. These resources include textbooks, teacher guides, and question-paper templates. These resources are vital as they assist the department as a whole while positively impacting on the motivation of teachers, especially if there is a scarcity of materials (Lindvall & Ryve, 2019:146). The DH must be part of the Learning, Teaching, and Support Materials (LTSM) committee of the school to ensure the successful provision of the resources needed by the teachers in his/her department (Myburgh, 2021:19). This is very important to ensure a cohesive, structured, and motivated teaching force in the department.

Bambi (2013:16) cautions that DHs sometimes feel overwhelmed with general and administrative duties. The reason for this is the inadequate distribution of resources amongst departments and schools. Thaba-Nkadimene and Nkadimeng (2020:51) reiterate that the DH is burdened and overloaded with all these different administrative duties which negatively impact on the quality of leadership. Tapala (2020:43) adds that due to the plethora of administrative duties the DHs tend to spend less time on their department's general performance and growth. This situation should be avoided at all times as it reduces the quality of efficiency and productivity in the department.

Considering the above, it is apparent that the DH is compelled by policy to fulfil these general and administrative duties to ensure the successful execution of their 'extended' role. These duties should be executed in addition to classroom and departmental obligations to ensure the smooth management and functioning of the classroom, department, and the school as a whole (Farchi & Tubin, 2019:386). This is important for the development and motivation of all PL1 teachers as they are inspired by an industrious, astute, visionary, well-planned, and dignified manager.

The DHs need to fulfil these multiple roles to ensure that they have flawless and functional departments. These core roles should not be taken lightly, but instead seriously to ensure that a sound foundation is laid for successful learning and teaching. Importantly, he or she should be an excellent communicator to ensure the sound management of the curriculum and harmonious relations with the personnel. These functions do not operate in isolation but interconnect with each other. Despite the heavy workloads of DHs in South Africa, DHs must ensure that they execute these roles diligently to promote the professional development and motivation of PL1 teachers. The execution of these roles in a committed manner will also ensure that the DH adapts to the ever-changing and dynamic education system (Tapala et al., 2020:2). The DHs can enact their responsibilities by employing mentorship programmes to promote motivation so that professional development can build on a sound foundation to stimulate better teaching-learning opportunities (discussed in the following section).

2.3 MENTORSHIP

Mentorship refers to the “reciprocal relationship between the mentee and the mentor” (Pilane, 2010:21). During this reciprocal relationship, “a set of predetermined knowledge, skills, and values are developed and transferred from the mentor to the mentee” (Nantanga, 2013:19). Gruber-Page (2016:421) confirms that mentorship is “when an experienced person shares knowledge, skills, values, and advice or trains a less experienced person to achieve goals or objectives”. Gruber-Page (2016:421) adds that mentorship is “a concentrated relationship whereby both parties should contribute to their part of the relationship”. In support, Nowell et al. (2017:338) agree that mentorship seeks to encourage optimal performance and growth by the less experienced individual (the mentee), through the assistance, guidance, and support from a more experienced and knowledgeable individual (the mentor). Mentorship is thus a relationship between the mentee and mentor that is constructed on the principles of support, personal growth, and professional development (Mazerolle, Nottingham & Coleman, 2018:260). Moreover, mentorship assists the mentee to fulfil his or her role by means of timeous, constructive feedback and support from the mentor. In addition, Willis et al. (2019:335) maintain that mentorship is based on a reciprocal learning relationship that is “built on collaboration to develop and motivate the mentee professionally”.

Kadji-Beltran et al. (2014:718) state that the mentee has the potential to develop, but is in need of certain skills, knowledge, and values to become a productive member of the school. Botha (2014:11) postulates that the mentor (the DH) is the individual with experience, has authority, and needs to ensure that professional growth is achieved by the mentee. The mentor must advise and direct the mentee (PL1 teacher) to in his or her career path. Gut et al. (2014:241) postulate that

mentorship must be a collegial relationship between the mentee and mentor to ensure motivation and professional development. This is significant to this research project as it is linked to RO1 and RO2 which sought to determine how mentorship programmes can enhance professional development and how they improve teachers' motivation.

Naidu et al. (2008:98) highlight that mentorship must be perceived as a dynamic relationship that is ongoing. Erasmus and Van der Westhuizen (2013:263) agree that mentorship is not seen as a once-off process, but rather a continuous one, supported by constant feedback and reflection. Mentorship is an excellent method to stimulate transformation in a non-threatening way. Smith (2015:35) maintains that mentorship is an interpersonal, developmental relationship that provides opportunities for upward mobility, intellectual advancement, and guidance to shape and systematically develop the mentees as professionals.

Since mentorship is perceived as a dynamic mutual relationship of trust and career-building, Pilane (2010:22) and Nantanga (2014:9) recommend that a trained, skilful teacher (the DH) must be officially appointed to provide direct support and academic leadership to the novice teacher. In other words, mentorship entails engaging the assistance of someone who excels in their work to train, guide, advise, and develop other less experienced employees – this function applied to SRQ1 and SRQ2 which sought to explore how mentorship promotes both professional development and motivation of teachers. Gut et al. (2014:245) agree that mentors should design, diarise, present, enact and monitor a sequence of events that leads to the effective transfer of knowledge and skills. Since the mentor should be cognisant of the strengths and weaknesses of the mentee, mentorship can be viewed as an excellent trajectory to motivate and develop teachers professionally (Sulit, 2020:3). Hence, answers for SRQ1 and SRQ2, which sought to explore how mentorship can promote development and motivation, were unearthed.

The mentor needs to employ mentorship principles to commence mentoring after comparing the positives with the negatives of the mentorship process. The advantages and disadvantages of mentoring a mentee need to be considered.

2.3.1 Advantages of Mentorship

The review of literature reveals that mentorship offers a variety of benefits, not only for the mentee teacher, but also for the mentor-teacher. Among the advantages are the retention of PL1 teachers, enhanced teacher motivation, improved decision-making processes in the department, self-efficacy and growth of the teacher, professional development, and better communication skills.

One of the main benefits of mentorship, if employed correctly, is that it allows for the retention of PL1 teachers which is a product of guiding and supporting them during their novice years (Gut et al., 2014:243). If teachers are adequately mentored, then they feel part of the organisation, valued, have reasons to stay, committed, loyal, and motivated to grow the organisation (school and the department). Thambekwayo (2016:256) reiterates that mentorship helps to support and empower the mentee to perform maximally in the workplace. Further, Yirci (2017:34) highlights that mentorship promotes a healthy organisational culture such that mentees are supported by the mentor to achieve self-actualisation and organisational goals. This has significance to the primary research question that sought to explore how mentoring teachers can improve their professional development and motivational levels. If teachers achieve a high level of self-actualisation and attain their desired goals, then they feel successful, accepted, and valued as a result of the professional development sessions presented by the DH.

Tahir et al. (2016:15) agree that mentorship ensures enhanced motivation regarding the mentees. Mentorship boosts confidence and increases the motivation levels of both the mentee and the mentor (Ochanji et al., 2017:126). The more information the DH shares with the teachers, the more the teachers become motivated. In support, Nwanko and Otaru (2019:71) highlight that mentorship involving collaboration, respect, and cooperation between the parties can increase the motivation and empowerment levels of the mentee. This had relevance to SRQ2 which dealt with how mentorship programmes can improve teacher motivation. In addition, if the PL1 teachers are sufficiently motivated, then they are likely to participate at their own volition in professional development programmes, thus adequately fulfilling the DH's role of managing personnel.

The literature reviewed also revealed that a collaborative mentorship process improves decision-making and problem-solving practices (Janikula, 2017:12). Chang et al. (2022:2662) add that mentorship can promote self-efficacy and self-growth amongst the mentees. This connects with the previous section that dealt with the communicative role of the DH; hence, SRQ1 was relevant as it concerned exploring how mentorship programmes can enhance the professional development of novice teachers.

Tahir et al. (2016:4) contend that mentorship provides psychological support since it reduces work stress and pressure experienced by both the mentee and mentor. Mentorship can also provide psychological support relating to motivation and acceptance issues for vulnerable novices (Prinsloo, 2016b:263). In addition, Heymans (2015:54) confirms that mentorship provides a support system where the mentee is supported and given a platform to express his/her challenges (grey areas of needs). This creates a harmonious working environment that promotes effective

professional development, which is important in the South African context where teachers face excessive workloads and harsh working conditions (Pitsoe, 2013:312). This applied to SRQ2 which pertains to the psychological support provided by DHs to motivate PL1 teachers so that they can feel unintimidated in professional development processes.

Mentorship also has the added advantage of improving the quality of communication between the different stakeholders. Vance et al., (2017:15) found that mentorship can promote networking inside and outside of the school which leads to the attainment of mutual goals and the realisation of shared visions through effective communication techniques. In support, Janikula (2017:24) agrees that mentorship can sharpen the communication skills of the mentor and mentee. Ochanji et al. (2017:126) state that mentorship leads to improvement such as receiving timeous feedback which sharpens the communication process. Talbert et al. (2021:5) caution that mentorship only improves communication where the mentorship programme is well-structured with open-communication channels. This was relevant to the study since effective communication is critical to the DH's role (2.2.2) because of the professional development and motivational needs of PL1 teachers who participated in this study.

Mentorship also fosters professional growth to improve classroom practices which shapes the novice teacher's didactical prowess (Msila, 2012:51). This ensures a sustainable contribution to the school and the classroom environment. Smith (2015:36) concurs that mentorship improves professional development which will improve teaching and learning pedagogies, while Janikula (2017:28) states that mentorship is a toolkit used for professional growth and development. Walter and Hen (2012:216) report on the gap between what is taught in university and what happens in the real-world of teaching practice. Kinyaduka (2017:103) exposes the fact that novice teachers struggle to translate their theoretical knowledge into practice when confronted with real-life classroom situations. Alvi, Ali and Ahmad (2021:725) add that the gap between theory and practice is a challenge experienced by newly appointed teachers. This gap needs to be bridged by providing professional development and mentoring sessions for novices. To ensure the successful adaptation to the real-life classroom situation, the DH is obliged to assist beginner-teachers to cope with the challenges of being a fully-fledged teacher. This had relevance to the study as SRQ1 sought to explore how mentorship programmes can improve professional development. According to Smith (2015:116), mentorship is one of the best 'tools' to improve teaching and learning among novices, but effective guidance and individual support are critical to drive professional development programmes.

It is also important to review some disadvantages of mentorship to portray a realistic picture of what mentorship can offer, and what it cannot:

2.3.2 Disadvantages of Mentorship

The literature review revealed that mentorship does not always lead to positive results as disadvantages are evident. These disadvantages need to be overcome to gain confidence in the mentorship process. These disadvantages include, among others, unrealistic expectations, inability to successfully pair mentor and mentee, time-constraints, staff resistance, and frustration. Mentorship has the disadvantage of setting unrealistic expectations or goals (Henning, Gut & Beam, 2015:158). If the mentor is not aware of the expectations of the mentee (which can also have abnormal expectations for the outcome of the mentorship process), the whole process may be futile and frustrating for both the mentee and the mentor. Both Thambekweyo, (2016:242) and Talbert et al. (2021:6) agree that unrealistic expectations and goals (which should be avoided) can lead to stressful experiences for both the mentor and the mentee.

Another disadvantage of mentorship is the inability to successfully pair the mentor with the mentee, which inhibits professional development as well as communication. Hobson and Melderez (2013:6) postulate that this may occur when the mentor does not match the mentee due to the absence of transparency on the mentee's part. Also, Hobson and Melderez (2013:6) narrate that the mentor's inability to understand the mentee's developmental needs leads to the inability to create a safe environment for the mentee - this can contribute to a mismatch. However, Lekeatch, Assan and Debeila (2013:284) contend that mentors are generally ignorant of the developmental needs of mentees which defeats the purpose of effective mentorship. Moreover, Smith (2015:115) maintains that the mediocre quality of mentorship can cause a lack of trust that diminishes the value of the mentorship process. Further, Gordon (2019:23) contends that it is difficult to find the ideal mentor-mentee match due to diverse cultural backgrounds. This can cause problems, especially in the South African context, where there is diversity in gender, culture, and religion in the workplace. The above situation was relevant to SRQ2, which sought to explore how mentorship programmes can improve motivation. However, If the mentor and mentee are not on the same wavelength, the process of mentorship may be in vain and frustrating for both parties.

The literature that was consulted also reveals a common disadvantage that the mentorship process and the training of the mentee is a time-consuming process (Straus et al., 2013:4; Henning et al., 2015:147). Gordon (2019:60) postulates that mentorship takes time and patience to implement in order to attain a reasonable degree of success. A sufficient period of time is

needed for mentor-mentee meetings to provide guidance, monitoring, constructive feedback, knowledge, and skills. Both DHs and teachers do not have adequate time as they are mainly occupied with work-overload and the management of overcrowded classrooms. In South Africa, many teachers are involved in extra classes that take place in the afternoon, on weekends, and over school holidays; thus, leaving little time for mentorship. This is a challenge in schools since time is very limited. Prince (2021) agrees that mentorship is not only time-consuming, but also has financial constraints. Mentorship does not just entail only the investment of valuable time, but also the financial investment to ensure a successful mentorship programme which can become costly in terms of human and material resources, depending on the type of developmental needs.

Additionally, a disadvantage of mentorship that emerged from the literature review was that it can result in resistance and frustration (Gaille, 2016). Prince (2021) elaborates that the mentee can become over-dependent on the mentor with regard to feedback and approval, which can deprive the mentee of self-confidence. In South Africa, PL1 teachers tend to be mentored by the older, experienced teachers who may transfer conservative practices, traditions, and norms that can contrast with mentees' philosophies gained from tertiary institutions' programmes; this can cause frustration to both parties if the mentor forces his/her traditional norms onto the mentee (Thambekwayo, 2016:63). Moreover, the mentee can also become bored, lazy and domineer the mentorship process – this leads to the failure of the mentorship process.

Lastly, the mentor can fail to follow mentorship principles by create a false impression that mentoring was successful (Hobson & Malderez, 2013:7). In South Africa, DHs and teachers often have unrealistic workloads, and time for professional development via mentorship programmes is often neglected or hurried (Myburgh, 2020:137). Talbert et al. (2021:6) expose the fact that some mentors can be unsupportive and lack commitment to the mentorship relationship because of being untrained or inexperienced. Thambekwayo (2016:63) asserts that such mentors with sub-standard norms and mediocre organisational culture can transfer these characteristics onto the mentee. This can create a low-quality product out of the mentorship process that would inhibit motivation, professional development, and academic performance.

Considering the advantages and disadvantages, mentorship needs to be discussed and understood contextually (as discussed below).

2.3.3 The Context of Mentorship

2.3.3.1 The international context of mentorship

Mentorship is instituted globally to promote professional development to contribute to the motivation of mentees. It was established in the United States of America (USA) as an induction tool to develop less experienced educators to enhance their professional capacity, in different states (Zembytska, 2016:72). In the United Kingdom (UK), the implementation of mentorship programmes is quite common as a reciprocal process intended to promote and sustain the development of the beginner-teacher's professionalism (Thorpe & Bennette-Powell, 2014:53). In Israel, mentorship is used as a process where the experienced teacher professionally develops and assists the non-experienced teacher during a cyclic, reciprocal relationship (Oplatka & Lapidot, 2017:1). Oplatka and Lapidot (2017:2) elaborate that mentorship also provides teachers with psychological and technical support to guide and understand policy. In the African context, mentorship was also highlighted in literature; for example, in Nigeria, mentorship is especially introduced to assist teachers with physical and psychological matters to ensure a high quality of professional development among novice teachers. Nwankwo and Otaru, (2019:72) add that mentorship is a systemic relationship initiated by the mentor-teacher to assist in the transitioning of the mentee-teacher into a productive individual who can make a healthy contribution to the school. The literature also revealed that even in Zimbabwean schools' mentorship is initiated by the DH to develop and motivate mentee-teachers (Manwa, Mukeredzi & Manwa, 2016:65).

In the South African context, there is no formal policy stipulating the implementation of mentorship programmes to professionally develop and motivate beginner-teachers Nantanga (2013:46). In addition, Kempen and Steyn (2016:33), and Bush and Glover (2016:14) state that South Africa has the Integrated Quality Management System [IQMS] (now known as the Quality Management System - QMS), and Continuous Professional Teacher Programmes (CPTP) that promote the development and growth of teachers. Bush (2018:68) reveals that South Africa has professional development programmes, but specifically for principals such as the Advanced Diploma in Education (ADE) which is offered for aspirant school leaders like DHs, deputies and principals. Benjamin (2019:2) adds that mentorship programmes are used by some schools, but not all. Some schools only include mentorship in the induction process, while others promote and develop the staff of the school by using tools such as the QMS and CPT.

Emerging from the context of mentorship, the mentorship process was conceptualised (discussed in the next section).

2.3.4 Mentorship Process

The mentorship process entails significantly the mentorship relationship in that it guides and strengthens the implementation practice which ensures the success of the mentorship programme (Vance et al., 2017:5).

There is unanimity in the review of literature that mentorship must follow a particular process. Some literature sources referred to this as the mentoring process, while others referred to it as the mentorship process. This study mainly used the term *mentorship programme*. From an international context, the literature reveals that it involves a sequential process where a mentor trains a mentee (Oplatka & Lapidot, 2017:2; Ochanji et al., 2017:117; Gower et al., 2022:12). In Greece, the mentorship process is applied interactively and sequentially, specifically where the mentor (with expert knowledge and skills) is engaged to support, develop, and motivate the mentee towards career advancement and professional growth (Petrovska et al., 2018:47). In the United States, the mentorship process is practised as an iterative (repetitive and ongoing) process between the mentee and mentor involving the transfer of knowledge, skills, and values (Talbert et al., 2021:2). Similarly, Chang et al. (2022:2660) observe that in the United Kingdom, the mentorship process is seen as a structured, well-planned, and systemic process that facilitates the transfer of knowledge and skills from the mentor to the mentee to improve teaching-learning pedagogy.

In Australia, the mentorship process is described as a reciprocal, cyclical process where an experienced teacher guides the newly-appointed teacher to obtain skills, values, and knowledge to become more successful to cope with the rigours of the work environment (Gower et al., 2022:2). In the African context, literature reveals the above (similar) descriptions of the mentorship process; for example, Ausiku, Likando and Mberema (2019:110) observed that in Namibia, the mentorship process is a nurturing one where a series of steps must be followed by both mentor and mentee in order to enhance professional growth and development. Additionally, in Kenya, the mentorship process entails the sharing of the mentor's knowledge, skills, and values with the mentee who may urgently need ongoing professional development and motivation built on the foundational principles of timeous continuous feedback, remediation, and reflection (Ochanji et al., 2017:116-117).

In the South African context, the mentorship process is seen as a series of steps consisting of feedback and support offered by the mentor to ensure effective professional development and support for the mentee (Smith, 2015:41). Thambekwayo (2016:56) elaborates that the process is reciprocal and nurturing in nature such that it guides the mentee to develop as a productive and

motivated protégé to utilise the acquired knowledge, skills, and attitudes as a natural transference into the labour market. Hence, the mentorship process must prevail such that it ensures that the mentee remains motivated throughout the process so that the goals of the mentorship programme are attained at the end of the mentorship process.

Further, the DH must ensure that the mentorship process is successfully executed by demonstrating empathy, patience, tolerance, emotional support, and structural provision to the teachers (Kadji-Beltran et al., 2014:2). In support, Akhlaq, Iqbal and Jumani (2015:147) elaborate that this process creates a career-specific pathway that promotes professional guidance, growth, and motivation. Oplatka and Lapidot (2017:2) concur with Kadji-Beltran et al. (2014:2) by confirming that mentorship should be perceived as a nurturing process that also supports the mentee on a physical and emotional level. In sum, the DH should nurture the teacher during the mentoring process to become well-motivated and professionally developed.

Unfortunately, the South African education system has no official policy or specific mentorship programme advocated by the Department of Education (DoE) to guide the mentoring of novice teachers (Nantanga, 2013:46). There is also no official policy for the induction of PL1 teachers. The reason for mentioning induction in conjunction with mentorship is that some schools use these two programmes synonymously. Since there is no formal one-size-fits-all mentorship programme, it must be mutually selected among those available in other countries via collaborative interaction between the mentee and the mentor (discussed below).

2.3.4.1 Mentorship programmes as part of the mentorship process

According to Ingersoll and Kralik (2004:3), “mentorship programmes refer to the programme being used to connect and commit an experienced person with a non-experienced person for the purpose of induction and professional development”. Devos (2010:1220) postulates that mentorship programmes must be considered within the socio-cultural context of the institution. Hobson and Taylor (2020:286) state that mentorship programmes are frameworks that underpin the structure of the mentorship process which facilitates the cordial and productive relationship between mentee and mentor. Henning et al. (2015:151) elaborate that mentorship includes structural programmes to transfer knowledge, skills and values to the mentee who needs them during teaching-learning situations. It also assists to overcome obstacles and creating growth opportunities, whilst working towards the attainment of the school’s vision and mission. This is of significance in that the appropriate mentorship programme needs to be selected to ensure the successful application of mentorship processes and principles to ensure the professional development and motivation of teachers.

From an international perspective, different mentorship programmes exist. In Pakistan, mentorship programmes are employed by the Directorate of Staff Development that apply the “Eight areas of Mentoring” programme to promote the professional development and growth of primary school teachers (Akhlaq et al., 2022:154) which includes the Taleemi Calendar (a detailed document entailing syllabi, assessment dates and exams, communicative interaction, lesson-planning, assessment types, classroom management, utilisation of support material, teaching and learning-based activities, and guidance for homework tasks. These eight areas are the foci of Pakistan’s mentorship programme (Akhlaq et al., 2022:156).

Henning et al. (2015:151) found that the United States which has one of the most advanced approaches to the mentorship programme, utilises the Clinical Developmental Approach to implement the Creating Active and Reflective Educators (CARE) programme to develop and improve primary school teachers. Hobson and Sharp (2005:26) observed that the UK collaborates with the National Foundation for Educational Research (NFER) to develop and improve mentorship and induction programmes. These indicate the importance of facilitating well-structured mentorship programmes that can adequately assist in the development and motivation of teachers.

In the African context, Ochanji et al., (2017:116) state that in Kenya there is also no official or definite mentorship or induction policy in place resulting in novice teachers being neglected, undermined, and left to their own devices which calls for mentorship programmes to be introduced as a matter of urgency. In Namibia, the Namibian Institute for Educational Development (NIED) is responsible to arrange mentorship programmes that are instituted in schools. Moreover, Ausiku et al. (2019:111) postulate that mentorship programmes (no matter what type) should be well-structured and astutely delivered to successfully assist in dealing with the mentee’s emotions, professional development, and motivational levels.

In South Africa, there is no formal policy to guide mentorship and induction programmes at the school level (Nantanga, 2013:46). Hence, Mahwire and Sayed (2021:94) offer the Edufundi Mentorship Programmes and the Edufundi Teach Like a Champion Workshops as stop-gaps to possible DoE guidelines on mentoring (2013). This was relevant to this study as it linked with RO3 which explored which salient mentorship elements should be included in a mentorship programme to enhance the DH’s mentoring of teachers in terms of professional development and raising motivation levels of beginner-teachers.

Vance et al. (2017:5) advise that a worthy mentorship programme can take several forms, depending on the level of the professional developmental need, and the amount of knowledge required to be transferred. Accordingly, mentorship programmes need to be astutely, thoroughly, and judiciously designed to successfully develop and motivate teachers. The correct mentorship programme 'fit' or 'model' is imperative to be engaged with during the mentorship process. The steps in the mentorship process adapted for this research study are outlined below:

2.3.4.2 Steps in the mentorship process

The following steps in the mentorship process which were relevant for this study were adapted from those of Ballard, Godfrey and Stoker (1995), Akhlaq et al. (2015), and Holmes (2021):

Step 1 – Planning and selection of the mentorship programme

During this phase, the mentor who is best suited to cater for the mentee's needs is selected. This may be a teacher-mentee in the languages department being matched with the DH from the same department. During the first mentor-mentee meeting, expectations are established, and the mentor tracks the route they will pursue to lead to the successful holistic development of the mentee (Akhlaq et al., 2015:155). Ochanji et al. (2017:128) reiterate that it is this step that fosters the mentee's confidence and motivation to cooperate and participate voluntarily in the mentorship process. Holmes (2021) adds that understanding the expectations of the mentee and the selection of the appropriate type of mentorship programme will assist both the mentor and mentee to achieve their aim and objectives.

Step 2 – Setting of goals and action plan

This step of the mentorship process focuses on the setting of realistic and sustainable goals for the mentee. Erasmus and Van der Westhuizen (2016:269) highlight that the mentor must assist the mentee to formulate goals, and to ensure that these are aligned to what the selected mentorship programme entails. The DH may explain the consequences of losses in class time so that the teacher-mentee may set realistic expectations. The DH should also advise the mentee on the national averages of the mentorship success rate by providing relevant documents for the mentee to peruse. Since the mentor is the party with the most experience, he/she should guide the mentee to set realistic aspirations and structure a workable action plan to attain these. During this step, the mentor should create an atmosphere of excitement for the mentee, and for the rest of the process. The mentee and mentor should also collaborate and decide on the most appropriate plan of action to attain set goals (Holmes, 2021).

Step 3 – Proof and progress

During this phase, the mentor collects relevant proof of performance from the practice of the mentee. The mentor also checks, observes, and monitors the mentee to ensure that the mentorship process remains on track (Ballard et al., 1995:394). Information about the progress needs to be collected and recorded to determine whether the process is progressive or not. The DH should collect authentic data regarding the teacher-mentee's progress and whether goals were obtained or not; these include one-on-one meetings pertaining to the well-being of the teacher, in addition to the challenges facing the mentee. The DH can advise and suggest recommendations to circumvent these challenges to ensure progress in the professional growth of the mentee. Moreover, areas of concern identified by the DH can also be communicated at mentor-mentee meetings to determine whether the mentee is coping with the challenges expressed at previous meetings as this helps to determine the measure of systemic progress the mentee has made. Holmes (2021) suggests that the mentee must also report any uncertainties and difficulties experienced to the mentor in order to clarify and solve them.

Step 4 – Reflection and analysis

The central focus in this step is on the mentor to reflect on and discuss the progress of the mentee. Ballard et al. (1995:394) contend that during this step the mentor and mentee need to reflect also on all the previous steps of the mentorship process to ensure the successful development and motivation of the mentee. The mentor provides feedback and in-depth insight into the mentee's progress, in addition to providing suggestions for the mentee to remain focused on the set goals (Erasmus & Van der Westhuizen, 2016:268). The DH should present the proof of progress which includes reflection to attain goals and objectives, as well as a constructive analysis that provides insight into the areas of improvement and the areas of concern that still need attention. The DH should deliberate on the pros and cons of the reflective analysis with the teacher-mentee to advise the teacher-mentee accordingly. The mentee must also reflect on his or her practices in order to adapt practice where necessary (Holmes, 2021).

Step 5 – Attainment of goals, and conclusion

This last step occurs after the specified timeframe of the mentorship process has been met. Here the mentor determines whether the mentee has attained the goals as set out in the second step of the process. According to Erasmus and Van der Westhuizen (2016: 278), in situations where goals have been attained, the mentor will consolidate the process. The DH must discuss the

attainment of goals by presenting a brief report which should include all the goals, expectations, and descriptive explanations of how each criterion was successfully achieved. Also, the DH should suggest practical tips and write constructive comments on how to continue such that the mentee is empowered to circumvent areas of concern. Holmes (2021) advocates that in a situation where goals have not been attained, the mentee and mentor need to relook into the process and adapt where needed; this requires a revision of the original plan of action to attain a measure of success.

Each of these steps needs to be carefully followed and integrated. Also, feedback plays an essential role in the mentorship process; whether verbal or written, timeous and constructive feedback must be promoted throughout the mentorship process mainly for the purpose of remediation (Holmes, 2021).

Considering the above, it is apparent that the mentorship process needs to be thoroughly and judiciously employed by the mentor. To reap the advantages of mentorship, every single step of the mentorship process needs to be carefully considered and implemented. The success of mentorship depends on the mentor's and mentee's cooperation during interaction in the mentorship process. The mentorship process is normally conducted smoothly and harmoniously when the phenomenon of motivation is comprehensively understood.

2.4 MOTIVATION

Tohidi and Jabbari (2012:821) state that "motivation is the process that is used to increase the persistence, intensity, resilience, as well as the driving force of an individual". Heystek and Terhoven (2015:630) emphasise that motivation has a strong psychological base that allows the mentee-teacher to become more amenable to professional development. Also, Prinsloo (2016a:188) maintains that motivation is an essential element in achieving aims and objectives which are integral in the school context. This answered SRQ2 which sought to understand how mentorship programmes can increase the motivation of teachers for effective professional development.

Importantly, motivation contributes to the success of an individual, as well as to the organisation the individual works for. From the different definitions derived from literature, this research understands motivation as the internal (psychological) and external driving forces that direct one's behaviour to achieve a set of realistic goals, whether in the long- or short-term that fosters job satisfaction, professional development, and self-actualisation.

Literature reveals challenges regarding the phenomenon of motivation globally. Addison and Brundett (2008:80) highlight that school leaders in the United Kingdom need to be cognisant of the forces that motivate and demotivate teachers to ensure that organisational goals are obtained. Connolly, James and Fertig (2019:10) reveal that in Wales transformational leadership was promoted to motivate teachers internally to perform better at their jobs. In Malaysia, the transformational leadership style of DH and the principal motivates staff in a positive manner (Abdullah, Ling & Sufi, 2018:37). Abdullah et al. (2018:40) add that the current level of teacher motivation, as well as the gender of the teachers, should be considered when considering and setting organisational goals.

In addition, Cross et al. (2019:11) postulate that in Australia, motivation is imperative to successfully fulfil the mentorship process as it provides psychological support to the mentee. In Tanzania, motivation was fostered to understand and incorporate the leadership style of the DH to ensure that the goals of the school were achieved by ensuring a cohesive working environment (Aunga and Masare, 2017:46). Ausiku et al. (2019:115) reveal that schools in Namibia see motivation as an essential part of the mentorship process that also reinforces the positive behaviour of the mentee which promotes professional development. In the South African context, it was highlighted that the middle leaders (DHs) of the school should motivate teachers to achieve organisational goals. Thambekwayo (2016:32) elaborates that motivation is an essential component of school leadership since it assists in steering teaching in such a way as to achieve the school's vision and mission which linked with SRQ2, which sought to understand how mentorship can improve teachers' motivation.

Relevant literature revealed that there are different ways to motivate an individual. To ensure the promotion of motivation, the DH must be cognisant of all the different types of motivation. In other words, the DH must acknowledge and understand what motivates teachers to ensure lifelong learning and self-actualisation (Tapala, 2019:107). Furthermore, Nwankwo and Otaru (2019:71) reveal that mentorship can increase the motivation of the mentee if mentorship is collaboratively applied. The next section focused on the different types of motivation:

2.4.1 Types of Motivation

Literature revealed that there are different types of motivation that the DH should understand. Some of the key findings revealed in the literature were related to amotivation, intrinsic motivation, extrinsic motivation, and job motivation (Utomo, 2018:338; Butz et al., 2019:243; Bardach & Klassen, 2021:288). Amotivation is described as the absence of motivation or the lack of motivation (Butz et al., 2019:243). Banerjee and Halder (2021:1) reveal that amotivation is linked

to the failure to achieve the intended result or outcome, while intrinsic motivation is described as the motivation that comes from the internal driving forces of the individual (Utomo, 2018:337). In addition, Ahn, Chiu and Patrick (2021:2) postulate that intrinsic motivation is linked with self-determination and autonomy to achieve the desired outcome. On the other hand, Bardach and Klassen (2021:288) reveal that extrinsic motivation refers to the motivation that is present in the manifestation of external forces, like rewards. In support, Banerjee and Halder (2021:2) reveal that extrinsic motivation is driven by incentives and rewards, resulting in low levels of self-determination.

This study acknowledged all types of motivation, but explicitly focused on intrinsic and extrinsic motivation to attain RO1, which dealt with how mentorship programmes can promote the motivation and development of teachers.

The DH needs to be cognisant of the different motivation types to ensure that teachers are motivated and eager to be professionally developed. This will assist the DH to nurture and increase interest in the development of the PL1 teachers (Tapala, 2019:185). The following sections explain intrinsic and extrinsic motivation:

2.4.1.1 Intrinsic motivation

Intrinsic motivation is described as the motivation that manifests from inside the individual (Tohidi & Jabbari, 2011:821). Reiss (2012:152) postulates that intrinsic motivation is the internal driving force used to complete a task successfully. Reiss (2012:152) adds that intrinsic motivation arises from the internal drives of the individual to rise above normal standards. Thus, intrinsic motivation tends to discover the positive tendencies of the individual.

From the broad definitions included in literature, this research understood intrinsic motivation as the internal and inherent factors that stimulate the driving force that propels a person to confront challenges and grasp developmental opportunities to expand internal capacities.

The role of the DH includes instilling intrinsic motivation which connects to the core duty of managing personnel as stipulated in the PAM (DoE, 2016) document. Hence, the DH has to refine the professional practices of PL1 teachers with the goal of improving the quality of teaching and learning in the relevant department. Whilst improving the professional teaching practices of the PL1 teachers, the DH should also apply principles of professional appraisal systems, but this is difficult unless the PL1 teachers are sufficiently motivated and eager to be professionally developed.

The DH can employ intrinsic motivation to advantage so that the PL1 teachers reach their educational goals and fulfil the aims of the subject department (Thoonen et al., 2011:497). Thoonen et al. (2011:497) elaborate that intrinsic motivation must be reinforced to ensure that teachers develop self-efficacy via the internal driving force to work smarter in their respective departments. Chipunza and Matsumunyane (2018:5) advise that the DH should employ intrinsic motivation to ensure job satisfaction and the enjoyment of teaching. In addition, Tapala (2019:320) maintains that the DH should have sound knowledge about what inspires teachers to achieve their aims and objectives. This is of great significance as it is linked to RO2, which sought to determine how mentorship programmes can improve teacher motivation. Accordingly, the application of Herzberg's Two-factor Motivational Theory can ensure that PL1 teachers stay motivated to attain job satisfaction. Hence, by understanding what motivates the teacher intrinsically, the DH can execute his or her professional development duties more efficiently.

The DH should instil intrinsic motivation in the teachers to ensure career advancement and resilience in a dynamic and evolving educational system (Pollitt & Oldfield, 2017:31). Du Plessis and Eberlein (2018:15) advocate that intrinsic motivation must be acknowledged by the DH to ensure that the teacher learns from mentorship programmes and develops habits that are much needed for his or her career advancement and job satisfaction. The DH must guide the PL1 teacher to become morally driven to ensure self-actualisation by encouraging attendance to in-service training workshops to develop knowledge, skills, and values that will ensure quality performance in the department (Rana, Chishti & Mustafa, 2020:64). Intrinsic motivation should also stabilise the teacher emotionally to become resilient to become an asset in the department (Rana, 2020:74); this linked with RO2.

In sum, intrinsic motivation should be promoted in order to inspire the employee towards productive work in an organisation. The DH (mentor) should thus apply Herzberg's Two-factor Motivational Theory to motivate teachers intrinsically.

2.4.1.2 Extrinsic motivation

Extrinsic motivation involves the external trajectories that foster the attainment of the goals of the school as an organisation (Reiss, 2012:153). Tohidi and Jabarri, (2012:821) explain that extrinsic motivation is founded on the principle of the external drivers of the individual to obtain goals such as winning competitions, receiving rewards, and work incentives. From the broad definitions in literature, this research followed the definition that states that extrinsic motivation is best described as the motivational forces that derive from external forces, which drive a person to work

toward a particular aim or objective (Ryan & Deci, 2020:2). These external forces are normally in the form of external rewards such as money and promotion.

Additionally, Tohidi and Jabarri (2012:821) maintain that extrinsic motivation assists in promoting professional development through the attainment of goals. Lazarides and Schiefele (2021:9) agree that extrinsic motivation increases the likelihood of quality professional development through inspirational performance. However, the slightest external negative factors, such as a poor working environment and conflict, can demotivate a teacher extrinsically.

The PAM (DoE, 2016) document clearly states that the DH has the function of personnel management (2.2.1). This function is embedded in the process of motivating and controlling the professional progress of the teachers. The DH should use extrinsic motivation to increase the team spirit and the cooperation between the DH and the PL1 teachers. The DH must use extrinsic motivation in the form of rewards and incentives to encourage the PL1 teacher to work towards career advancement. Tohidi and Jabarri (2012:821) add that extrinsic motivation can promote healthy competition between teachers to achieve goals and deliver work of a high standard. In support, Etor and Edudor-Eyo (2016:51) agree that extrinsic motivation assists the DH and PL1 teachers to collaborate towards achieving organisational goals via healthy competition. This was of significance to the study because it linked with the primary research question that sought to understand how mentorship of PL1 teachers by DHs can increase teacher motivation and professional development.

Extrinsic motivation is precipitated by basic human desires influenced by the environment one finds oneself in; people react to conditions based on exposure to external environmental factors. Once the external factors have been 'manipulated' to meet the needs and desires of the mentee, it becomes easier for the mentee to become motivated in their workplace. External motivation can be further promoted by CPTP and QMS processes and external reward systems that drive professional development and training (Tapala, 2019:5). The DH must be knowledgeable and skilful on how to implement, manage, and manipulate external motivational elements. Sayed and McDonald (2017:3) provide examples of extrinsic rewards: increased remuneration, bonuses, employee competitions, vacations, and promotions which are influenced by (among others) the type of school, results of the school, and reputation of the school.

Both intrinsic motivation and extrinsic motivation must be considered in the application of Herzberg's Two-factor Motivational Theory:

2.4.2 Herzberg's Two-factor Motivational Theory

Herzberg's Two-factor Motivational Theory consists of specific factors that have a direct impact on an individual's job satisfaction. Oke et al. (2016:372) avow that certain factors are present in the workplace that ensure job satisfaction. Thant and Chang (2021:159) agree that this theory assists in investigating the correlation between these motivational factors and job satisfaction. These two factors which contribute to satisfaction or dissatisfaction, are Herzberg's motivational and hygiene factors. Since PL1 teachers are motivated by the DH to professionally develop themselves through the application of this theory, job satisfaction and professional growth are enhanced which is linked with the SRQ2 which sought to explore how mentorship can improve teachers' motivation. If the DH understands what motivates teachers, then there will be better chances of success regarding the mentorship programmes.

The literature study also revealed that the use of Herzberg's Two-factor Motivational Theory which included intrinsic and extrinsic motivation factors, can ensure job satisfaction and professional growth (Turabik & Baskan, 2015:1056). As one of the main roles of DHs is to motivate teachers, this leads to the retention of human resources, and the creation of a competitive relationship in the ever-changing, dynamic educational system (Chu & Kuo, 2015:54).

Additionally, motivational factors result in satisfaction that drives one to work industriously by overcoming work challenges, striving for recognition, and fulfilling all responsibilities. According to Chu and Kuo (2015:54), motivational factors stimulate the internal desire for greater achievement. In support, Utomu (2018:334) reiterates that motivational factors allow individuals to experience job satisfaction that leads to excellent performance and professional growth. However, if hygiene factors (e.g. constructive supervision, healthy working conditions, and harmonious relationships) are absent, this will cause one to decrease one's intensity of working industriously. Van Wyk et al. (2016:75) highlight that hygiene factors should always be considered to keep teachers motivated, satisfied, and productive as an absence of such factors may lead to absenteeism, low-quality work, attrition, and a dysfunctional work environment (Utomo, 2018:335). The DH must be cognisant of both motivational and hygiene factors to structure a meaningful mentorship programme. In addition, the DH should increase the motivational factors and limit the hygiene factors when mentoring to ensure a healthy working environment (Chigona, Chigona & Davids, 2014:3) which leads to improved productivity and job satisfaction (Utomo, 2018:335).

In sum, Herzberg's Two-factor Motivational Theory increases opportunities for enhancing professional and personal advancement which eliminates potential challenges for PL1 teachers.

To guarantee successful mentoring (by the DH), both hygienic and motivational factors must be considered; this linked to SRQ1 which sought to determine how mentorship programmes can promote professional development. Professional development was discussed in the following section:

2.5 PROFESSIONAL DEVELOPMENT

Many definitions of professional development were evident in literature. It is described as a series of intended activities that develop a teacher to enhance their professional capacity (Olivier & Witmann, 2019:125). Thannimalai and Raman (2018:206) add that professional development is a process that integrates relevant skills, essential attitudes, and expert pedagogical knowledge. The professional development programme should include training, coaching, and other professional guidance activities. In addition, Osman and Warner (2020:1) highlight that professional development can be formal or informal in nature to prepare teachers to increase their performance in order to fulfil future educational roles. Cheon, Reeve, and Vansteenkiste (2020:2) agree that professional learning and development should produce a change in teachers' behaviour, knowledge, and classroom practices.

Literature indicates that education systems worldwide deal with the phenomenon of professional development in common ways. In the United Kingdom, middle leaders use accredited professional development programmes to develop inexperienced teachers through formal and informal courses which included mentoring and shadowing (Thorpe & Bennett-Powel, 2014:53). According to Lindvall and Ryve (2019:140), in Sweden professional development is based on four factors (collective participation, duration, coherence, and content focus) to ensure that the teachers are developed successfully to improve their productivity. In the Australian context, the DH was responsible for the professional development of teachers by means of supervision to ensure job satisfaction and professional growth to contribute to the growth of the human capital of the school (De Nobile, 2018:402; Gurr, 2019:287). In Malaysia, professional development was based on the priority to develop teachers, improve their teaching practices, and enhance their professional growth through astute supervision by the DH (Ghavifekr & Ibrahim, 2014:48). These examples from international contexts show that professional development is central to teacher-development and teacher motivation, which is the central theme of this research.

Professional development was also highlighted in literature pertaining to the African context. In Kenya, the professional development of teachers is seen as an important process to equip and prepare the teacher for better work-performance-output by allowing them to identify their own training needs, and to improve on them (Bett, 2016:2). Sengia (2021:16) explains that in

Zimbabwe, the DHs use subject-specific training for professional development programmes with the intention to increase job-performance.

In the South African context, the DH as a middle leader, promotes and initiates professional development programmes in areas of need (Bambi, 2013:34). Mpisane (2015:16) and Tapala (2019:317) state that the South African Council for Educators (SACE) is responsible to monitor professional development in South Africa. Continuous professional development (CPD in South Africa) is the responsibility of the top- and middle-management of the school who form the SMT (Naidu et al., 2008:81). McComb and Eather (2014:62) maintain that professional development should be facilitated through a collaborative relationship between teachers and their superiors (mentor teachers). In addition, Kempen and Steyn (2016:33) explain that the expert teacher (the DH) is responsible to create and sustain a collaborative relationship to promote professional development which entails the transfer of knowledge, the development of positive attitudes, and the learning of suitable skills. Moreover, the PAM (DoE, 2016) document stipulates that the DH is also responsible for performance appraisal (PA) monitoring processes and the professional development of all the teachers under his/her care. This was of significance for the study because it linked to SRQ1, which sought to determine how mentorship programmes can enhance the professional development of teachers.

Also, professional development is enacted to improve the DH's and the teacher's job satisfaction levels (motivation) which promotes school improvement and the productive functioning of teachers and learners (Mpisane, 2015:19). Mpisane (2015:57) adds that professional development boosts teachers' confidence and retention to become lifelong-learners in order to adapt to the ever-evolving education system. Therefore, teachers must be guided to develop professionally to enhance the quality of education at the school. Kempen and Steyn (2016:32) indicate that motivation enhances the support and development capacity of the DH's department. McComb and Eather (2017:63) concur that professional development assists teachers in improving classroom practices that enhance learner-performance, while Tapala (2019:324) contends that professional development increases the extrinsic motivation of teachers. This was relevant for this study because it referred to RO1 and RO2 which sought to discover how mentorship programmes can contribute to the professional development and motivation of teachers.

Further, literature reveals that there is certain legislation (discussed below) that governs the professional development of educators in the South African context:

2.5.1 The Legal Framework of Professional Development (PD)

Professional development has become an integral role of middle- and top-management of schools. Professional development and CPD are reinforced by policy and legislation. Literature reveals an extensive list of legislative acts and policies that guide the professional development of teachers at schools. This study acknowledged other legal frameworks but focused only on the South African Council for Educators Act 31 of 2000, the Skills Development Act 97 of 1998, and the Employment of Educators Act 76 of 1998. This, however, does not mean that these are the only legal frameworks available and suitable for PD implementation, but that they were chosen because of their relevance to the study. These acts are discussed below:

2.5.1.1 The Skills Development Act 97 of 1998

In terms of the Skills Development Act 97 of 1998, an institutional framework is structured for developing and implementing national and workplace policies to develop and improve the skills of the South African workforce to address past inequalities. The Act also refers to the funding of skills development projects through a levy-grant scheme coupled with the National Skills Fund. The target group of this Act is specifically the top- and middle-management of organisations who are responsible for the professional development of their employees. Hence, it targets the employer and the employees (De Wet, 2016:58).

Since the DHs are responsible for the professional development of teachers, they are obliged by this Act to develop workforce skills. It legally binds the DH to develop teachers' skills and knowledge via professional development programmes. This is relevant as it links to RO1, which aims to determine how mentorship programmes can improve the professional development of teachers.

2.5.1.2 South African Council for Educators Act 31 of 2000

The South African Council for Educators Act 31 of 2000 (SACE) provides an institutional framework to devise and implement national, sectoral, and workplace professional development programmes.

The SACE is a professional body for educators who register to abide by a code of professional ethics. The SACE Act 31 of 2000 maintains and protects professional and ethical standards for all South African educators. It also ensures that the professional development of the teacher is promoted (Oosthuizen & De Wet, 2016:80).

Thus, SACE targets all educators, lecturers, and management staff of schools and colleges in South Africa. More importantly, SACE acts as a watchdog that reinforces the promotion of professional development for educators (Oosthuizen, 2015:267). The individual at the school level is the DH who is tasked with rolling-out professional development programmes for novice teachers. The SACE also promotes the Continuing Professional Teacher Development (CPTD) programme to ensure that educators commit to continuous professional development (CPD). Hence, CPTD initiatives should motivate teachers to develop themselves by participating in professional growth programmes included in the CPDP system (Du Plessis & Eberlein, 2018:5).

Additionally, the SACE (2013) requirement is for all educators to obtain at least one hundred and fifty professional development points within a three-year cycle to satisfy their personal professional development progress. In this regard, the CPTD will assist the teachers to enhance their development by improving their subject knowledge, didactical skills, and administrative capacity so that a high-performance working environment can be created (SACE, 2011). This was of importance in this study because it was relevant to the primary research question that sought to understand how the mentorship of teachers by the DH can increase teacher motivation and professional development. Malinga (2016:112) observed that these professional interaction principles align with the Human Capital Theory (HCT). Hence, according to Tapala (2019:227), for maximum benefit, the DH must integrate CPTD with the Integrated Quality Management Systems (IQMS).

Since the IQMS is now replaced by the Quality Management System (QMS) which was introduced at the commencement of 2022 (Nhlumayo, 2022:52), the QMS is now the framework to evaluate the performance of school-based educators at different development levels. Moreover, the QMS assesses the educators' performance based on the scope of work and responsibilities that are considered before deciding about incentives, awards, and other salary-related benefits for a specific year (ELRC, 2020). As such, the DH must evaluate and monitor PL1 teachers' performance using the nine-criteria model of performance. Similar to the CPTD, the administering of the QMS is compulsory for Government-employed school-based educators, which includes the DH (ELRC, 2020).

2.5.1.3 The Employment of Educators Act 76 of 1998

The Employment of Educators Act 76 of 1998 (EEA) provides for Government-employed educators in terms of controls, service conditions, retirement, discipline, and dismissal, among others (Rossouw, 2015:278). The EEA (1998) also describes the various roles and duties of the

different levels of educators in the education system. The PAM document describes the core duties of the DH, which relate to the empowerment, professional development, and motivation of teachers. The DH plays a significant role in professionally developing the PL1 teachers in their departments in order to enhance PL1 teachers' competencies to strengthen the education system.

2.5.1.4 National Policy Framework: Teacher Education and Development in SA – 2006

The National Policy Framework for Teacher Education and Development in South Africa of 2006 (NPFTED) is intended to develop and improve the teaching profession (DoE, 2007:3). It considers the Education, Training, and Development Practices Sector Education and Training Authority (ETDP-SETA), and the South African Qualification Authority (SAQA), as important stakeholders in training and development (DoE, 2007:3). This South African teacher education policy intends to produce teaching professionals who are ready and competent to fulfil the demands of a democratic South Africa in the twenty-first century (Sayed et al., 2016:58). It clarifies the difficult but critical matrix of teacher education activities and training that begins with the initial recruiting of novice PL1 teachers and continues throughout a teacher's professional career (Modiba & Sefotho, 2019:2). For analysis and planning purposes, the NPFTED considers teacher education in terms of initial professional education policies designed for CPTD. The NPFTED and the CPTD are aligned with the Human Capital Theory (HCT).

The NPFTED applies to DH and teachers, with the DH being responsible for professional development (DoE, 2007:3). Naidu et al. (2008:93) add that this policy also sets out the legal obligations of the teachers and DHs concerning professional development in order to address developmental needs. The NPFTED also guides the DH to successfully develop PL1 teachers. In addition, the NPFTED assists the DHs in selecting the best training programmes to develop and train PL1 teachers in their department. This had relevance to the study because it is linked to RO3, which explored mentorship elements that may be included in a mentorship programme to enhance the mentoring of teachers by the DH for teacher development and motivation at schools. This legal framework of professional development should be considered when planning mentorship programmes. This helps to incorporate all legal aspects of the professional development of PL1 teachers which ensures that the selected mentorship programme and professional development opportunities fulfil the legal requirements as stipulated by the legal framework. Lastly, it ensures that PL1 teachers are suitably motivated to actively participate in professional development opportunities which are strongly underpinned by the principles of the Human Capital Theory (discussed below):

2.5.2 Human Capital Theory (HCT)

The Human Capital Theory (HCT) shapes the education of an individual to enhance the economic growth and development of the country (Olaniyan & Okemakinde, 2008:157). Tan (2014:411) states that HCT increases productivity through investment in the human capital of an organisation which is based on the belief system that any knowledge and skill can add to the existing productivity and growth of an individual. In short, this theory entails that any educational programme or professional development opportunity adds to an individual's productivity. The application and relevance of this theory assisted in realising the aim of this research which was to determine how the mentoring by DH contributes to teachers' professional development and motivation at selected primary schools.

Marginson (2017:4) emphasises that the more educated an individual is, the more effective professional development and the chances of success for the organisation become. Those who are developed professionally in terms of knowledge and skills are more likely to improve their efficiency in that relevant department (Nemeth, 2017:33). The application of HCT thus helps to develop a workforce that creates a sustainable working environment for optimal performance. Marginson (2019:2) describes HCT as "elements of labour, skills, and knowledge that are exemplified by productive wealth". The key success of this theory depends on how it is implemented; for example, an increased investment in Human Capital (HC) will increase the adaption of the individual to overcome barriers experienced in the education system (Tapala et al., 2020:3). In order to stay up to date with educational trends, HCT should be applied to ensure lifelong learning and continuous professional development (Tapala et al., 2020:4). Thus, the HCT is directly relevant to SRQ1 which sought to explore how mentorship programmes can increase the professional development of teachers.

2.5.2.1 Human Capital Theory for professional development

Marginson (2017:3) highlights that the Human Capital Theory (HCT) justifies investing in education and training so that the individual will become more economically productive which in turn will increase the growth of the department or organisation. Similarly, Matashu (2021:20) agrees with Marginson (2017:4) in that the HCT is based on the principle that quality training relating to skills and knowledge enhances the productivity of individuals. In other words, HCT is the main driving force for education to improve productivity via professional development (Matashu, 2021:28).

The increase in knowledge, skills, and specialisation highlights HCT's contribution to economic growth by ensuring that individuals are thoroughly trained to make them more productive in the competitive labour market. Iallouchen et al. (2018:81) emphasise that the founder (Becker, 1946:12) of the HCT model promoted education as the driver to stimulate vibrant economic growth and sound educational trajectories. Iallouchen et al. (2018:81) elaborate that HCT is a blueprint that offers the school as an organisation, increased skills and knowledge which makes the individual more productive in the department, which is what the PAM document expects DHs to be guided by.

Through the utilisation of HCT, DHs can unlock the ultimate productivity potential in teachers via professional training. In other words, HCT creates a platform for meaningful professional development to occur (Tan, 2014:413). Moreover, HCT is a crucial tool for teachers as it improves their technological skills and professional progress, hence promoting the welfare of the department. Dosunmu and Adeyemo (2018:7) postulate that HCT should be utilised and applied where there is a well-structured organisational culture to increase the likelihood of reaching set goals. To improve the implementation of HCT the DHs need to acquire specialised knowledge and skills (Tapala, 2019:203) to utilise in mentoring to ensure the maximal development of PL1 teachers.

Since HCT is used as a tool to promote professional development, it is imperative for teachers to adjust to the ever-changing and vibrant world of teaching (Tapala et al., 2020:3). Tapala et al. (2020:4) elaborates that HCT can assist teachers and middle management to overcome barriers caused by the complexities of the evolving world of education such as lifelong learning is promoted in both the teachers and the DHs.

Lastly, Ovenden-Hope et al. (2018:2) caution that professional development demands can be overwhelming for teachers, which implies that professional learning communities (PLCs) should also assist by empowering and encouraging teachers to cope and strive for self-efficacy and professionalism.

2.6 MENTORSHIP PROGRAMMES TO ENHANCE PROFESSIONAL DEVELOPMENT

The HCT framework compliments Herzberg's Two-factor Motivational Theory as both promote motivation and professional development. The DHs should consider these two theories to add value to their mentorship programmes. Devos (2010:1220) recommends that networking with other fellow professionals might assist with structuring a more organised mentorship programme that can fulfil the mentee's training and professional developmental needs. Riebenbauer,

Dreisiebner and Stock (2017:54) concur that the increased networking with fellow professionals can enhance the quality of mentorship programmes. Nemeth (2017:33) reiterates that the application of HCT can seamlessly motivate teachers, which in turn strengthens professional development programmes whilst reducing the unnecessary utilisation of financial resources. Kuzminov, Sorokin and Froumin (2019:19-24) highlight that HCT educational systems are enhanced by developmental practices that are created by upgrading human capital resources, which generates benefits for formal education regarding the employee, employment security, and income.

Bäker, Muschallik and Pull (2018:4) postulate that HCT can support the mentor-mentee working relationship by increasing professional skills development. Sabodash et al. (2021:457) contend that mentorship programmes are more beneficial when applying HCT by investing in human capital. This was of significance to the study, because HCT compliments mentorship programmes. The DH must opt for using the HCT model in order to successfully develop the PL1 teachers through mentorship programmes. The DH should apply the HCT model when planning and structuring mentorship programmes for professional development. The more intensely the PL1 teacher is educated and trained, the more productive the PL1 teacher will become in the relevant department (Tapala et al., 2020:3).

Considering the above in line with literature sources, revealed that the judicious use of human capital and astute allocation of financial resources may ensure the enrichment of staff skills and knowledge that will result in them being more competent and productive in their daily school duties (Matashu, 2021:42). This was directly relevant to SRQ1 and SRQ2 which sought to determine how mentorship can be best utilised to promote professional development and motivation of teachers.

2.7 SUMMARY

This chapter (2) reviewed relevant literature that formed an essential part of the study regarding teacher-mentorship for professional development and motivation by departmental heads in primary schools. This chapter provided a framework of all the core duties and roles that the DH needs to fulfil. Each core role of the DH was discussed from the international and South African perspectives in order to understand how these roles contribute to quality education. Further, the literature review provided insight into mentorship programmes and their relevance concerning the motivation and professional development of PL1 teachers. In line with the title of the research, which concerned *teacher mentorship for professional development and motivation by departmental heads in primary schools*, this chapter reviewed the concept of motivation by

focusing on intrinsic and extrinsic motivation, and how it was relevant to mentorship programmes. The theoretical framework of Herzberg's Two-factor Motivational Theory related to motivation and its relevance to the study. The concept of professional development was also discussed from the international and South African perspectives. The chapter also explained the HCT and how it complements mentorship for professional development and motivation. The next chapter (3) describes the research methodology that was applied during this empirical research study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter (2) presented insight into what literature reports on mentorship by departmental heads (DHs) regarding professional development and motivation for PL1 teachers. Chapter two also discussed the theoretical and conceptual frameworks applicable to the study. This chapter (3) explained and validated the application of the chosen research methodology. Which described the type, construction, and design of the study (Locharoenrat, 2017:6). Maree (2019:40) postulates that the research methodology is a blueprint that guides data collection processes to obtain reliable and authentic information. This study regarded methodology as a pathway used to lay the foundation of the study at hand as it set out all the methods, strategies, and steps used to collect data on mentorship by DHs for teacher professional development and motivation.

This study followed a qualitative research approach underpinned by the interpretivism paradigm. It used phenomenology as a research design to understand the real-life experiences of the participants regarding the mentorship initiated by DHs. Other sections covered in this chapter include sampling, data generation, ethical considerations, and trustworthiness. All these sections enable the researcher to focus on the research aims and objectives.

3.2 RESEARCH DESIGN AND METHODOLOGY

According to Merriam and Tisdell (2016:73), the “research design refers to a plan on how one goes about finding the answers to the research questions”. The research design emerges as data is collected and analysed, which is useful to steer the inquiry into the right direction (Merriam & Tisdell, 2016:50; Creswell & Guetterman, 2019:11). According to Nieuwenhuis (2019b:80), the research design should include the following salient aspects: philosophical assumptions (worldviews), sampling, data collection, and data analysis.

3.2.1 Research Paradigm

The interpretive paradigm, which was applied in this study, is recommended by Nieuwenhuis (2019a:66) who states that interpretivism seeks to comprehend the world in which participants work and live. According to Brown and Dueñas (2020:549), the interpretivism worldview dissects

subjective reality and observes the world through the lens of others. It thus tries to make meaning of the world via social interaction. Brown and Dueñas (2020:550) concur that interpretivism constructs subjective knowledge through sense-making of the real lived-experiences of the participants.

Creswell and Poth (2018:60) postulate that the interpretivism paradigm fosters the exploration of the phenomenon under investigation; in this case, it involves the mentorship by DHs regarding teachers' professional development and motivation from DHs' perspectives within their social and natural context. The justification for the selection of this research paradigm was that this worldview enabled the researcher to explore the phenomenon through the participants' lived experiences. The participants had to narrate how they experienced, lived, and interacted with the phenomenon under study. The selected participants' details were presented in succeeding sections (3.3).

3.2.2 Research Approach

This study followed a qualitative research approach. Maxwell (2013:21) states that the research approach is all about selecting the correct method under qualitative research to execute an empirical study in order to understand human experiences. In addition, Nieuwenhuis (2019a:80) explains that the qualitative research approach is a plan to align the different experiences of specific participants in terms of data collection, data analysis, research methods, and interpretations. Also, the researcher's personal experiences and opinions should be set aside, lest they influence how he/she perceives and interprets the collected data.

The qualitative approach was conducted in a naturalistic environment that examined the DHs' involvement in mentorship programmes in their natural settings. The rich descriptive data assisted the researcher to understand how mentorship principles applied by the DH contributed to teachers' motivation and development. The rich descriptive data entailed data that was precise and vivid which ensured data saturation. Roller (2015) contends that the qualitative approach fostered the selection of smaller sample groups, which was beneficial for this study. The collected data was presented in words (linguistic data) after transcribing the information gleaned from the semi-structured interviews. This qualitative research approach facilitated the answering of the research questions and assisted in achieving the research objectives; namely,

- how do mentorship programmes contribute to the motivation of teachers?
- how can mentorship programmes be best utilised to promote the professional development of teachers at a school? and

- which mentorship facets can be included in a mentorship programme to enhance the mentorship of teachers by the departmental head for teacher development and motivation at schools?

3.2.3 Research Design

For the purpose and scope of this study, a phenomenological research strategy of inquiry was engaged. Creswell and Poth (2018:121) claim that phenomenology is the study of individuals' real-life experiences of events or phenomena in their natural setting. The focus is on the 'what' and 'how' of the experiences. These experiences were analysed to provide a better understanding of the research problem. Nieuwenhuis (2019a:58) confirms that phenomenology allows the researcher to understand the lived experiences of the participants in specific settings. Hence, phenomenology is always conducted within acknowledged subjective principles. Nieuwenhuis (2019a:58) cautions that when phenomenology is used, the researcher's personal judgement or opinion should not be considered.

In sum, phenomenology was relevant to this study because it assisted in the investigation of the participants' real-life experiences (in this case those of the principals, DHs, and PL1 teachers). It facilitated in understanding how DHs improve teachers' motivation and development via mentorship programmes. Phenomenology was the lens utilised to seek insight into the lived-experiences of DHs, and how phenomenology was used to encourage professional development and motivate teachers. These lived-experiences were only possible to interpret through human-to-human contact.

The population and sample techniques (outlined below) were considered in line with the research problem, research questions, aim, and objectives:

3.3 POPULATION, SAMPLE, AND SAMPLING STRATEGY

This section dealt with the sampling processes and techniques, and the population of the study.

3.3.1 Population

Creswell (2014:206) confirms that sampling involves for both the selection of the research population and site(s), depending on the scope of the study. Creswell (2014:206) adds that both the sample and site can be purposefully selected based on the methodology that is applied in the study. The population for this research included the four primary schools in Kimberley in the Frances Baard District in the Northern Cape province of the Republic of South Africa (RSA). The

population of primary schools in Kimberley, is a total of forty-five primary schools, of which three of the forty-five schools are combined schools where the primary schools recite. The population, selected in congruence to the purpose of the study, had to provide a sufficient amount of information to provide an in-depth understanding of the research problem. This was aligned to answering the research questions, and achieving the aim and objectives of the research project.

From the population, the samples (explained below) which constituted a fraction of the population for the purposes of the study were selected to generate reliable and trustworthy data.

3.3.2 Sample

According to Turner (2020:8), sampling refers to the selection of a portion of the greater population that has a direct interest in the study. When dealing with sampling, the researcher should consider the sample size. According to Robinson (2014:29), sample size is directly connected to the intended study's theoretical and practical considerations. Robinson (2014:29) maintains that sample sizes that are smaller are more workable for limited scope research such as this study. Maree and Pietersen (2019b:220-221) advise that the sample size needs to be carefully considered as the right size must not be too small nor too big, because of financial, time, and accuracy implications as the sample size has a definitive impact on the results of a study.

The sample for this study was drawn from four different primary schools in the Kimberley area of the Northern Cape province (Francis Baard District) of RSA. The sample included three main categories from each of the selected schools: one principal, one DH (with two or more years of experience), and one PL1 teacher (with three years or more experience) from each of the four primary schools. Each sample category of participants had an important purpose to fulfil in the study.

The reason for the selection of principals as part of the sample was that they have the highest level of authority at the school who are expected to initiate mentorship practices through the assistance of DHs. Principals must ensure that the professional development of their staff members is implemented via the DHs (Naidoo, 2019:12). By engaging principals as part of the sample, determined how they perceived and interpreted the success and quality of the DH's mentorship. This also assisted principals to assess how DHs could be effective and efficient as an entity while ensuring that each school department reflects quality and standards of excellence.

The justification for drawing the DHs as a sample was that they have the core duty to professionally develop and motivate their teachers in their relevant departments as stated in the

Employment of Educators Act, 76 of 1998 (EEA). The sample of the DHs enabled the researcher to determine how DHs perceive mentorship and mentorship programmes to motivate and develop their staff while under the watchful eye of the principal. Another reason for selecting the DHs was that they are the individuals who must utilise mentorship programmes to develop and motivate their teachers as prescribed by the Personnel Administrative Measures (PAM) document of 2016 in terms of the EEA (1998). They were thus the participants who were directly relevant to this study – and thus produced the most data concerning how mentorship by DHs contributed to the motivation and professional development of PL1 teachers.

The last sample of the three categories for this study included the PL1 teacher from each school. The researcher sampled PL1 teachers because they would provide a different perspective of the research problem. In other words, it confirmed how PL1 teachers personally perceive the quality of the mentorship provided by DHs to motivate and professionally develop them.

All three sample categories were located at four different selected primary schools in Kimberley, within the Frances Baard District of the Northern Cape in the RSA. They were accessed through the use of inclusion and exclusion criteria (3.3.3.1 - 3.3.3.2), after the relevant permission and clearance had been obtained. An independent person was assigned to obtain informed consent (see annexures: one clean set is attached, and the others are stored in the archive). This person, a non-participant PL1 teacher in the study, also arranged meetings where the researcher was present to answer relevant questions from participants. During these meetings, relevant times and dates for conducting semi-structured interviews were negotiated and agreed upon. The fixed times and dates for conducting the semi-structured interviews were relayed to the independent person to inform the selected principals, DHs, and PL1 teachers.

In sum, the samples were selected so that the researcher could access rich and in-depth data that dissected all facets of the research problem. It also enabled the researcher to determine subjective opinions on how different categories of participants experience the mentorship process of PL1 teachers.

3.3.3 Sampling Strategy

Sampling techniques indicate the methods applied to select the relevant sample from the larger population (Turner, 2020:8). For this study, the researcher selected the non-probability sampling technique. Morgan and Sklar (2012:70) describe non-probability sampling as sampling where the likelihood of being selected is unknown. Maree and Pietersen (2019b:214) explain non-probability

sampling as a sampling technique that is not based on the principles of randomness or probability concept.

For this study, purposive sampling was applied (Maree & Pietersen, 2019b:219) to understand the phenomenon under investigation. Maree and Pietersen (2019b:220) state that the main aim of using purposive sampling is that it allows the generation of rich data that can be used to answer the research questions, and the aim and objectives of a study. The independent person (non-participant) utilised inclusion and exclusion criteria to select one principal, one DH, and one PL1 teacher from each of the four selected schools. The participants (4 principals, 4 DHs, and 4 PL1 teachers) were selected purposefully by means of the predetermined inclusion and exclusion criteria. The principals required two years of experience in their present post, while the DHs and PL1 teachers needed a minimum of three years of experience to participate in this study. These participants were from primary schools. Purposive sampling helped to determine how DHs can use mentorship programmes to enhance the professional development and motivation of novice teachers.

3.3.3.1 Inclusion criteria

The inclusion criteria process was considered to select and interview the most suitable participants for data collection in this study. Stern, Jordan and McArthur (2014:54) state that the inclusion criteria list the specific features or qualities that the researcher needs to generate reliable and trustworthy data. The following inclusion criteria in table 3.1 below were utilised in the selection of participants for this study.

Table 3.1: Inclusion criteria

Category of participants	Principals	Departmental heads (DHs)	PL1 teachers
Inclusion Criteria	Experience of two years or more.	Experience of two years or more.	Experience of three years or more.
	Must be the head of a primary school.	Must be a DH at a primary school.	Must be at primary school.
		From the Foundation (FP) or Intermediate Phase (IP).	From the Foundation (FP) or Intermediate Phase (IP).

3.3.3.2 Exclusion criteria

“Exclusion criteria are used to increase sample heterogeneity” (Robinson, 2014:25). The following exclusion criteria (table 3.2 below) were used to prevent the researcher from selecting inappropriate participants. It also ensured that the correct data was obtained from the most suitable members (sample) of the population.

Table 3.2: Exclusion criteria

Category of participants	Principals	Departmental heads	PL1 teachers
Exclusion Criteria	Fewer than two years of experience.	Fewer than two years of experience.	fewer than three years of experience
	Newly appointed principals	Newly appointed	Senior Phase teachers

3.3.3.3 Justification for the sample size

Due to the vastness of the Northern Cape Province, this qualitative study engaged one principal, one DH, and one PL1 teacher from four selected schools in Kimberley, in the Frances Baard District, Circuit 3. The reason for this selection regarding the number of participants was that the nature of the study and the technique of face-to-face interviews demanded that information be gleaned from a limited but varied sample of authentic sources' lived experiences in real-life settings. Hence, each participant belonged to a different educator-post-level which elicited varied perspectives on the topic; that is, from different hierarchical perspectives on DHs' mentorship. The selection of 12 participants was a limited sample which made it feasible to conduct face-to-face interviews within the restricted timeframes.

3.3.4 Site

The research sites for this study were conveniently selected. Maree and Pietersen (2019b:219) describe this method as applicable where the population is easily and conveniently available for the benefit of acquiring rich data for the study. The selected sites consisted of four different primary schools in Kimberley; and this was confirmed after ethical clearance was obtained from the Research Ethics Committee of the NWU (No: NWU-00292-22-A2). At each school, a private venue on the school premises was allocated by the principal who granted consent in writing after

the researcher applied for permission. The location had minimal disruptions with maximum privacy to conduct the interviews which ensured reliable and smooth data collection.

After the recruitment of the appropriate participants and the confirmation of the research sites, the data generation methods were carefully put into operation as per the research design. Strictly adhering to the selected data collection procedures was imperative to ensure that the research questions were answered to cohere with the aim and objectives of the research.

3.4 DATA COLLECTION

Leedy and Ormrod (2016:81) describe data collection as the blueprint that provides all the steps the researcher uses in the generation of data. It refers to the process or steps that the researcher followed to generate data to answer the research questions, and realising the research aims (Maree, 2019:40). While data generation steps were being planned for this study, the research questions, and aim and objectives were always considered in order to ensure a valid and focused study on the mentorship initiated by DHs for PL1 teachers' professional development and motivation. Nieuwenhuis (2019a:57) refers to the method of data collection as the tools the researcher uses to collect relevant data for the study.

3.4.1 Method of Data Collection

The data generation method for this study involved face-to-face semi-structured interviews utilising open-ended, pre-determined questions. The semi-structured interview schedule was followed because it facilitated probing when responses were unclear or needed elaboration (Nieuwenhuis, 2007a:87). The semi-structured interviews encouraged the participants to answer research questions freely, comfortably, and in an unintimidated manner (Merriam & Tisdell, 2016:108). Field notes were also written by the researcher to gain a deeper understanding (e.g., observing body language and tone of voice) of mentorship by DHs for teachers' professional development and motivation. Creswell and Poth (2018:257) agree that field notes as notations used to capture non-verbal information during the interview process.

The interviews were conducted in a quiet and private venue in each primary school (research site) after written consent had been obtained as indicated in the consent form. An audio-recorder was utilised to record the semi-structured interviews (with permission). The recordings captured all aspects of the interviews. An interview schedule was followed to pose leading and probing questions. The interview schedule ensured that the researcher did not deviate from the actual aim of the study. Probing was used to access more information (elaboration) and for clarification of vague responses (Creswell & Poth, 2018:156). The researcher concluded the interview with a

wrap-up and an overview of the discussion (Bryman et al., 2011:229). The interview debriefing was important as it finalised the whole data collection process while increasing the reflexivity of the study (Weinbaum & Onwuegbuzie, 2016:250). It also allowed the participants a last opportunity to elaborate on anything that was omitted but was of significance to the study.

While performing data collection and analysis, ethical aspects (below) had to be considered and implemented.

3.5. ETHICAL ASPECTS OF RESEARCH

Ethical aspects were salient as they ensured that the study was conducted in such a manner that it did not harm (mentally and/or physically) the participants. Creswell and Guetterman (2019:608) agree that ethics is about conducting the study in a respectful manner and caring for the well-being of participants. According to Creswell (2014:34), ethical practices strengthen the position of the researcher to remain subjective. Moreover, permission and privacy are central ethical aspects of any research study (Creswell & Báez, 2021:400). Maree (2019:48) concurs that ethical aspects are the general principles that are accepted and respected by society. Since this was a qualitative study where human interaction played a critical role, and where ethical issues were bound to surface, the researcher ensured that all aspects of ethics were adhered to (Creswell & Báez (2021:164) add that the ethical aspects must be considered throughout the research process, before the study commences, during data collection and analysis, and when reporting findings.

These aspects form an integral part of the research process, which includes obtaining the relevant permission from the Research Ethics Committee of the Faculty of Education, the DoE, school principals (and SGBs), and participants. Ethical aspects applicable to this study are discussed below.

3.5.1.1 Permission

The researcher sought written permission from various relevant parties to conduct this study. The first party to request permission for the research was the Research Ethics Committee of the Faculty of Education [EduREC] (No: NWU-00292-22-A2). Next, the researcher obtained permission from the Northern Cape Department of Education (see Annexure B), followed by obtaining permission from the school principals and SGB chairpersons.

The principals, DHs, and PL1 teachers who were selected as participants gave permission via signing the informed consent forms (see Annexures F, G and H). An independent person, a non-participant an unbiased PL1 teacher, explained the process, and then collected the signed

consent forms indicating participants' willingness to participate in the study (Maree, 2019:48; Newman, Guta & Black, 2021:4). The independent person also arranged a time and place when the researcher would be present to witness the signing of the consent forms, and to answer any relevant questions from the participants. The independent person who was cooperative and readily available was advised on how to retrieve the informed consent forms if sent via email (**See Annexure for consent forms. Only one clean set is attached, the others are stored in the archive**).

Participation in the study was voluntary (Godwill, 2015:181; Leedy & Ormrod, 2016:103) and the researcher indicated that the participants might withdraw their participation anytime during the participation should they not feel comfortable or decide not to continue in the interviews (Maree, 2019:49).

3.5.1.2 Privacy and confidentiality

Privacy and confidentiality were assured by protecting the identities of the participants (Maree, 2019:48). Assurance was given that their identities, responses, and places of work would not be revealed to any unauthorised person. Each participant was interviewed at a private venue where there were minimal disruptions and disturbances, and away from passers-by. The collected data was elicited in an ethical manner (Maree, 2019:49). Participants were assigned certain codes/ pseudonyms in terms of their identities and the information they provided (Maree, 2019:49). All completed documents, data, and transcriptions of the interviews were stored safely in an archive (Creswell & Poth, 2018:240). This prevented the tracing and leakage of all information pertinent to the study. The study was transparent - the participants were not misled by or coerced to answer questions they felt uncomfortable with. The researcher prevented bias by ensuring that personal beliefs and opinions were avoided (Leedy & Ormrod, 2016:170).

No minors were involved in this study, making it a low-risk, credible study. These ethical considerations promoted the trustworthiness of the study (discussed below).

3.6. TRUSTWORTHINESS

Lincoln and Guba (1985:189) and Bryman et al. (2011:44) state that trustworthiness is built on the cornerstones of credibility, dependability, transferability, and confirmability. Leedy and Ormrod (2016:318) agree by confirming that trustworthiness and credibility entail whether readers can perceive the findings of the study as being reliable and convincing. Rose and Johnson (2020:3) add that trustworthiness refers to the overall quality of the study, also known as truthfulness. A detailed explanation of each of these cornerstones of trustworthiness is presented below:

The researcher ensured trustworthiness and credibility by employing the following principles:

- a) Transferability refers to the similarities that exist between two research contexts, and the 'fittingness' of the study (Creswell & Guetterman, 2019:261). It refers to conducting the same study but in different settings and getting similar results. Transferability was ensured in this study by providing an extended amount of information on the contexts and on the selected groups of participants. It demonstrated the appropriateness of the results obtained. The same interview schedule and the identical method of analysis were used throughout the study.
- b) Confirmability refers to the actions to be taken to guarantee that the study's conclusions are based on the actual experiences and views of the participants, rather than the researcher's qualities, assumptions, and preferences (Jason & Glenwick 2016:36). The researcher presented all transcripts to the participants to verify that the data that was collected was authentic, and accurately recorded. This member-checking was employed to prevent misinterpretations in data sets (Goldblatt, Karnieli-Miller & Neumann, 2011:390).
- c) Dependability is described as the reliability and consistency of the findings of the study (Moon et al., 2016:2). It ensures that when a study is replicated with similar participants in similar contexts that the same results would be obtained (Creswell & Poth, 2018:336). In this study, dependability was ensured by comprehensively describing the research design, its application thereof, and the effectiveness of the data analysis process. All the evidence obtained via data collection processes in this study was shared with all participants and role-players.
- d) Credibility deals with the accuracy and appropriateness of conducting research that is based on sound ethical principles and practices (Bryman et al., 2011:44). Merriam and Tisdell (2016:244) refer to credibility as the accuracy and truthfulness of the data collection and data analysis processes. The researcher applied the principle of triangulation to ensure credibility which is about dissecting a phenomenon from numerous angles by using different instruments to strengthen the findings (Rose & Johnson, 2020:10). This study dealt with a reality emerging from participants' views that were recorded and analysed. Triangulation further conceptualised how mentorship by DHs can develop and motivate novice teachers. During the data analysis, the researcher used coding and the thematic analysis approach. The conducting of the study at four different primary schools assisted

in triangulating the findings. The different samples of the population further triangulated the findings as principals, DHs, and PL1 teachers presented varying perspectives.

Hence, trustworthiness was ensured when the above ethical aspects were applied in this study.

3.7 SUMMARY

This chapter (3) discussed the research methodology that was employed in this study. It also explained the data collection technique that was preferred. The research methodology, the research design, and the data collection method were validated and justified. The rest of the chapter outlined the ethical aspects that were considered during the execution of the study. The methods to ensure trustworthiness and validity were also provided. Ethics and trustworthiness ensured that an ethical and reliable study was conducted. The next chapter (4) describes the data analysis process applied in this study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1 INTRODUCTION

The previous two chapters (2 and 3) reviewed the literature and explained the methodology respectively. These were in line with the conceptual and theoretical frameworks of the study. These two chapters (2 and 3) laid the foundation for this research project. This chapter (4) encapsulated the research analysis steps and the findings of the research through the thematic analysis approach. It also touched on the research questions and aims and objectives of the study. In addition, it reported on the analysis of the participants' responses in line with the literature review and discussed the findings which emanated from the information garnered from participants. Following the discussion of the findings, a summary of the findings was presented, which led to the recommendations to improve the quality of mentoring by DHs. Although the term *DH* has recently been introduced in the Northern Cape, it must be noted that some of the participants, in their responses, refer to the departmental heads (DHs) as the head of department (HOD).

4.2 RESEARCH QUESTIONS

Emanating from the problem statement, the primary and secondary research questions are listed below:

4.2.1 Primary Research Question

The primary research question of this research was: "how does the mentorship of teachers by departmental heads contribute to the professional development and motivation of teachers at primary schools?"

4.2.2 Secondary Research Questions

The secondary research questions are:

- How can mentorship programmes be best utilised to promote the professional development of teachers at a school?
- How do mentorship programmes contribute to the motivation of teachers?

- Which mentorship facets can be included in a mentorship programme to enhance the mentorship of teachers by the departmental head for teacher development and motivation at schools?

4.3 AIM AND OBJECTIVES OF THE RESEARCH

The **aim** of the research was to determine how the mentorship by departmental heads contributes to teachers' professional development and motivation in primary schools.

The research **objectives** of this study were:

- To determine how mentorship programmes can be best utilised to promote the professional development of teachers at a primary school;
- To determine how mentorship programmes contribute to the teacher's motivation; and
- To explore which mentorship aspects can be included in a mentorship programme to enhance the mentorship of teachers by the departmental head for teacher development and motivation at schools?

The research questions and research aim were repeated in this section in order to assist the reader to see the alignment between the data collected, the research questions, and the aim and objectives of the study. The following section deals with the process followed during the analysis of the data.

4.3.1 The Process of Data Analysis

The ultimate goal of this study was to garner information to answer the research questions. The research questions and research methodology provided a framework to execute the study. Information was based on how mentorship by the DH can be used for teachers' professional development and motivation. This was generated by interviewing post-level 1 (PL1) teachers, DHs, and principals from four selected primary schools after obtaining ethical clearance and permission from the relevant parties. These interviews allowed the researcher to gain an incisive understanding of how the phenomenon of mentorship is understood and employed at different primary schools.

Each of these interviews was audio-recorded after consent was obtained from each participant. Audio-recordings were carefully transcribed verbatim into text format. Transcribing was an

iterative process to ensure the accuracy of the data obtained. Audio-recordings were replayed several times to ensure that every response was transcribed correctly.

Following the transcription process, a table was drawn up for the three main categories of participants, PL1, DH, and the principal. First, the interview question was pasted, and then the responses of all the participants were indicated in the adjacent column. Names were in coded form as indicated in Table 4.1 below. After coding, themes were identified. Responses were repetitively read to ensure that coding was accurately done. This process was followed for all three categories of participants. The tabulation assisted in the comparison of similarities and differences in responses.

No leading questions were asked, and the researcher ensured that he remained unbiased. When the researcher conducted the interviews at each participant's own school, it was ensured that participants would be honest and free of bias during the data collection process. These ethical considerations were adhered to throughout the research process.

The following table indicates the codes assigned to the participants:

Table 4.1: Codes for participants

CODE	DESCRIPTION
PL1S1	Post-level 1 from School 1
DHS1	Departmental head from School 1
PS1	Principal from School 1
PL1S2	Post-level 1 from School 2
DHS2	Departmental head from School 2
PS2	Principal from School 2
PL1S3	Post-level 1 from School 3
DHS3	Departmental head from School 3
PS3	Principal from School 3
PL1S4	Post-level 1 from School 4
DHS4	Departmental head from School 4
PS4	Principal from School 4

The codenames are used throughout the next two chapters for ease of reference for the reader, and for ethical reasons to protect identities and ensure confidentiality.

4.3.2 Report on Data Analysis

Following the analysis of data and the categorisation of the themes, the similarities and differences in responses could easily be recognised.

The data analysis is an iterative process (Leedy & Ormrod, 2016:291) such that the researcher needs to go back and forth while employing strategies for data analysis. While analysing the transcripts of the participants' responses, repetitive reading was necessary to correctly identify the emerging themes. Since the analysis process is always continuous in nature, it was noted that themes might emerge as one starts to write up. Figure 4.1 below indicates the themes identified in this research.

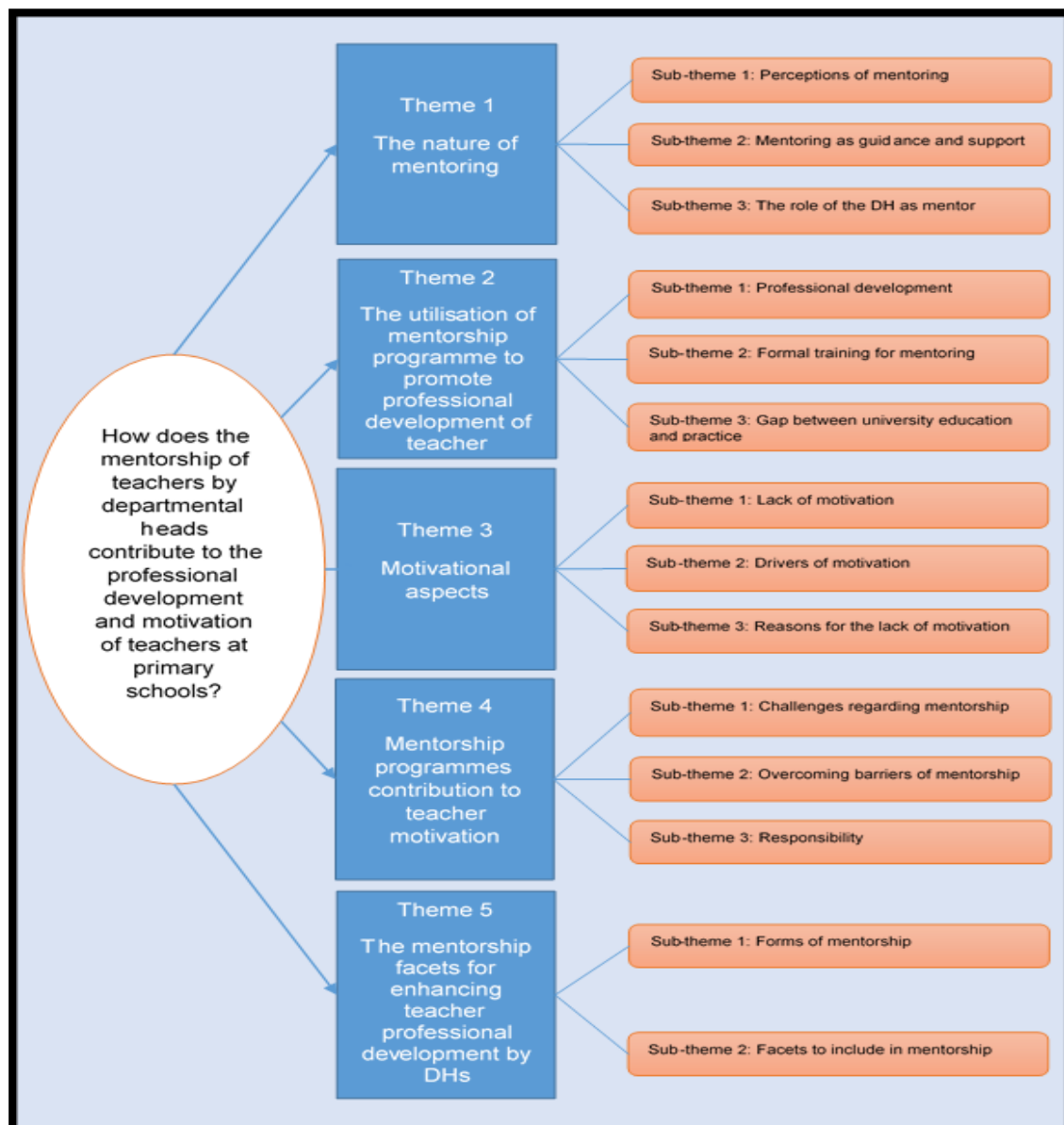


Figure 4.1: Themes and sub-themes of the study

4.3.3 Theme 1: The nature of mentoring

Literature revealed that mentoring is a reciprocal process where an experienced individual develops the less experienced individual to obtain the necessary skills, knowledge, and values (chapter two). It is thus important to understand the nature of mentorship. This theme dealt specifically with the concept of mentoring which was best understood by separating the theme into sub-themes. Below follows a discussion of the three sub-themes.

4.3.3.1 Sub-theme 1: Perceptions on mentorship

This sub-theme surfaced regarding responses to the interview question: What is your general opinion of mentorship? It was linked to secondary research question three (SRQ3). From the responses received from the various categories of participants, a common understanding emerged which referred to mentorship as being a process of guidance and support by an experienced person to benefit the less experienced one. Both Pilane (2010:22) and Nantanga (2014:9) recommend that a trained, skilful teacher (the DH) must be officially appointed to provide direct support and academic leadership to the less experienced teacher. Mentorship entails the help of someone who excels at their work to train, assist and develop other less experienced employees.

In this study, there was a trend identified by the PL1 teachers. Three out of the four PL1 teachers mentioned that the DH should be their mentor. The areas in which they wanted to receive support and guidance differed. In response to the question: “What is your general opinion of mentorship?” the participants mentioned:

- *A mentor is someone who is experienced in their field. As mentors you accordingly... have more to do with the guidance and the support of a HOD or head of department... (PL1S1)*
- *Um, it's, to help people who are like, um, new at school... Um, or my, um, departmental head, Um Mrs Z, she helped me a lot. Um, she like engaged me in, um, induction... (PL1S2)*
- *So, mentorship for me is guidance provided by your HOD or any teacher with experience. So, it's about just about the thorough guidance easing you... (PL1S3)*
- *...the guidance and support from an experienced person in an educational institution... (PL1S4)*

Teacher PL1S3 agreed with the response of PL1S1 that mentoring must be executed by someone who is experienced, and this includes professional guidance. Teacher PL1S2 also agreed and reported that mentoring deals with engagement and induction (Smith, 2015:41).

Teacher S1PL4 had a similar perception as other participants, but neglected to include that the DH should perform the mentoring. It seemed that the participant was unsure about who was responsible for mentoring PL1 teachers. Through the researcher's probing, she conceded that she never received any mentoring.

From the PL1 teachers at the four schools, there was a common understanding that mentoring is all about guiding and supporting the PL1 teacher by an experienced teacher (Pilane, 2010:22; Nantanga, 2014:9).

The departmental heads (DHs/HODs) understood mentoring from a managerial perspective which correlated to their role as middle leaders (Tapala, 2019:38). Consequently, the themes of support and guidance were evident in all the DHs' responses. All the DHs emphasised that the DH is the educator who mentors by using his/her experience. The DHs made the following comments when asked: "What is your general opinion of mentorship?":

- *...mentorship is guidance, clarity, and communication to teachers who lack experience. So that they, they use the mentor. ...the mentor as your HOD, the resource person. So, you, you dig into the resources, the knowledge of your HOD, and draw from that knowledge. (DHS1)*
- *...it is to train a person in a specific field or to guide, train, or guide someone. So, in my subjects that I oversee as departmental head, I guide them. I'm post-level 2, so I will guide the post-level 1 teachers. (DHS2)*
- *... teaching someone how to do things or how it's supposed to be done... that is mentorship. It's not just telling someone what to do or how to do it, but showing them in the field, practically, providing practical scenarios or situations where they can really obtain the knowledge, the experience... (DHS3)*
- *...It is helping people who just started as a professional, in a work situation ... It can be a person at the same level because a person at the same level could be teaching much longer than the one that's starting out... (DHS4)*

Three of the four DHs' responses acknowledged explicitly that it is the DH who should be the mentor. However, DHS4 mentioned that anyone in the school can mentor, provided that he/she is much experienced. Nantanga (2013:19) concurs that this is a reciprocal process.

From the above DHs' responses, it became evident that the terms *help* and *support* were used synonymously. Mentoring was generally understood by the majority of DHs as helping, showing, guiding, and training someone. Rana, Chishti and Mustafa (2020:64) claim that teaching someone about how to do something is regarded as support. The response of DHS1 was profound in that it referred to the process which the DH engages in as a mentor that guides the person who lacks experience; and that the inexperienced person should access the mentor's skills and knowledge base to become a resourceful person (Kempen & Steyn, 2016:32).

In support, Oplatka and Lapidot (2017:1) describe mentoring as a process where the experienced teacher professionally develops and assists the non-experienced teacher via a cyclic, reciprocal relationship. Myburgh (2021:43) concurs that it is the DH who has the experience to mentor the inexperienced teachers in the department.

The perceptions of principals should also be considered because they form the top management and oversee the functioning of the school with the assistance of the DHs (and DPs) who are the middle management of schools. The principals' perceptions of mentoring were just as important since they govern the school as the highest authority. From the four primary schools, it became apparent that the theme of guidance and support was highlighted according to the interview responses. Due to the depth of principals' experiences, to the question: "What is your general opinion of mentorship?" each of their responses will be discussed individually. The principals reported the following:

- *...by saying that we all need constant guidance to ease our way into our jobs. We learn through best practices to help our senior teachers and our master teachers to develop themselves. Therefore, DHs do play an important role. The SMT also plays an important role by developing each other...(S1P)*

This principal emphasised the guidance component to ensure the development of teachers. This principal also mentioned the critical SMT's role, in addition to his master and the senior teachers' guidance and help to professionalise the staff.

- *...to take a novice colleague under your wing, to embrace this person, to guide this person in terms in terms of improving the educational environment that he or she operates in, so that this person will not only find his or her feet, but also to develop professionally in the position they applied for. So, in short, it's about guidance... (PS2)*

In line with Smith's (2015:35) contention, PS2 agreed with PS1, but highlighted the guidance and development component as being critical in the mentoring process.

- *... is the pairing of novice educators with older, more experienced educators to act as role-models to provide guidance, support, and advice. And to foster personal relations, a very important piece. Uh, also communication. Sometimes the novice educator needs to ask questions to communicate areas of need. Also, to provide professional development. And most important, to acclimatise the educator into the school climate and the school culture...thereby improving the performance of the school... (PS3)*

Although PS3 agreed with PS2, he added a salient point that mentoring should include the cohesive pairing of mentee and mentor emphasising the communication component which is important for creating a platform for feedback, clarity, and for probing questions (Ochanji et al., 2017:126). Also, PS3 mentioned the professional development component of mentoring and its value in improving the school's climate and overall academic performance (Msila, 2012:51; Janikula, 2017:28). Principal PS4 concurred:

- *...it's all about giving guidance, motivating, and developing. ... assisting and ... also teaching, transferring skills, and knowledge for the organisation to function optimally (PS4).*

Principal PS4 agreed with PS3, but added the motivation, the transferring of skills, and the sharing of knowledge. This finding which was supported by Nantanga (2013:104) and Mpisane (2015:19), was intended to improve the all-round functioning of the school.

Furthermore, three out of the four principals reported that mentoring is about developing personnel (Akhlaq, Iqbal & Jumani, 2022:154). Principals PS1, PS2, and PS4 prioritised the component of experience implying that the principals had a much wider understanding of mentoring. Also, PS1 mentioned the crucial role of the SMT in mentoring which was seconded by PS3 and PS4 who elaborated that mentoring was significant to entrench the schools' culture such that it engenders the optimal functioning of the department, and the school community (Tapala,

Van Niekerk & Mentz, 2020:2). It was also noted that the principals' years of experience influenced the quality and depth of their responses.

From the three categories of participants, all responses had a common collegial element of what mentoring entails: guidance, support, help, and being developed by an experienced person. This is supported by Gruber-Page (2016:421) who reports that mentorship is when an experienced person shares knowledge, skills, values, and advice or trains a less experienced person to achieve specific goals or objectives. From the above responses, another sub-theme emerged; namely, the aspects of guiding and support. It was disconcerting to note that the DHs and the principals had the most basic understanding of mentoring.

4.3.3.2 Sub-theme 2: Mentoring as guidance and support

When the first few interview questions were posed, it became apparent that certain areas required urgent guidance and support. This sub-theme is connected to SRQ3. There were many similarities and differences that surfaced from the responses of all categories of participants. The aspects of guidance and support are linked directly to the core roles of the DH as prescribed by the Personnel Administrative Measures (PAM) document of 2016. The PL1 teachers' responses were as follows:

- *... like admin related things... tests, learner-profiles, how that should be done...and discipline... (PL1S1)*
- *... induction about classroom management... (PL1S2)*
- *... the planning of lessons, assessment, and discipline... (PL1S3)*
- *... they need to guide you in areas where you struggle... QMS, ... the ATPs, and the curriculum... (PL1S4)*

Principal PL1S1 emphasised that support must be provided for specific administrative-related aspects (by the DH) which included testing procedures, learner-profiles, and managing classroom discipline. Although PL1S2 emphasised aspects of induction and classroom management, it was noted as a 'call for help'.

Similarly, PL1S3 mentioned mentorship in the planning of lessons, designing assessment tasks, and disciplinary issues as a matter of urgency (Bambi, 2013:16; Ogina, 2017:228), while PL1S4 prioritised aspects of QMS, Annual Teaching Plans (ATPs), and curriculum management. These were all core duties of the DH (Harris et al., 2019:256; Thaba-Nkadimene & Nkadimeng, 2020:41).

From the responses (below) of the DHs, only three mentioned specific aspects to offer guidance and support:

- ... maybe the lack of knowledge of the curriculum, lack of knowledge of the subject matter, lack of knowledge of administration... (DHS1)
- ... I go from my class to the other teacher's class to sit and observe lesson delivery... (DHS3)
- ... admin related or whatever, just to help them understand what to do... (DHS4)

Three of the four DHs indicated aspects on which they will provide guidance and support. Although the DHs touched on some of these aspects, they were not all that needed mentoring (this will be discussed later in this chapter). An uncommon response by DHS2 did not specify any aspect of mentoring:

- ...you must ask. So, if you ask, then only I will help guide you... (DHS2)

The response by DHS2 was directed at PL1 teachers who were compelled to request for help in specific areas of need, because she (DH) did not know the scope of their knowledge and skills. However, she neglected to mention aspects of mentoring that she would offer support and guidance on. The problem with this response is that some novice teachers are reticent to divulge their 'weaknesses', hence the DH should assess PL1 teachers' competency and then plan a mentoring schedule to upskill inexperienced teachers to fulfil their professional duties. This implies that the DH is the one who should initiate the process of mentoring to boost novice teachers' confidence and promote best practices (Kadji-Beltran et al., 2014:2). It became evident that DHs also need training on how to mentor.

It was also important to interrogate principals' perceptions of mentoring concerning the aspects of support and guidance. Two out of the four principals articulated specific aspects they will focus on for PL1 teachers' guidance and support:

- ... classroom and general administration, planning of the work schedule, and curriculum matters (PS2)
- ... curriculum management, assessment activities, and subject knowledge... (PS3)

The aspects of administration, curriculum management, planning, and subject knowledge acquisition which were stipulated in the PAM (DoE, 2016) document under the section on the five

core duties of the DH (Tapala, 2019:259). The other two principals gave general and lengthy comments which was an indication of their lack of certainty of what guidance and support entailed. This study recommended that principals should also receive training on mentorship so that they can capacitate their School Management Team (SMT).

These aspects were elaborated on in section 4.4.5 - Theme 5: The mentorship facets for enhancing teacher professional development by DHs. The following sub-theme dealt with the role of the DH in mentoring.

4.3.3.3 Sub-theme 3: The role of the departmental head as a mentor

The PAM (DoE, 2016) document prescribes the five core functions and responsibilities of the DH. Tapala et al. (2020:2) postulate that the duty of assisting personnel entailed that the DH should manage the human capital (teachers) in a way that it contributes to the smooth functioning and the successful management of the department which included the implementing of professional development and mentorship programmes (which is of great essence to this study). This sub-theme is linked to SRQ1 and SRQ2. When scrutinising responses to interview question one, it became evident that mentorship also entails personnel management and curriculum management. In response to the question: “As the post-level 1 teacher how do you perceive mentorship of teachers by departmental heads in your school” the participants reported the following:

- *...They should mentor teachers on admin aspects, setting of tests, and compiling learner-profiles because they are very important. How to manage discipline... there's a gap between what you learn in theory and application in real-life practice that needs to be bridged... (PL1S1)*

The above participant emphasised mentoring aspects related to administrative duties like the setting of tests, compiling learner-profiles, and ensuring classroom discipline, in addition to the DH (mentor) bridging the gap between theory taught at university and real-life school practice. This confirmed that novice educators should not be left to their own devices but that they need to be supported throughout their beginner-years to avoid sub-standard teaching-learning performance (Tapala, 2019:57).

- *...She (DH) is providing good guidance in classroom management including discipline...especially how to handle a learner who is very rude or aggressive...ask for assistance and they (DHs) will provide you with assistance... (PL1S2)*

Similarly, PL1S1 and PL1S2 reported that the DH must assist and guide in learner-discipline matters as part of classroom management. This emphasises the important role of the DH to assist and guide the PL1 teacher in dealing with critical classroom management challenges so as to promote the smooth functioning of the department in the most efficient way (Tapala, 2019:208).

- *...looks at the curriculum that's being covered. The DH performs QMS where they come and test the teacher to see if he/she is doing everything right according to the ATPs and the curriculum...mentorship is also to help the teacher, to build the teacher and not to break her... (PL1S4)*

PL1S4 agreed and added the QMS, ATP, and curriculum component that needs mentoring by the DH. PL1S4 made a brief statement that mentoring should built you and not break you. It became evident that the DH has an important role to play when it comes to mentoring the PL1 teacher as seen in the response of PL1S4. As seen later in the analysis school four had unique challenges when it came to mentoring and the morale of staff. Once again, the role of curriculum management and personnel management became prominent. Personnel management can make or break the morale of the staff. The latter is supported by Rana et al. (2020:64).

- *...what with whatever you struggle with. It doesn't matter what you're more than welcome to go to your, your HOD ... always there to assist ..., what I've seen, because especially if you were a novice teacher. Your first year is rough... If you don't receive that mentorship from someone, it becomes very difficult... (PL1S3)*

In addition, PL1S3 reported that the DH must be someone who is cordial and approachable, especially in tense situations where the PL1 teacher is new to the education system (Tapala, 2019:186). This implies that the DH should create a conducive and harmonious working environment for the PL1 teachers by constantly interacting with them in a professional manner to boost their confidence and uplift their skills and knowledge in order for them to flourish in their workspaces (Chigona, Chigona & Davids, 2014:3). Basson and Mestry (2017:2) report that the DH should utilise effective communication techniques to promote the vision and mission of the school to ensure a cohesive and productive working environment. Since sound communication skills are imperative in education settings, it positively influence the motivation and morale of all those in the school environment (Diebig, Bormann & Rowold, 2017:238). Following the PL1 teachers' articulations, the DHs' inputs also need to be considered to gauge their perceptions and quality of the enactment of mentoring as stipulated in the PAM (DoE, 2016) document.

While the support and guidance aspects produced varied responses, aspects such as development and assistance were also evident and specific, and thus necessitated analysis. Accordingly, when asked the question: “As the departmental head how do you perceive mentorship of teachers by departmental heads in your school?”, the DHs reported the following:

- *...to develop them in all aspects ... maybe they lack subject knowledge, maybe they lack knowledge of curriculum, lack of knowledge concerning discipline, lack of knowledge of administration... so we must develop them in totality. The resource person. So, we are filling in the gaps... (DHS1)*

The above DH mentioned that he uses a holistic method to develop his teachers in areas where there is a need or a lack of knowledge. One participant specified that:

- *It is through asking questions... it's difficult for me to just help you. ...you must first ask...you must ask. So, if you ask, then I will help you and I will guide you... (DHS2)*

This participant agreed with DHS1 and mentioned that one could receive support and guidance on request. Participant DHS3 indicated:

- *... everyone in the group will be given a certain task, admin-related or whatever, just to help them understand what to do. Not only a post-level 1 teacher ... but to show them there are other aspects in teaching. Especially when you want to improve. And then every term we will alternate so everyone will get a chance to do it. ... So, if maybe one day they want to be a HOD, then they know all the aspects there are, and you don't need to be post-level 2 to know certain things... (DHS3)*

The above participant (DHS3) mentioned that she provides guidance and support by allowing her departmental members to perform a certain professional growth task on a rotational basis. She believed that to expose them to certain mentoring duties would benefit them towards ‘self-development’. Participant DHS4 had a different approach:

- *Can I give you my honest opinion? At our school, you can't mentor, especially in the Grade 7 class, English and Afrikaans. But whenever I need to empower somebody especially concerning new work, I have to engage in a one-on-one session. Okay. I go from my class to the novice teacher's class. I sit in to observe lessons. That's a way also of, mentoring*

a person because most new teachers who come out of university ... don't get me wrong... (DHS4)

The response from DHS4 was different as she mentioned that one is not able to formally mentor novice teachers at her school. If there was really a need, she will do class visits. There was no indication of how she would recognise this need for assistance. This response implied that the DH was struggling to guide and support PL1 teachers which led to a lack of motivation and morale of the PL1 teacher. When visiting this specific school, the low morale was demonstrated by the 'disordered' working environment which was not conducive to quality mentorship.

The principals' opinions on the role of the DH regarding mentoring were also important to consider. The principals of each school had varied opinions on what the role of the DH should entail. The principals reported the following when asked the question: "As the principal how do you perceive mentorship of teachers by Department Heads in your school?" (Each response was dealt with individually):

- *...what departmental heads and of all of us should do is when we start the process, when we start programming, like mentoring, I do believe that in the department, uh, the departmental heads must draw up some sort of ... or the post-level 1 teachers must draw up some sort of a SWOT analysis... All of us have weaknesses. And in so doing, we are mentoring each other ... So, once we've identified our weaknesses, then we consider our strengths to draw up a programme ... then our departmental heads can develop the post-level 1 teachers ... (PS1)*

The above response by PS1 indicated the DH should conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis before mentoring commenced. It demonstrated that the DH needs to know the strengths and weaknesses of the PL1 teacher which fosters human interaction (communication) between the mentee and mentor which was essential to effectively commence the mentorship process. Myburgh (2021:42) confirms that this is interconnected with the role of personnel management and communication as prescribed by the PAM (DoE, 2016) document. Participant PS2 commented:

- *The departmental head should actually take the new teacher by the hand to guide him or her so that this person can have a clear understanding as to what is expected of him or her as a teacher in the department. This person must be guided so that he or she can become comfortable and really be at ease in the workspace. There is a serious challenge*

that they might not have been prepared adequately during their training days, and so through mentoring, they start gaining experience and sharing knowledge so that eventually we can get to the point where knowledge and skills are being transferred (PS2)

The above evidence indicates that PS2 concurs with PS1 in that the DH's role is invaluable in guiding the novice teacher by making him or her comfortable, promoting ease of access to the working environment, and explaining exactly what is expected as part of guidance and support mechanisms (Gower et al., 2022:2).

- *...the departmental head must be an assessor and a counsellor, and must also have empathy with the teacher, must be a friend, must be a role-model... The HOD must make it easier for our novice educators to come to grips with curriculum management, assessment, and the subject knowledge pertaining to the department. So that is where we guide the educator because most of them come from the universities ... um, they don't get that practical type of guidance... It's also to retain educators... (PS3)*

Principal PS3 agreed with PS1 and PS2 that the DH should guide novice educators, adding that the DH should fulfil the role of a counsellor, assessor, and role-model which corresponds with the duties prescribed by the PAM (DoE, 2016) document. Also, principal PS3 explicitly mentions mentoring on aspects of curriculum management which is one of the core duties of the DH, in addition to ensuring a conducive working environment for developing novice teachers (Hirsh & Bergmo-Prvulovic, 2019:353). This response aligns with the principles of the Human Capital Theory (HCT), especially the promotion of hygienic factors for the creation of a conducive working environment.

Hence, we see PS3 as being astute in his responses which demonstrated a high level of knowledge of management and leadership as the top authority figure of the school. Principal PS4 also commented:

- *...the HOD or the senior teachers can mentor novice teachers or new teachers. It's an interactive relationship. We interact because the HOD or the senior teacher with years of experience can also learn from that new graduate. ...in line with school improvement, in line with self-development, it's a policy at our school for us to initiate mentorship programmes... (PS4)*

The above evidence covered the responses provided by the other principals as it included the role of the DH as a mentor to novice teachers but adds that mentoring is part of the School

Improvement Plan (SIP) and self-development. It was also revealed that the inexperienced can learn from the experienced, which is the opposite of traditional mentorship where only an experienced teacher or DH guides an inexperienced teacher.

From the responses of the PL1 teachers and principals, it was apparent that the DH must perform the mentoring. This mentoring role includes the core duties prescribed by the PAM (DoE, 2016) document.

Bipath and Nkabinde (2018:7) and Tapala et al. (2020:12) assert that this core duty of developing teachers is neglected and needs more attention, especially in South Africa because of the overwhelming workload of the DHs. Hence, this study focused on the duty of DHs which included ensuring that the department functioned smoothly via the introduction and implementing of professional development programmes. The next theme focused on training.

4.3.4 Theme 2: The utilisation of mentorship programme to promote professional development of teachers

The aspect of training was central to this research as it formed part of the professional development programme, one of the main topics that was in line with the research questions, and aim and objectives of the study. This theme is divided into three sub-themes: sub-theme 1 - Professional development; sub-theme 2 - formal training for mentoring; and sub-theme 3 - gap between university training and real-world classroom practice, which are all part of the core duties of the DH as prescribed by Quality Management System (QMS) and Continuous Professional Teacher Development (CPTD) policies. This theme was directly linked to SRQ1 and SRQ3.

4.3.4.1 Sub-theme 1: Professional development

Msila (2012:52) maintains that mentorship encourages professional development and growth amongst teachers which enhances the quality of teachers' classroom practices whilst shaping their all-round standard of professionalism. Professional development can include workshops, seminars, or even one-on-one sessions which links directly with mentoring processes. This sub-theme is linked directly with SRQ1 and SRQ3.

Further, this sub-theme entailed participants' perceptions on how mentoring should be implemented to enhance professional development opportunities. Participants provided varied responses. The three categories of participants and their responses on professional development were discussed separately, and then summed up at the end of the theme. When asked the

following question: “How do you as a post-level 1 teacher understand the use of mentorship to enhance the professional development of teachers?” the PL1 teachers mentioned the following:

- *... brief the new teachers, for example understanding SA-SAMS and other administrative operations. The experienced must teach the less experienced teachers. If the teacher doesn't know what is expected, then this causes conflict. And not being mentored in the first place is worrisome... (PL1S1)*

The implication derived from the above evidence was that PL1S1 had not yet received mentorship from her superiors at school, and that she was of the opinion that professional development was only in the form of workshops offered by the Department of Education, with attendance being encouraged by the DH in order for PL1 teachers to be developed. Moreover, the professional development for understanding the South African School Administration and Management System (SA-SAMS) was regarded as being beneficial to all PL1s, and it was relevant to the principles of the Human Capital Theory (HCT).

- *...You can go to specific workshops for training. There was Ecubed... I had to be guided. So, Ms ZZ was giving her full attention to me because it's the first time that I was undergoing inspection. And she was there 100%... (PL1S2)*

Although PL1S2 largely agreed with the response of PL1S1 that workshops should be part of mentoring (Naicker, Grant & Pillay, 2016:5), she added that Ecubed (project-based learning) assisted in her professional development. Ecubed is a modern project-based learning and teaching approach which has been piloted in some schools in the Northern Cape. She attended a workshop on it, which was reinforced by her DH who guided her continuously through the process so that she was prepared for the ‘inspection’ routine.

- *So, to me, the whole mentoring thing is about learning from each other. Well, when there are workshops we don't have a choice - we have to attend - there's no two ways about it. I feel that is where the department plays a bigger role. Because they lack being mentored, you see... (PL1S3)*

Participant PL1S3 elaborated that teachers learn from each other (Du Plessis & Eberlein, 2018:15) adding that workshop attendees should always give feedback to the staff since it plays an important part in the sharing of learning experiences (Ochanji et al., 2017:126). Further, PL1S3 criticised the Department of Education (DoE) for not prioritising mentorship for professional

development which results in a lack of human capital development. She pointed out that a DH would most probably be unfamiliar with the practice of mentoring if the DoE had not provided training for them (DHs).

- *Basically, with Ecubed or in professional development, it is about how we can improve...or when DHs help teachers prepare fully for classroom matters. For example, how you must do things in group work. Unlike the mentor I have, I haven't learned much from her to be honest. She hasn't been the helpful person; she hasn't been supportive... (PL1S4)*

The above evidence indicates that PL1S4 acknowledged that she received Ecubed training similar to that of PL1S2 but didn't receive further guidance from her DH. She mentioned specifically her DH did not assist or support her. From this response, it became clear that there was some sort of disconnect among staff members in school four as it was apparent that everyone just did what was needed in order to get through the day.

From the above extracts, it was evident that workshops were mostly used by the four schools to promote professional development. However, these were not effective to adequately professionally develop the PL1 teachers. Respondents from two schools reported that they were selected for the Ecubed (project-based learning) training, while the other two schools in the same circuit made no mention of Ecubed training. Two participants indicated that they had not received the support and assistance that they expected from their DHs - this needs further investigation. When the DHs' responded to the question: "How do you as a departmental head understand the use of mentorship to enhance the professional development of teachers?", the following were articulated:

- *...my role is clearly just to develop them in all aspects of development ... maybe they lack knowledge, maybe lack of knowledge of curriculum, lack of knowledge of subject matter, lack of knowledge of administration. So, to develop them in totality, I can act on these. I become the resource person... (DHS1)*
- *So, it's difficult for me to just help you, you must first ask. For example, you want maybe help in lesson planning'. Because I don't know your spectrum on a specific field. So, I cannot just take it that you know everything, or you know nothing [short of breath (DHS2)*
- *Everyone in the group will give you a certain topic, admin-related or whatever, just to help you understand what to assist in. Not only on post-level 1 admin, but also other aspects of teaching, especially to raise standards. And then every term we exchange ideas to learn*

from, so everyone will get chance present workshops... What is the word? How you equip other people with knowledge and experience... (DHS3)

- *At our school, you can't mentor, especially Grade 7 English and Afrikaans teachers. So, it's difficult to mentor the new teachers that come in from the university. But whenever I need to empower somebody, I have to have a one-on-one session. Okay. I go from my class to the other teacher's class. I sit in to listen to lessons (DHS4).*

Three of the four DHs mentioned that they develop their teachers in their own unique manner: DHS1 responded that he develops PL1 teachers in totality; DHS2 mentioned that one first must ask to be guided and developed because the DH does not know the level of the teacher's knowledge; and DHS3 articulated that she develops teachers collaboratively in groups and provides different tasks to prepare them for promotion posts in the future - this highlights communication as a reciprocal process (Basson & Majesty, 2019:1). However, DHS4 differed somewhat and mentioned that it was challenging for her to mentor the teachers at her school as she teaches for almost the entire day, making it difficult to perform mentoring, but she assists when she does class observations of lessons (Myburgh, 2021:197).

In response to the question: "How do you as a principal understand the use of mentorship to enhance the professional development of teachers?", the principals mentioned the following:

- *... to develop ourselves and be up to date with the latest trends and the latest developments in the teaching. When we look at professional development, they must be the motivators. They must be the encouragers to ensure that the teachers want to develop themselves professionally. Not to stay stagnant and to always strive to develop yourself professionally, but we need our head of departments, our departmental heads, to be the driving force. They must set the pace ...(S1P)*
- *...There's always also constant development. That is taking place in there so the Department of Education would present opportunities for learning and for growth where people need to attend different workshops across the curriculum so all those things are important, then you look at training...(S2P)*
- *...a principal and the HOD to create the platform for professional development. We must create that, uh, platform, uh, through the following activities that we do: in-service training, very important. To develop workshops, training courses, uh, meetings are also a valuable point where they can be professionally developed...(S3P)*
- *...That's a build-up There is self-reflection in QMS, where one will assess him or herself. Share your challenges and based on, based on your challenges, um, like I'm saying in our*

case, we start off with, uh, in the specific subject. Based on what the challenges are with regard to your subject. It becomes then now the departmental head to come up with a subject improvement plan (SIP) to develop the teachers...(S4P)

From the responses of the principal the duty to professionally develop rests on the DH's shoulder. S1P articulated that the DH should be the driving force behind professional development, by encouraging professional development. S2P agreed and mentioned that growth opportunities should be presented to ensure lifelong-learning, this can be done using workshops. Furthermore, S3P reported that the DH should create a platform for professional development to take place which includes courses, workshops and meetings. S4P mentioned that the DH should come up with SIP plan to ensure the development of the subject. The duty of professional develop clearly rests on the shoulders of the DH.

From the DHs' and principals' responses, it is clear that in the eyes of the principal the DH should ensure professional development by PL1 teachers. However, in the DHs' responses, not one DH mentioned professional development through workshops, seminars, courses, or programmes from universities or higher educational institutions (HEIs). They instead implied that they perform 'mentoring' according to their own understanding of it. This might not always be the best idea seeing that a poor mentor may 'damage' a prospective mentee. This was supported by Thambekwayo (2016:63) who confirms that a bad mentor with poor norms and organisational culture can transfer these negatives onto the mentee. This can create a poor image of the mentorship process which may inhibit motivation, professional development, and growth. Moreover, and of great concern, was that the DHs could not comment on a structured mentorship programme that they design specifically for the needs of their educators - this should be further researched.

Due to realising that the DHs were developing PL1 teachers by utilising their own notions of mentoring, the following sub-theme focused on formal training for mentoring.

4.3.4.2 Sub-theme 2: Formal training for mentoring

Throughout the interviews, this sub-theme surfaced when posing a variety of questions. The lack of training for mentorship at the school level was one of the dominant concerning issues verbalised by the participants. This sub-theme was relevant to SRQ1 and SRQ3.

Pilane (2010:22) and Nantanga (2014:9) recommend that a trained, skilful educator (the DH) must officially be appointed to provide direct support and academic leadership to the less experienced teacher. The researcher discovered from the responses below that PL1 teachers did not receive

any training. The following were articulated when the participants responded to the question: “Have you trained or received any formal training based on the mentorship programme to professionally develop and motivate teachers?”:

- *No, I have not. (PL1S1)*
- *No. [Shakes a head]. (PL1S2)*
- *No. (PL1S3)*
- *No. (PL1S4)*

It was obvious that these individuals did not receive any training on mentoring. The absence of training on mentorship is of great concern - a weakness identified in the education system which is supported by Nantanga (2013:46) who reports that in South Africa there is no formal policy or programme guiding mentorship programmes.

In response to the question: “Have you trained or received any formal training based on the mentorship programme to professionally develop and motivate teachers?”, three of the DHs had similar responses:

- *No. (DHS1)*
- *No. (DHS3)*
- *No. (DHS4)*
- *Yes. (DHS2)*

Only one DH participant indicated that he received training from the Department of Basic Education (DBE) in the form of a three-day pre-service workshop. The DHs’ responses confirm that the Human Capital Theory (HCT) was not utilised in the main.

The principals of the schools responded similarly to the question: “Have you trained or received any formal training based on the mentorship programme to professionally develop and motivate teachers?”, as that of the DHs’ responses:

- *No. (PS1)*
- *No formal training, specifically on mentorship. (PS2)*
- *No. (PS3)*
- *Yes. (PS4)*

Three out of four of the principals indicated that they had not received formal training for mentoring, whilst one stated that he received training from a university course that was spread over two years.

From the above-mentioned responses, it is evident that there is a lack of training to implement mentorship programmes, especially for DHs. If the DH does not have the training, how is he or she expected to effectively mentor the mentee? This concurs with the findings of Talbert et al. (2021:6) who maintain that mentors can fail to be supportive and committed to the mentorship relationship because of not being trained or experienced. Training is thus essential to the mentorship process and should not be overlooked. Nantanga (2013:46), who mentions that South Africa has no formal training or policy guiding mentorship, implied that this may be the reason for DHs not receiving training. To answer SRQ1 and achieve RO1, this study recommended that this issue be investigated via future research endeavours to attain a deeper understanding of why DHs have not received training for mentorship.

4.3.4.3 Sub-theme 3: Gap between university education and practice

From the three categories of participants, it was disclosed that teachers who newly enter the education system (the novice teachers) experience a disconnection between what is taught at university and what transpires in the real-world of teaching practice (Walter & Hen, 2012:216; Alvi, Ali & Ahmad, 2021:725). In other words, when the novice teacher enters the education system, he/she is faced with the daunting reality of the rigours of classroom lived experiences. There are certain realities that HEIs cannot prepare newly graduated teachers for. While theoretical knowledge is essential, the lack of real-life on-the-job practice presents a challenge (Al-Amin et al., 2021:33). This sub-theme was relevant to the primary research question, as well as SRQ1.

The majority of participants from the three categories of participants mentioned the gap between university educational theory and real-life practice. The following were mentioned by the PL1 teachers:

- *... there's a gap. [referring to university training and teaching practice]. Book education and reality are different, as you can't practically put what you learned at university in the real world. It's not really applicable all at all times... (PL1S1)*
- *...because they're new. They are fresh from varsity, okay. Now, it is different at university to what you come to practice in the classroom. Oh, it's a huge difference because what*

you are learning there, and what you are learning here, or what you experience here are two different things. It's way different...(PL1S2)

- *What you do at university doesn't prepare you for having to manage your own class – not at all. If I look at how I felt in my first year... (PL1S3)*
- *If I didn't graduate at varsity, I don't think I would accomplish as much as I did right now... (PL1S4)*

Three of the four PL1 teachers mentioned the gap between university theory and real-life practice. As such, PL1S1 agreed with PL1S2 by stating that the theory in books and what happens in the practice are two different things. This finding was supported by Walter and Hen (2012:216) and (Kinyaduka, 2017:103) who revealed that novice teachers struggle to translate their theoretical knowledge into the practice. Further, PL1S3 mentioned that the theory taught at university and its actual practice in the classroom are different, but one has to figure certain things out, and in this way, we find our own feet. This response implied that participant PL1S3 might not have been mentored in all the relevant aspects of teaching. On the other hand, PL1S4 commented that if it was not for her understanding of university educational theories, she would have not been able to accomplish and adapt to the school environment and its realities, which implied that she was not generally affected by the gap between theory and practice but adapted along the way. It was also important to note the DHs' responses (below) to gauge whether or not they had experienced the theory-practice gap.

- *... a teacher coming from college or university is equipped with content knowledge, and the method to handle children... Yes, they do not know much about teaching approaches yet they can transfer subject content, but that is not just teaching... (DHS1)*
- *...they have no background knowledge of practical teaching itself. They have the theory... Induction is critical ... (DHS2)*
- *...So, many of the new, young teachers get frustrated. They have this picture of four holiday periods, so it's just a cruise. Teaching is hard. So there are different things that are being taught at university that you need here, but there's much that is not taught at the university... (DHS3)*
- *Most teachers coming from university have no idea what's going on in school situations. Remember you come for practice teaching for just three months... (DHS4)*

All four DHs acknowledged the gap between theory and practice. In line with Kinyaduka's (2017:102) stance, the DHs accepted that teachers have content knowledge but not practical experience because of the limited period of three months' teaching practice. Since, DHs were

aware of the situation of novice teachers being fresh out of university, they should prioritise the need to induct and professionally guide such beginner-teachers such that this gap is filled. Here are the responses of the DHs on how to fill the gaps:

- *...So, to develop them in totality, I as the resource person will fill in the gaps... (DHS1)*
- *... and this mentorship programme can help fill in the gap, but you must look out for certain weaknesses... (DHS3)*
- *... I might sit in on lessons. That's a way of also mentoring a person. Because most teachers that come from university, I have to assist by detecting areas of need... (DHS4)*

According to Naidu et al. (2008:81), the DHs are middle leaders who are responsible for teachers' professional development. The above responses highlighted the important role that the DHs have to play in mentoring - they should develop PL1 teachers in totality to ensure that they acquire the skills, knowledge, and experience needed for a successful teaching career (De Nobile, 2018:402; Gurr, 2019:287; Rana et al., 2020:64). Although DHS2 acknowledged the gap, she felt that induction will suffice. Her non-verbal cues (facial expression) indicated a degree of uncertainty in her response which implied that not all DHs are amenable to assist novice teachers to adapt to real-world practice. This can cause uncertainty for educators, especially those who would like to consult with DHs to clarify blurry details of the curriculum, among others (Tapala, 2019:259).

All four principals who assume the topmost authority of the school also observed the gap between university educational studies and school practice. The HCT is applicable here because if the teachers are professionally trained, they will contribute to the productivity and success of the department (Dosunmu & Adeyemo, 2018:7). The principals' responses follow:

- *...and I think that the students who are coming from an institution like a university are not exposed to practical teaching experience... (PS1)*
- *... they might be trained in a specific field, they might have the theoretical knowledge, but to combine the theory with the practical side poses a challenge...(PS2)*
- *A degree doesn't always prepare the educators for the reality of school life, in and outside the classroom... (PS3)*
- *...the formal training is just but a drop in the ocean. As we interact with them, they learn the practical side. (PS4)*

From the above extracts, it was obvious that the DHs can fill the gaps between theory and practice by mentoring novice teachers. Three of the four principals agreed that the university does not

prepare the teachers practically for what is happening in the real-life classroom. Although PS4 did not mention anything profound, he had a valid point about interaction and communication which linked to this sub-theme. Filling this gap between university and practice is the duty of the DH, as mentioned in the PAM (DoE, 2016) document. Nkadimene and Nkadimeng (2020:51) contend that the DH should manage novice teachers and also report on their developmental progress.

The above trend was evident at all four primary schools, and this needs further research. Despite acknowledging teaching practice as being a deficit factor, the responses indicated that the training model for the teacher-trainee at the university level should be examined in future research studies. The inference is that the present teacher-training model at universities may have inadequacies. PS1 made a valid input when asked if he had any last thoughts he would like to share in the interview. He mentioned:

- *Previously when we had teacher-training colleges we were exposed to many practical teaching opportunities. Students from an institution like a university are not exposed to much practical type of things... (PS1)*

The duty to bridge the gap between theory and practice belongs to the DH. Beginner-teachers must be assisted to apply theory in real-life teaching situations. This will ensure that teachers are groomed into the school set-up to provide quality education to learners countrywide (Ghavifekr & Ibrahim, 2014:54). Accordingly, the DHs should apply the HCT to ensure that novice teachers are developed optimally to contribute to the vision and mission of the organisation. To ensure that novice teachers adjust to real-life school practice by developing professionally, their motivational levels (discussed below) need to be uplifted.

4.3.5 Theme 3: Mentorship programmes contribution to teacher motivation

Tohidi and Jabbari, (2012:821) state that motivation is the process that is utilised to increase the resilience, intensity, and verve of an individual. Heystek and Terhoven (2015:630) agree that motivation is underpinned by a strong psychological foundation that propels the mentee-teacher to become development-minded.

In this regard, SRQ2 and research objective two (RO2) dealt specifically with the motivational aspect which plays an essential role for mentoring to occur successfully. Tahir et al. (2016:15) add that mentorship enhances the motivation levels of the mentees by boosting their confidence in the mentee-mentor collaboration (Ochanji et al., 2017:126).

Accordingly, the DHs' scope of work is widespread. Gurr (2019:288) and Lindvall and Ryve (2019:146) advocate that the DH should guide the career-planning process of PL1 teachers which assists in cultivating a healthy organisational atmosphere amongst the teachers of the department. This was of great significance to foster the motivation of teachers regarding professional development in mentoring programmes. The more information the DH shares with teachers, the more teachers become motivated. In support, Nwanko and Otaru (2019:71) confirm that mentorship can increase the motivation of the mentee if mentorship is cordial and collaborative in nature.

This theme was aligned to SRQ2 and the primary research question. It was divided into 3 sub-themes: namely, lack of motivation (Amotivation), drivers of motivation, and reasons for the lack of motivation.

4.3.5.1 Sub-theme 1: Lack of motivation

The lack of motivation is also termed *Amotivation* (Butz et al., 2019:243). Banerjee and Halder (2021:1) reveal that amotivation is linked to the failure to achieve an intended result or outcome. Judging by the responses of the participants, a general lack of motivation was identified as some participants displayed low morale. The responses of the PL1 teachers based on the question: "How is mentorship used in your school to improve motivation of post-level 1 teachers?", were as follow:

- *...not just left in the dark with no guidance ... (PL1S1)*
- *They motivate us here at the school. People motivate each of them (other)... (PL1S2)*
- *In all honesty, I can't actually say that the DH did motivate me... (PL1S3)*
- *...and there's no motivation. So basically, at the end of the day, I even thought of giving up teaching... (PL1S4)*

From the four schools, three participants mentioned that motivation was absent. Teacher PL1S1 mentioned that she was left to her own devices which demotivated her. PL1S3 concurred with PL1S1 while PL1S2 claimed that due to the lack of motivation, she even considered resigning from her teaching career. Evidently, there is a strong need for motivation, hence Herzberg's Two-factor Motivational Theory can be utilised to ensure that the motivation of teachers is created and sustained to promote a healthy and productive working environment (Chu & Kuo, 2015:54). However, PL1S2 disagreed with the other participants and mentioned that she was motivated by her DH and other people (teachers) who were committed to enhancing the image of the school.

The lack of motivation is one of the most common concerns that increases the rate of attrition as confirmed by the PL1S3 (Pitsoe, 2010:312). It was observed during the interviews that the three PL1 teachers who were demotivated, did not exhibit an emotionally strong demeanour (Rana, 2020:74). In other words, low morale was observed in their verbal and non-verbal cues.

The DH responses had to be considered as they are the individuals whose duty it is to motivate the teachers. They articulated the following when responding to the question: “How do you as a departmental head use mentorship to improve the motivation of teachers?”:

- *...to motivate them, they need to observe my code of conduct. I lead by example. (DHS1)*
- *...motivation, that's an aspect I think that is lacking in my department. (DHS2)*
- *I motivate by giving constructive feedback. I give small presents as appreciation. (DHS3)*
- *It is difficult to motivate teachers because of the state schools are in. (DHS4)*

By referring to the above excerpts, DHS1 claimed that he motivated teachers by leading by example to ensure the PL1 teachers observed his ‘code of conduct’. He was of the opinion that his role-modelling would motivate the teachers. Also, DHS3 stated that she motivated her teachers through constructive feedback, monitoring, and giving small presents as tokens of appreciation. However, DHS2 acknowledged that she lacked motivating her staff due to the heavy workload as a DH, while DHS4 mentioned that it was difficult to motivate teachers due to the chaotic state of the school which confirmed the reasons for the lack of motivation exhibited at some schools. If there is no form of intrinsic or extrinsic motivation, it can become problematic as Herzberg's Two-factor Motivational Theory cannot be implemented to raise the quality of education at schools.

The principals’ inputs had to be considered due to the fact that they are the ultimate authority of the schools.

In response to the question: “How do you as a principal use mentorship by the DH to improve the motivation of teachers?”, the following were reported:

- *...DHs must be the motivators. They must be the encouragers to see that teachers want to develop themselves professionally... (PS1)*
- *Motivation should be part and parcel of a leader's arsenal (the DH) so that he or she knows that you, as a leader wherever you are in the system, need to constantly try to motivate others...(PS2)*

- ... building a personal relationship. So, to motivate the teacher to be happy, just get to know the person. Mentorship is a valuable tool to build confidence and once you comfort them, you motivate the educator to give his or her best. With motivation the teacher must feel appreciated. The reports that the HOD give to the educator provide feedback which is very important. Feedback gives encouragement and praise, but it must be positive. I can also say 'well done Teacher H' and we appreciate your hard work that you are doing. So that will also motivate... (PS3)
- ...some sort of a certificate. A certificate that the HOD signs and presents. Or maybe the HOD will sign it and bring it to me to also sign. That is trying to motivate them. It's a pat on their back... (PS4)

In consideration of the above responses, it became evident that principals viewed motivation as being the responsibility of the DH to uplift the morale of PL1 teachers at the school. Firstly, PS1 reported that the DHs should ensure that the teacher develops personally and holistically. Second, PS2 added that the teachers should constantly motivate each other. Thirdly, PS3 mentioned that the DH should compile reports on teachers that are positive, and then he as the principal, will motivate and give praise to the teacher where needed which clarified that there should be communication (reporting) between the principal and the DH to motivate teachers. Lastly, PS4 stated that the DH awards a certificate when teachers' work is praiseworthy.

From the above, the researcher concluded that the DHs have a critical role to play in motivating the PL1 teachers (Tapala, 2019:185). Another aspect that became evident at school two and school four was that the principals were explicit that the DHs should motivate PL1 teachers. Principals PL1S2 and PL1S4 implied that teachers are not motivated, and they did not receive professional development and motivation. There is thus a disparity between the statements concerning motivation from all categories of participants. It is apparent there is a lack of communication between the principals and DHs as their responses differ. Since the principals are aware that the PL1 teachers lack motivation, this should be addressed as a matter of urgency because demotivated teachers produce mediocre academic results (Banerjee & Halder, 2021:1)

4.3.5.2 Sub-theme 2: Drivers of motivation

The following excerpts (PLS1 and PL1S2) mentioned the aspect of extrinsic motivation but not intrinsic motivation.

- ...If you are left in the dark, there will be no motivation given by the mentor to the teacher... (PL1S1)

- *Teachers motivate each other, not just the DH...(PL1S2)*
- *In all honesty, I can't actually say that she did motivate. Well, not anything that I can think of. Nothing specific... (PL1S3)*
- *... and there's no way of motivating. So basically, at the end of the day, I even thought of giving up teaching. There's no motivation taking place. (PL4S1)*
- *They always tell us that they are more than willing; that we are more than welcome to come and ask for help and guidance. Basically, what we do get from them is a lot of, how can I say, eh, ... [laughs]. They will not praise you; they will look on what you did as being bad. Like for example, when a department head came to me and criticised me in front of my learners saying I'm not doing things right. Instead of waiting for my learners to go out of the classroom and then speaking to me, the DH undermined me. To be honest, here is no guidance at all... (PL1S4)*

The DHs, on the other hand, mentioned how they intend to motivate the educators:

- *...by being a role-model when they look at me. If there's due dates, they can't point fingers at me and say if I'm a role model, then I must adhere to due dates... (DHS1)*
- *...I think that I lack, but I will try to improve...(DHS2)*
- *... SWOT analysis, strengths and weaknesses. I think you should know the people in your group, their strengths, their weaknesses, and what they love to do. Because I have this one teacher, she's 57, who has many of years of training, or shall I say, experience in teaching. But she lacks technology skills. It is not one of her strengths. So, to improve her, I motivate her. When she comes with a question paper, for instance, I'm not going to just moderate and say, this is wrong – I will mentor her. I sit down with them and bring something to show them that I really appreciate the work that they do. And I'm not going to speak all alone. Every meeting that we have will be just about curriculum ... (DHS3)*
- *It's actually difficult to motivate teachers because [pause]. If the old teachers are not motivated, how are the young ones going to be motivated? Because I mean, if you look at the situation we are teaching in ... Our school as well as your school... it's very difficult to mentor our teachers here and still be motivated...(DHS4)*

According to DHS1, motivation is leading by example - demonstrating sound role-modelling, while DHS3 suggested the SWOT analysis approach such that the educators become motivated and challenged at the same time; they develop by turning weaknesses into strengths. Further, DHS3 is supportive and encouraging by recognising teachers' good work. These two responses lean heavily on extrinsic motivation. Lastly, in one of her shortcomings that she herself identified, DHS2

confessed that she lacks in motivating her teachers, while DHS4 frankly acknowledged that it was difficult to motivate teachers given the current disorganised state of schools which led to teachers' low sense of morale.

The following responses provide insight into the motivational aspect from the principals' perspectives:

- *... encouraging them, motivating them to constantly attend workshops... (PS1)*
- *Motivation should be part and parcel of a leader's arsenal so that he or she knows that you, wherever you are in the system, need to constantly motivate others. Then we will sit together and then basically formulate small plans, achievable plans. (PS2)*
- *So, we must motivate the teacher to be happy. No work. No. Just to know the person. Then mentorship becomes a valuable tool to build confidence. Once you comfort them, you motivate the educator to give off his or her best. With motivation the teacher must feel appreciated. When the HOD writes reports and gives feedback, very important... (PS3)*
- *...uh, organise a motivational session for them. Or you to go the extra mile! Staff members, other staff members must be aware... (PS4)*

All the principals confirmed the use of extrinsic motivation at their schools. For example, PS1 mentioned that the DH must encourage and motivate the teachers, while PS2 reported that they sit in small groups and make simple suggestions to motivate teachers. The astute PS3 recommended that the DH must focus on human interaction to create a state of happiness in teachers such that the teacher feels appreciated, adding that reports on teachers' progress (with feedback) should be constructive. Motivation, according to PS4, should proceed through a motivational session. These methods are part of extrinsic motivation.

From all the evidence articulated above, it was apparent that the majority of principals focused on extrinsic motivation rather than intrinsic motivation. There is thus a clear lack of intrinsic motivation from the DHs and principals to inspire PL1 teachers. This implies that the focus was on extrinsic and not intrinsic motivation - an aspect that should be investigated in future research since intrinsic motivation is essential for teachers as the internal driving force to inspire the individual to greater heights of self-efficacy (Thoonen et al., 2011:497). If this is absent, then the human capital element cannot be developed efficiently, and Herzberg's Two-factor Motivational Theory cannot be utilised.

4.3.5.3 Sub-theme 3: Reasons for the lack of motivation

Some participants provided reasons for there being a situation for amotivation which can have severe consequences for the working environment; for example, it is detrimental to job-satisfaction. Not all participants provided reasons for amotivation (PL2S2 reported that motivation is existent in the school, so will not be included in the following responses).

- *... Not just left in the dark with no guidance... (PL1S1)*
- *In all honesty, I can't actually say that she did. [Unable to recall even after given time to think] ... (PL1S3)*
- *... they won't praise you; they will look at what you did badly, and criticise you in front of the class... (PL1S4)*

The response by PL1S1 implied that amotivation was experienced in the school because of a lack of guidance and support, while PL1S3 was unable to provide reasons for being motivated. The response by PL1S4 indicated that demoralisation results when the DH criticises her in front of the learners.

The inputs of the DHs had to also be considered. Two of the four DHs identified reasons for amotivation, while the other two DHs focused on extrinsic motivation.

- *Now I think that I lack, I lack [motivating], but I will try to improve. (DHS2)*
- *It's actually difficult to motivate teachers because [pause] if the old teachers are not motivated, how are the young ones going to be motivated? Because I mean, if you look at the situation we are teaching in ... Our school as well as your school... (DHS4)*

DHS2 blamed herself for not motivating the teachers as she acknowledged that she is weak in motivating PL1 teachers, while DHS4 was adamant that it was difficult to motivate teachers given the current disruptive state of schools which needs to be investigated in future studies.

The two principals mentioned that there might be scenarios of amotivation, but did not elaborate on them:

- *...challenges or some of the negativity that are amongst some of our colleagues. They don't want to be developed. (PS1)*

- *The problem is attitude..... Sometimes you're sitting with people who are not entirely open to the idea... (PS2)*
- *...they're not even interested in teacher-awards because they say that's not really something that is uplifting their spirits... (PS4)*

Three of the four principals commented on the issue of teachers adopting a negative attitude. Firstly, PS1 declared the occurrence of negativity amongst staff members who did not want to be developed. Secondly, PS2 agreed that the attitude of not being open to new ideas and development was the biggest problem. Thirdly, PS4 mentioned that his teachers are not interested in receiving teaching-awards as a motivational instrument; hence, this is a clear indication that the teachers at school four had low motivational levels. This scenario is the sign of a bigger picture of resisting motivation as an aspect of professional development – the possibility of adopting an outdated (motivation) model by DHs and principals can be a reality. Although PS3 touched on the negative attitude aspect, he was not explicit - he did not provide reasons, thus implying that his school has a conducive collaborative organisational culture.

The above discussion makes it clear that most DHs are complicit in teachers developing a negative attitude. Teachers develop a mindset of resistance and display low morale levels because of the treatment of insensitive and incompetent DHs which can have severe consequences on the success of professional development and mentorship programmes (Chu & Kuo, 2015:56). The negative attitude problem experienced by both the DH and principals is also linked to the absence of motivational elements included in Herzberg's Two-factor Motivational Theory. Chigona et al. (2014:3) suggest that motivational factors should be heightened to ensure a motivated and positive attitude toward one's working environment. A positive attitude needs to be inculcated to promote the mentor-mentee relationship during the mentorship programme (Utomo, 2018:335). At schools one and four, transparency was not identified. Moreover, at schools one and four, transparency was not detected. Hence, ensuring that DHs and principals are properly trained in all aspects of teacher-mentorship will create a quality, conducive, transparent, and productive teaching-learning environment. Lastly, the absence of hygiene factors undermined teachers' well-being which is a grey area that necessitates further research.

In sum, the lack of motivation is a serious issue for the proactive, discerning principal – if left unaddressed, he/she can get a distorted view of the quality of education at the school. The three categories of participants had dissimilar views on motivation as a tool to develop L1 teachers. This exacerbates the barriers to mentorship which are discussed below:

4.3.6 Theme 4: Barriers to mentoring

It is the nature of the beast that when a programme is implemented, it comes with hick-ups. That is, when dealing with mentorship, certain impediments can inhibit the success of the mentorship programme (Smith, 2015:41). These barriers must be identified through timeous reporting and feedback to eliminate them to ensure the success of development programmes. This theme is directly linked to SRQ3 and research objective three (RO3). This theme was categorised into 3 sub-themes: challenges of mentorship, overcoming barriers to mentorship, and responsibility. It is important to note that participants expressed similar and dissimilar views about the barriers that affect mentorship.

4.3.6.1 Sub-theme 1: Challenges regarding mentoring

Contextual factors of different schools can elicit different challenges: demanding workload, time-constraints, negative attitudes, ingrained mindsets, lack of confidence, ineffective communication, poor listening skills, unsuitable school environments, absence of collaboration, and community apathy.

Time management was identified by a few participants since the DHs were burdened by overwhelming workloads which made mentoring a near impossibility. In response to the question: “What challenges have you experienced or are you currently experiencing with regard to the mentorship of teachers?”, the PL1 teachers voiced the following:

- *...There's no structure for or set way of how I should do things or what is expected of me. So, I, as a teacher, am lost ...when things are expected or when they want certain things and I'm not be able to deliver. Then I get rapped on the fingers all because I have not been mentored. [Taping on the table]. (S1PL1)*
- *The challenge was time management. Time management [repeating for emphasis]. ... time wasn't enough... (PL1S2)*
- *But she cannot assist you because she hasn't herself received assistance... (PL1S3)*
- *The challenge is the fact that they break a person down...they won't correct you, and they won't tell what you did right, but they focus on your faults. A small mistake is a big issue in their eyes... (PL1S4)*

Teacher PL1S1 mentioned that there was a lack of structure on how to do things (Like meeting due dates, the layout of tasks, etc.), and when she is unable to deliver work on time she has to deal with consequences like negative teacher-assessment reports (relevant to Theme 1 - Nature

of mentorship). This 'Blame-Frame' situation comes to the fore when no one takes the responsibility for their actions which can lead to poor organisational culture and low staff morale. A worse scenario was exposed by PL1S4 who reported that the DH does not lead the way, but rather breaks her down emotionally via negative criticism by merely focusing on the mistakes she makes. Alarming, PL1S3 mentioned that DHs cannot provide assistance because they have not received assistance themselves. According to Prince (2021), and in the view of PL1S3 and PL1S2 time is not enough for mentoring to effectively occur.

Each of these challenges has to be addressed urgently to ensure the successful implementation of the mentorship process. In addition, the mentees must inform the DHs of their challenges during feedback sessions to ensure success in teaching-learning situations (Holmes, 2021). Since the above challenges are seldom addressed by the DHs whose responsibility it is to mentor the teachers according to the PAM (DoE, 2016) document prescriptive, it was imperative that they comment (below) on the PL1 teachers' challenges in response to the question: "What challenges have you experienced or are you currently experiencing with regards to the mentorship of teachers":

- *The challenge of attitude...they don't want to accept advice, they just follow their own whims... (DHS1)*
- *...listening skills. The people don't listen when you give advice or when you guide. They do not want to be corrected...mostly is the time-management factor. (DHS2)*
- *Not in my group. You know, we work together because they want to learn. (DHS3)*
- *...don't want to be told... (DHS4)*

The challenges of DHs in mentoring PL1 teachers were expressed in the above excerpts which generally criticised the attitude of mentees. It was mentioned by DHS1 that the teachers do not want to accept and implement their (DHs') advice, while DHS2 elaborated that PL1 teachers' lack listening skills when advice and guidance are provided and reinforced. In support, DHS4 also criticised teachers because they did not want to be told what to do. From these responses, it became evident that many DHs fail to collaborate and connect efficiently with the mentee. Collaboration, according to Willis et al., (2019:335), is of cardinal importance when implementing a mentorship programme. Contrastingly, but encouraging, DHS3 maintained that in her group she did not experience any challenges because all the teachers worked cohesively and amicably in tandem with their desire to develop and improve themselves.

Each principal-participant was also asked: “What challenges have you experienced or are currently experiencing with regard to the mentorship of teachers?”, they articulated the following:

- *... mindset in a developmental direction. They don't want to be developed. (PS1)*

Participant PS1 reported that the challenges experienced at his school were that the teachers were resistant to development, and that there was no growth mindset. This response concurred with what DHS1 reported on teachers not being agreeable to being developed professionally with the assistance of the DHs.

- *...not entirely open to learning...that is attitude. If your attitude is not right, it will decrease your altitude. If you don't have confidence, it hampers the growth process, especially when it gets too personal... (PS2)*

Participant PS2 agreed with PS1 that teachers do not want to be developed, but elaborated on their lack of confidence which can also contribute to their reluctance to participate in developmental programmes which hinders the growth process. From this response, it was clear that the reciprocal mentor-mentee relationship can be obstructed by negative attitudes and the lack of confidence. These challenges are crippling to mentorship, but are not limited as evident in the following response:

- *...Time-management is the most common challenge... It's the time factor... sometimes cultural diversities are a huge problem, and pairing the mentor with a mentee doesn't always work well... (PS3)*

Participant PS3 reported on challenges not mentioned by the other principals. The first challenge pointed out also by others was time-management Prince (2021). The second challenge was cultural diversity which complicated the pairing process (Gordon, 2019:23).

- *... I [referring to the teacher] am a Mr know-it-all. There is no commitment from both sides, whether from the senior or the novice teacher... (PS4)*

According to PS4, the challenge was that teachers think they know it all, hence the lack of commitment between the mentee and mentor. This know-it-all attitude seriously inhibits the success of the mentorship process.

The principals concurred with PL1 teachers, but not all the DHs. Obstacles can include the lack of communication and transparency between the PL1 teachers and the SMT. Nonetheless, these challenges are debilitating and need to be urgently resolved, but communication is key when deliberating with these challenges (Diebig et al., 2017:236).

In sum, the common challenge identified by all three categories of participants was the lack of collaboration, and the reluctance to be developed. Time-management as a challenge is also an obstruction to sound mentorship because of the burdensome workload of the DH (Bipath & Nkabinde, 2018:7; Tapala et al. 2020:12).

4.3.6.2 Sub-theme 2: Overcoming barriers of mentorship

Considering the degree of seriousness, the challenges experienced by the different categories of participants need to be overcome or dealt with expeditiously. All categories of participants were asked for their input on how the challenges to mentorship could be overcome. This probing interview question was relevant to the primary research question and RO3. The PL1 teachers were asked: “How can you overcome these challenges” and they mentioned the following:

- *...asking for help or assistance from the DHs when needed... (PL1S1)*
- *...decrease class sizes and trim the overloaded curriculum to make more time for mentoring... (PL1S2)*
- *... to provide workshops for DH, and then let the DH develop and train the PL1 teacher. (PL1S3)*
- *Overcome means that the DH has to call the teacher in and have a one-on-one meeting. So, communication is the key to success in mentorship. (PL1S4)*

Each participant had a unique idea for solving the challenges experienced by mentorship. A direct and succinct answer from PL1S1 implied that the DH would assist when needed. Teacher PL1S4 added that the DH should have one-on-one support sessions which emphasised the communication component. In school four, it became evident that there was minimal communication, and no support from the DH's side. Basson and Majesty (2019:2) contend that effective communication can facilitate decision-making and teamwork to attain the school's vision and mission. Participant PL1S2 indicated that the absence of time-management was the biggest barrier that prohibited mentorship to occur. Also, it was recommended that the curriculum should be decreased, and that smaller classes should be created to make more time for mentorship and other professional development opportunities (Myburgh, 2021:90). Additionally, PL1S3 suggested that workshops should be utilised to ensure that proper training occurs, and that the

DH should report to the school principal on the quality of classroom activities and professional progress of teachers which she viewed as being the panacea for successful mentoring. Despite all the suggestions to overcome the barriers of mentoring, these challenges required a multifaceted approach. Since the DH generally implements the mentorship programme, it was worth considering the DH's responses to the question of how can you overcome these challenges:

- *Communicate your problem clearly and don't make it like a crisis management situation. (DHS1)*
- *... just need to communicate better. The time-management...you must be stricter on timeframes... (DHS2)*
- *We sit and talk about the reasons hindering progress, and then find a midway to resolve the challenge... (DHS3)*
- *We need a policy at school to guide mentorship. (DHS4)*

Considering the above responses, it was evident from three of the four DHs that sound communication was crucial. Forde et al. (2019:304) avow that the skill of good communication is an essential trajectory for the sharing of important information that can assist daily practices. Hence, DHS1 reported that to communicate effectively and to provide timeous feedback will not necessitate a micro-management situation. This was echoed by DHS2 who agreed that clear and precise communication was invaluable in mentorship programmes, adding that one must stick to timeframes to facilitate the smooth functioning of the school. Further, DHS3 advocated that the DH and the teacher should sit and talk about the challenges that hinder them so as to reach a solution to worrisome issues. A profound suggestion was articulated by DHS4 who advocated that schools need a policy that guides mentorship processes which supports the finding of Nantanga (2013:46) that there is no formal policy in place that guides mentorship.

The principals, being the highest authority in schools, had to be considered so that their ideas to overcome barriers would lead to enhancing the school's image. Whilst all the principals gave varied responses, similarities could be identified in the case of two principals. In response to the question: "How can you overcome these challenges?" the following were articulated. It is worth taking note that each principal's responses were directly linked to human interaction which will be dissected separately:

- *...by exposing teachers to structured mentorship programmes...constantly motivating with positive comments to individuals... (PS1)*

The response of PS1 (above) relates to Herzberg's Two-factor Motivational Theory which proposes that the best method to overcome challenges is to expose teachers to mentoring programmes to keep them motivated. When one is motivated intrinsically and extrinsically, one is more likely to develop in totality (Turabik & Baskan, 2015:1056).

- *...keep communication open; communicate as a group. So, learn and see how I'm trying to do it without telling you how we are doing it...use words wisely... (PS2)*

Principal PS2 emphasised the communication aspect - one has to choose words wisely. This is of great importance since words, phrases, and sentences used by the DH and the teacher (if not appropriately selected and framed) may be interpreted differently which distorts the intended message.

- *Interest in totality, whether it is a one-on-one, or whether in a group, [pause] but there must be interaction, and while there is communication you must listen. Listening is critical. (PS4)*

The above excerpt indicated that PS4 viewed communication as being salient in mentoring, and that one-on-one support sessions and listening skills were of critical importance (Daniëls, Hondeghem & Dochy, 2019:118). If these skills are thoroughly enacted, then these will definitely enhance the communication process and mentorship relationship.

- *...Attitudes and values... People differ, we're not all the same. And we are not perfect. We all got our strong points and weak points. But we need to work together to assist when necessary... (PS3)*

In PS3's view, differences between people should be respected, and special attention should be given to the opinions, values and attitudes of the educators. This principal made a constructive comment stating that one has to focus on strengths and develop weaknesses. This is the core principle of any mentorship programme (Sulit, 2020:3) that leads to improving the individual in totality.

In sum, the above responses articulated by the participants of the three categories, produced evidence that these were serious challenges that required urgent attention. Accordingly, each school suggested solving the challenges which included aspects of time-management, communication, collaboration, listening skills, empathy, and motivation. The vital question was

who must be responsible for overcoming these challenges? Sub-theme 3 below dealt with this aspect:

4.3.6.3 Sub-theme 3: Responsibility

To ensure the success of the mentorship programme, a specific role-player in the school system must be made responsible to aid in overcoming the challenges. The PL1 teachers were asked: “Who is responsible to overcome these challenges?” and reported the following:

- *The departmental heads. (PL1S1)*
- *Department of Education. (PL1S2)*
- *It is the Department of Education. (PL1S3)*
- *It is your HOD or school management team. (PL1S4)*

Participants PL1S1 and PL1S4 stated that the DH is responsible, but PL1S4 added that the SMT is also responsible for overcoming the challenges related to the mentoring programme. The other two participants reported that the Department of Education (DoE) is responsible for seeing that the challenges of mentorship are overcome. Literature, including the PAM (DoE, 2016) document, revealed that the DH is responsible for the mentorship process and its challenges. In response to the question: “Who is responsible to overcome these challenges?”, DHs’ responses were as follow:

- *The HOD, then we go through to our deputy, and then to our principal. (DHS1)*
- *The SMT, in other words your departmental head, deputy and principal. (DHS2)*
- *...principal and the HOD... (DHS3)*
- *The SMTs will sit down... (DHS4)*

All four DHs mentioned that the DH, with the SMT is responsible for resolving these challenges, whilst DHS3 stated the principal and HOD, but omitted the deputy principal who is part of the SMT.

Principals, as top management, in the response to the question: “Who is responsible to overcome these challenges?”, reported the following:

- *Yourself and it moves in that direction. Then there’s further help from the SMT driving force. The SMT is the deputy, departmental head, and the principal. (PS1)*

- *...but it cannot be only the principal's responsibility! Or the deputy or the Head of Department ... each one here has the responsibility towards this institution. (PS2)*
- *...the principal who is the head of the school. It starts with the principal, and then the two deputies. Then it's also a team effort involving all. (PS3)*
- *The principal is mainly responsible. But this is also a team effort. (PS4)*

From the three categories of responses, it was evident that the majority indicated that the DH and SMT are responsible for overcoming challenges related to mentorship programmes. One can conclude that the challenges and the strategies to overcome them are multi-dimensional. To ensure the success and fluency of the implementation of the mentorship process one has to consider the social-economic context of the institution. Because we have people of various cultures and groups in South Africa, it is of cardinal importance to acknowledge and embrace human diversity which is to accept and understand our differences by building on each other's strengths and developing weaknesses (Devos, 2010:1220). The education system is in a dynamic state of change, so challenges experienced today, might not be the challenges experienced tomorrow (Chu & Kuo, 2015:54). As such, the DH with the SMT needs to constantly interact and evaluate the trends and challenges that surface amongst the staff (Bambi, 2013:30). This will enable them to sustain staff motivation by identifying areas of development such that the mentorship programme can be adjusted to accept changes.

4.3.7 Theme 5: The mentorship facets for enhancing teacher professional development by departmental heads

To ensure the success of the mentorship programme, participants were requested to pinpoint aspects they would prioritise and incorporate into a mentorship programme. This interview question was linked to SRQ1, SRQ3 and RO3. This theme explored these facets and strategies to incorporate into a 'workable' mentorship programme. Also, two sub-themes will be dissected: forms of mentorship, and facets of mentorship.

4.3.7.1 Sub-theme 1: Forms of mentorship

Participants were asked what type of mentorship was used in their school. The intention was to discover whether there was a structured mentorship programme being utilised at their school.

Some interesting responses were recorded in response to the question of what type or form of mentorship is currently implemented in the school, if any:

- *There is no mentorship. (PL1S1)*
- *Like I said earlier, I would say no induction programme was implemented - it's very informal. (PL1S3)*

The above extracts reveal that PL1S1 and PL1S3 did not receive any form of mentorship in their school. Although PL1S3 mentioned a three-day induction programme that merely familiarises them with the basics of school, it is relatively relaxed, superficial, and informal.

- *The HOD will call a meeting with us. (PL1S2)*
- *Basically, I was mentored by the Ecubed people. (PL1S4)*

Teachers PL1S2 and PL1S4 were vague and brief as they touched only on meetings and the Ecubed programme which cannot be classified under mentorship.

The DHs reported the following in their response to the question: "What type or form of mentorship is currently implemented in the school, if any?":

- *It is the traditional one where the knowledgeable person transfers knowledge and skills to the less experienced one. (DHS1)*
- *So basically, it is just induction. (DHS2)*
- *We train as we go along, so people should only just be willing to learn. (DHS3)*
- *I don't think there's a mentorship programme at the school. (DHS4)*

From the above responses, it was apparent that the DHs attempted to introduce their 'own style' of mentoring teachers, but DHS1 was the only participant who mentioned that the school uses 'traditional mentorship' where the knowledgeable (other) develops the one in need of knowledge. Participant DHS2 reported that they used the induction process which tends to be once-off and non-reciprocal in nature, while DHS3 stated that the mentor trains the mentee casually on an 'as we go along' basis. Alarming, DHS4 was frank and stated that there was no mentorship occurring at the school. It was apparent that a structured, formal mentorship programme could not be identified as per the responses. Principals as the topmost command were approached for their input.

The following were articulated in their response to the question: “What type or form of mentorship is currently implemented in the school, if any?”:

- *Currently, we don't have a mentorship programme at our school. (PS1)*
- *For a week or so we support new teachers who start. ...You understand that you are new at the school now. The induction takes place to initiate the new teacher into his new environment. (PS2)*
- *...the induction or the orientation session... (PS3)*
- *It's a win-win situation. The mentorship approach is formal, but it can also be informal. (PS4)*

It was evident that PS1 was honest that her school does not have a mentorship programme in place which contradicts what DHS1 mentioned that the school has a mentorship programme running, while PS2 explained that her school utilises induction programmes, a type of ‘orientation session’. It was encouraging that PS4 reported that a “win-win mentorship approach” is applied at her school, where both the mentor and mentee benefit from the mentorship endeavour which may be formal or informal. This response contradicts the response of DHS4, who stated that there is no mentorship programme at the school.

From the three categories of participants, it was obvious that the schools did not have a structured mentorship programme in motion. The reason for this could be that there is no formal policy guiding the school on how to structure and implement mentorship programmes. This confirms the gap identified in the research of Nantanga (2013:43). The next theme deals with the aspects participants would want to incorporate into a mentorship programme.

4.3.7.2 Sub-theme 2: Facets to include in mentorship

In this sub-theme, all categories of participants were asked about what facets they would like to incorporate into a mentorship programme - facets that ensure a meaningful mentorship process that can contribute to a conducive atmosphere for professional development and growth. Because each teacher had a different idea, responses were discussed individually. The following response is based on the question: “What aspects or facets should be incorporated into the mentorship programmes?”:

- *The general admin is important...how to compile a learner-portfolio...curriculum coverage... the alternatives to discipline... (PL1S1)*

This participant wanted mentorship programmes to incorporate the general administrative functions of a teacher, learner-portfolio compilation, and curriculum coverage, and classroom discipline management. These aspects fall under the DH's core role and responsibilities as stated in the PAM (DoE, 2016) document. Participant PL1S2 reported more on including the development aspect:

- *...to build you professionally as a teacher to gain experience. The compiling of files.... provision of workshops... rendering support in areas of weakness during support sessions... (PL1S2)*

The above articulation by PL1S2 was a diverse response which elaborated that the mentorship programme should focus on professional development which should include workshops (Naicker et al. 2016:5) and formal support sessions (including feedback) where guidance in areas of need is rendered. The following response was voiced by PL1S3:

- *...resources that you need in your classroom...the lesson plan...assessment and reflection... (PL1S3)*

Teacher PL1S3 reported that the mentorship programme should include the provision and usage of resources in the classroom, steps in lesson planning, assessment tasks, and reflection strategies which are critical to the mentorship process (Holmes, 2021). The response of PL1S4 is also noteworthy:

- *...classroom discipline...planning lessons a day before the time... curriculum coverage such as direction on what topic is to be covered. Teamwork to learn each other ... (PL1S4)*

Importantly, PL1S4 raised the aspect of team building to highlight collaboration during mentoring (Basson & Majesty, 2019:2). Team building creates a platform for the application of HCT where teachers are optimally developed to contribute to the productivity of the department.

Since the DH is the individual who mentors, it is worth noting their responses to the question: "What aspects or facets should be incorporated into the mentorship programmes?":

- *Professional etiquette will be one, class management will be two, different management styles...discipline management...how to manage around the children... (DHS1)*

Departmental head DHS1 mentioned that the mentorship programme should include the components of professional etiquette, classroom management, and maintaining discipline. Both PL1S1 and DHS1 saw classroom management as an area of need that teachers are struggling with.

- *... communication will be my first one. ... time management... When trying to help them, they take it personally ... attitude ... (DHS2)*

The above response by DHS2 emphasised that communication skills and time management were critical aspects for incorporation into a mentorship programme. This implied that both the DH and the mentee are struggling with communicating and managing their time at school. The DH added the negative attitude of some teachers which needed attention (discussed in theme three).

- *Observations, you can learn from yourself by seeing what you are doing ... Class visits ... class administration and then you have your subject administration...disciplinary matters or the way we work with our children... Ethics and etiquette where most new teachers are sort of lacking... (DHS3)*

Participant DHS3 concurred with DHS1 on the professional ethics and etiquette aspects which are wanted in the education system. Supported by Cheon, Reeve, and Vansteenkiste (2020:2), DHS3 elaborated that observation, assistance in administration, and managing discipline were aspects that need attention in mentoring.

- *...they must know their ATPs and interpret them. Respect values ... mutual respect ... new teachers and experienced teachers should respect each other ... to know subject matter. Some core subject content that is taught... (DHS4)*

The above evidence demonstrated that DHS4 concurred with DHS1 and DHS3, especially on the aspects of ethics and etiquette, and the Annual Teaching Plan (ATP).

Judging from these responses, it was apparent that the DHs prioritised etiquette and ethics as being instrumental in mentoring. In addition, learner-discipline and classroom management were highlighted as part of a meaningful mentorship programme. Of the four DHs, only DHS2 mentioned communication as an aspect that needs to be part of the mentorship programme (Tapala, 2019:119).

In response to the question: “What aspects or facets should be incorporated into the mentorship programmes”, the principals had the following inputs:

- *To grow and develop, we need to trust each other. An aspect of classroom management because teachers lose a lot of contact time with learners... (PS1)*

Participant PS1 emphasised aspects of classroom management, collegial trust, and time-management. Without trust, according to Smith (2015:115), true mentorship cannot occur.

- *...financial stewardship ... how to work with money. Also, the development of the self... lack of confidence... (PS2)*

The above response by PS2 focused on how finances should be managed, and the development of confidence to boost one’s self-image as a teacher. Principal PS3 voiced the following:

- *...communication ... two-way communication... timeframes and then also planning. Curriculum management, Classroom control, and lesson delivery. But then there's also administration. There's extra-mural activities. Dealing with parents. There's disciplinary procedures. And then participating in mentorship, follow-ups, and reflection. (PS3)*

Participant PS3 agreed with PS1 on the inclusion of the aspects of classroom management and discipline in the mentorship programme, but PS3 elaborated that communication is key to adhere to timeframes and correct lesson planning strategies, and that mentorship should involve follow-up sessions, reflection, guidance on extra-mural activities, and how to maintain a sound teacher-parent relationship. Principal PS4 mentioned the following:

- *...to create a high spirit or morale in a conducive atmosphere where people will like and enjoy coming to work. I will touch on loyalty... We must respect each other. Mutual respect... give credit where credit is due. (PS4)*

The above articulation by PS4 highlighted building staff morale, loyalty, giving credit where credit is due, and mutual respect – aspects that should be incorporated into mentorship. In addition, the participant mentioned trust, respect and fairness in appraising teachers (Kempen & Steyn, 2016:33). The above-mentioned aspects need to be included in any motivational programme, especially guidance on appraisal which forms part of the extrinsic motivation principle of Herzberg’s Two-factor Motivational Theory.

After considering the above responses, one can conclude that the mentorship programmes, if any, at the selected schools, are sub-standard in nature. Mentorship programmes need to be adapted with time since it is a dynamic, evolving, and reciprocal process (Erasmus & Van der Westhuizen, 2013:263). Moreover, the principal, the SMT and teachers should collaborate to ensure the implementation of an effective school mentorship programme. The adopting of the HCT can assist the teachers and SMTs to adjust to the ever-changing education system (Tapala, 2020:3). Since there is no formal DoE or school policy guiding mentorship, it becomes difficult to engage in these programmes (Nantanga, 2013:46); hence, further investigation needs to be conducted on how to construct a proper mentorship programme for schools which will enable middle managers to perform their responsibility more effectively.

In response to the question: “Is there any additional comments you would like to make linking to the topic of discussion?”, some participants commented on the scenario of there being an absence of a policy to guide mentorship:

- *...Northern Cape, there's no mentorships like that for us especially. This school needs mentorship... (PL1S2)*
- *I'm not sure if any of the other schools have a mentorship programme running., but I think that it's something that we could use... (PL1S3)*
- *I would really like from post level two, three, and four or then there must be courses from the department, mentorship courses, and leadership courses so that this informed knowledge can go through from principal, Deputy, HODs through to the teachers. To develop strong leaders and develop stronger mentorship... (DHS1)*
- *I think the department can come in here by providing us with more courses or just skills programmes so that we can just enhance our mentorship skills... (DHS2)*
- *The department, but this is maybe our thing as well. It's time that we need to focus on aspects such as mentoring more... (PS1)*
- *Maybe it is time that the DBE intervenes. I can't speak for other departments, but in our case, they actually have a so-called mentorship desk...(PS2)*
- *Our department puts more emphasis on mentoring as we are losing educators, as the teaching profession is taking a dip... (PS3)*

The above excerpts emphasise that mentorship is the DBE's responsibility, but there is a clear lack of human capital development from their side; hence, this area of concern needs further investigation so that teachers can start reaping the benefits of mentorship in practice.

4.4 SUMMARY

This chapter (4) discussed the analysis of the collected data from four primary schools in Circuit three of Kimberley, Northern Cape. The data was collected by conducting semi-structured interviews with principals, DHs, and PL1 teachers. The recordings of these interviews were transcribed verbatim. The thematic analysis (TA) approach for the purposes of coding was applied accordingly, and this led to the emergence of themes and sub-themes. Findings from each theme and sub-theme were discussed and linked to the literature study. The information obtained from the participants was also linked to the HCT Theory and Herzberg's Two-factor Motivational Theory. Links were also drawn between the inputs of the different categories of participants. The following chapter (5) outlines the findings of the study, suggests recommendations, and provides the conclusion to this study.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.1 INTRODUCTION

The previous chapter (4) focused on the analysis of the collected data that was obtained by conducting semi-structured interviews. This chapter (5) includes the summary of the study, findings, recommendations, limitations, and the conclusion to the study. All findings were aligned to the literature study, the research questions, and the research aim and objectives.

5.2 SUMMARY OF THE RESEARCH STUDY

This empirical study commenced with *chapter one* which dealt with the orientation to the study. The concepts of departmental heads, mentorship programmes, professional development, and motivation were clarified from recent literature within the context of the study. The research problem was clearly outlined, which entailed that teachers in South Africa are underdeveloped and that South African departmental heads (DHs) struggle to fulfil their mentorship role to professionally develop and motivate teachers due to their work overload. The study explored how the mentorship of the DH can assist the professional development and motivation of the teachers in primary schools. The theoretical frameworks that underpinned this study included Herzberg's Two-factor Motivational Theory and the Human Capital Theory (HCT). The research design and methodology of this phenomenological study pursued the interpretivism paradigm. The method of data collection was explained, followed by the steps in the data analysis. Furthermore, to ensure the trustworthiness and reliability of the research, ethical considerations were explained. Chapter one concluded with the study's contribution to research in education.

Chapter two entailed an in-depth review of recent literature to understand the context and nature of the DH's roles and duties. It included an in-depth discussion of professional development and the theories supporting the promotion of professional development programmes. The chapter also focused on mentorship, the mentorship programme, and the steps in the mentorship process. Each concept was discussed in a funnel technique, starting from the international context and narrowing it down to the African and South African contexts. Furthermore, chapter two discussed the five roles of the DH from the international context to the South African context. These roles included curriculum management, communication, personnel management, extra- and co-curricular activities, and general duties. The chapter then discussed the concept of mentorship in depth. The advantages and disadvantages of mentorship programmes were presented. In

addition, the context of the mentorship application was reported on. Following the contextual aspect, the mentorship process was dissected by reporting on the steps and the value of mentorship programmes in schools. The different types of motivations were outlined. Under the discussion on motivation, insight on the concept of professional development was presented. The legal framework of professional development, supported by relevant legislation, was explained. Chapter two concluded with a discussion on how mentorship programmes can be used to enhance professional development.

Chapter three reported on the research methodology and design that were applied to conduct interviews to elicit data for the study. It described the qualitative research approach in line with the interpretivism paradigm which was applied to understand the phenomenon under study. The chapter then sketched the strategy of inquiry, which was phenomenology. The sampling and population aspects were explained. The purposive sampling method was applied, and semi-structured interviews were conducted to garner data. The interviews were performed using a pre-compiled interview schedule with a set of predetermined questions for each category of participants. The recording of each interview was transcribed verbatim. Thematic analysis was applied, and the responses were tabulated, then coded and categorised into themes. The chapter concluded with a summary of the research methodology applied in this study.

Chapter four presented the data analysis and the findings that surfaced. It started with the steps of data analysis. A tabulation of the codenames of participants was structured to protect their identities. It was followed by the identification of themes and sub-themes that surfaced from the data of the semi-structured interviews. In dissecting each theme and sub-theme, all three categories of participants were requested to provide inputs. The chapter concluded with an overview of the data analysis of the study.

This chapter (5) provided a summary of the research. It validated the findings from literature, and the findings derived from the data analysis to answer the research questions. Chapter five included recommendations for future investigations and the conclusion to the study as a whole.

5.3 FINDINGS

The findings of the research were based on the research questions in line with the literature review. To interpret the findings effortlessly, they are arranged according to the secondary research questions which are presented individually.

5.3.1 Findings regarding secondary research question one

The first secondary research question which was aligned to research objective one, was intended to explore how mentorship programmes can be utilised to promote the professional development of teachers at school.

5.3.1.1 Findings from the literature review

According to the Personnel Administrative Measures (PAM) document of 2016 and the Employment of Educators Act 78 of 1998 (EEA), the DH has the responsibility to promote and enhance the professional development of post-level 1 teachers which empowers the teacher to be equipped with the necessary knowledge, skills, attitudes, and values to ensure the adaptation to a vibrant, ever-changing education system. Hence, the DH has to enact the five core functions of mentoring.

Although the DH has the duty to professionally develop teachers, he/she should also develop those serving under them (PL1 s) such as assistant teachers, among others. The DH's middle leader role should be seen as a social justice practice where the DH has to establish social conditions for excellent communication to ensure proper professional development. Using what is reported in recent literature, the data analysis was performed with the intention to answer the secondary research questions, which in turn answered the primary research questions.

5.3.1.2 The data analysis for secondary research question one

The following section discussed the findings that emerged from the data analysis processes that answered secondary research question one in line with research objective one (RO1).

5.3.1.2.1 Role of the departmental head as a mentor

The study revealed that the DH has an explicit obligatory role in mentoring the novice teacher. This was acknowledged by the PL1 teachers and the principals of the various schools (4.4.1.3.). The DH must provide guidance on admin-related matters, classroom discipline, and quality management system (QMS), among others. The DH should assist the teachers by utilising positive, constructive communication techniques, and not breaking them with undue criticism (4.4.1.2). Also, the DH must be cordial, respectful, and approachable at all times to ensure the natural flow of the mentorship process. Alarming, the study exposed the fact that the DHs generally fail to fulfil their role as mentors.

5.3.1.2.2 Training modes for professional development

The majority of participants indicated that the training mode that was frequently used for professional development included short workshops that were facilitated by the Department of Basic Education (DBE) which did not benefit the participants. Hence, the DBE should professionally develop the teachers by providing regular intensive, meaningful mentorship programmes at school level.

5.3.1.2.3 Class visits

The DHs rarely used the opportunity to visit teachers' classrooms (by appointment) to support mentees. They can use class visits (with the permission of the teacher, principal, and union representative) to professionally develop teachers as a 'hands-on' or 'on-the-spot' method to detect some challenges (among others) pertaining to the teachers' classroom management.

5.3.1.2.4 Lack of professional development

From the data analysis, it emerged that most DHs develop their teachers by using their own devices. This led to there being a serious lack of structured professional development for PL1 teachers. The absence of regular workshops, seminars, and practical training sessions leads to negative consequences which create a poor organisational culture and unhealthy working conditions which hinder the acquisition of skills, new knowledge, and values. Hence, this situation prevented the proper application of HCT to uplift teachers' professional competence.

5.3.1.2.5 Lack of formal training for mentorship

From the three categories of the participants' (principals, DHs and teachers) responses, the majority indicated that they have not received formal training for mentorship at the school level, while a minority indicated that they received some training. This was of great concern as training is essential in the mentorship programme. It raises concerns when SMT members are not trained to mentor. How are they going to apply the principles of mentorship in practice if they themselves were also not trained? This is a major concern that needs further research.

5.3.1.2.6 The gap between theory and practice

The DH has the core role of facilitating professional development at schools. However, it became evident that there was a gap between the theory taught at the university level, and what teachers are confronted with in practice (4.4.2.3.). Three of the four novice teachers reported on the gap between university theory and real-life school practice. Other participants (the DH and principals) also concurred; hence, novice teachers need to be assisted by the DH to bridge the theory-

practice gap in order to contribute to human capital development and the productivity of the organisation. This gap, which seems to be a relatively common phenomenon, should be addressed as a matter of urgency by all the relevant stakeholders to improve the quality of education.

5.3.2 Findings regarding secondary research question two

The second secondary research question explored how mentorship programmes can contribute to motivating the teacher which was answered in line with research objective two by using the data analysis and the literature review of the study. The findings relating to the literature will be reported on first, followed by the findings that emanated from the data analysis.

5.3.2.1 Findings relating to literature

In order to answer this secondary research question two, literature was consulted.

5.3.2.1.1 Types of motivation

Recent literature reported on the three main types of motivation present in human psychology: amotivation (the lack motivation), intrinsic motivation (internal driving force), and extrinsic motivation (external motivation linked to the external stimuli). These motivation types needed to be understood by the DHs to ensure that they were able to motivate their own teachers. It is not just about the knowledge of types of motivation, but also how to apply them successfully in the school context. The teacher needs to be motivated by the DH to be successfully professionally developed to flourish in the education system. There are several theories on motivation, but one (below) was chosen for this study because of its compatibility.

5.3.2.1.2 Motivational theory

Herzberg's Two-factor Motivational Theory is based on two groups of factors: hygienic factors and motivational factors which either contribute to satisfaction or dissatisfaction. This theory is relevant to this study because when PL1 teachers are sufficiently motivated by the DH, they will be willing to professionally develop which will lead to job satisfaction and career-growth. Generally, the hygienic factors need to be limited, while the motivational factors should be intensified to ensure that teachers are adequately motivated.

5.3.2.2 Findings from the data analysis

Findings extracted from the data analysis were discussed below:

5.3.2.2.1 Amotivation

Amotivation (or the lack of motivation) was evident in the majority of PL1 participants from the different schools. On one hand, some DHs reported that they motivate their teachers, but on the other hand, PL1 teachers contradicted this. Disturbingly, two DHs mentioned that they could not motivate their teachers considering the current state of the school and the type of teacher. The principals confirmed that the DH must ensure that the PL1 teachers are motivated at all times to ensure a conducive and productive working environment (4.4.3.1). It is also important that the teachers remain motivated to participate effectively and efficiently in professional development activities, but such programmes are limited at most schools.

5.3.2.2.2. Reasons for amotivation

The participants presented reasons for their lack of motivation, the most prominent was the issue of attitude and the absence of motivation from the SMT at schools (4.4.3.2). One DH mentioned her incapacity to motivate the teachers because she herself was bypassed for professional development. Another DH acknowledged that it was difficult to motivate teachers because of the current state of schools with their overcrowded classrooms, disorganised culture, community issues, and low teacher morale. Another reason was that most principals delegated the motivation duty to the DH but did not monitor the progress of the mentor-mentee relationship (4.4.3.2). The negative attitude issue experienced by both the DHs and principals was linked to the absence of motivational factors which resulted in the inability to apply Herzberg's Two-factor Motivational Theory in practice (4.4.3.3). Consequently, most of the PL1 teachers lacked the self-efficacy and internal driving force to perform their work to the best of their abilities. The attitude syndrome which is influenced by human-to-human interaction and contextual factors, unveils teachers' mindsets and their reluctance to participate in certain professional activities which impede their development of educational competencies, communication, and general proficiency (4.4.3.3).

5.3.3 Findings regarding secondary research question three

The third secondary research question interrogated aspects of mentorship that can be included in a mentorship programme to enhance the growth of teachers by the departmental head through teacher development and motivation at schools. The data analysis and the results of this study (in chapter four) assisted in answering the secondary research question three which was connected to objective three.

5.3.3.1 Barriers to mentorship

The study's findings on the challenges of mentoring were extrapolated from the data analysis. Responding to interview question eight, participants reported on many challenges related to the school's contextual and environmental aspects. These barriers inhibited the success of the mentorship programme. Figure 5.1 below summarised and graphically presents the barriers of mentorship and offers solutions on how to overcome them as retrieved from the results of the study. The middle ring presents all the barriers to mentorship and the outer ring represents the solutions on how to overcome these barriers to ensure effective mentorship for teacher professional development and motivation.



Figure 5.1: Barriers to mentorship and strategies to overcome them (own)

In the following paragraphs, the different barriers and solutions regarding mentorship are discussed:

5.3.3.1.1 Demanding workload

It became evident that the DHs have burdensome workloads which hinder them in fulfilling their five roles as DHs (4.4.4.1). This list of duties makes it difficult for them to fulfil their mentorship roles successfully, hence a trimming down of their workload is necessary.

5.3.3.1.2 Time-constraints

This finding correlates with the previous finding regarding the demanding workload of the DH. The three categories of participants reported that limited time was a debilitating factor (4.4.4.1.). There was insufficient time to complete the curriculum and other related duties successfully. Time-management is thus of critical importance for DHs if they wish to implement successful mentorship programmes. Since it requires a perfect time-balance between the different roles that the DHs are expected to fulfil in schools (specifically teacher motivation), policy needs to be revised to relieve DHs of mundane duties in order for them to devote time to mentorship programmes.

5.3.3.1.3 Lack of communication

The three categories of participants emphasised that the lack of listening skills is one of the biggest obstacles in the mentorship process (4.4.3.1). Generally, teachers do not pay attention and refuse to heed DHs' support and guidance. One of the DHs also reported that teachers do not want to be instructed on what to do. If there is a lack of communication and a refusal to listen to experienced educators, then this leads to a breakdown in communication such that the mentorship programme is bound to fail. Further, it was observed that sound communication between the principal and DHs was also flawed (4.4.2.1.) which was evident when their responses exposed contradictions. Thus, this situation clearly indicates a lack of communication between the principal, DHs, and PL1 teachers (4.4.3.1.). Because there is no proper communication, the principal as the head of the school, might misconstrue that mentorship is occurring, but it is not. The lack of communication can prohibit the guidance, feedback, and reflection processes of mentoring; a barrier that needs urgent attention.

5.3.3.1.4 Absence of collaboration

It was disquieting to note that the DH and the PL1 teacher did not collaborate during mentorship sessions and in classroom teaching-learning matters (4.4.4.1). One PL1 teacher mentioned that the DH disrespectfully criticised her in front of the class. This led to teachers developing a mindset

of just getting through the day, especially at school one and school four. It also surfaced that there was difficulty in pairing the mentee (PL1 teacher) with the mentor (DH) which revealed that the cultural diversity factor was at play which requires educating staff to change mindsets that are intolerant to diversity so that the mentor-mentee relationship can flourish. Since mentorship is a reciprocal process based on a sound foundation of communication, collaboration, and respect, it should foster harmonious relations among all members of the staff. Moreover, PS4 mentioned that there was a clear lack of commitment between the mentee and the mentor which was identified as being serious – this situation should be resolved as soon as possible by interrogating the reasons for this dire situation.

5.3.3.1.5 Negative attitude and undesirable mindset

Attitude in this study's context refers to the way teachers feel and think about something or someone. Attitude may affect teachers' willingness to participate in certain professional activities at school. This disconcerting scenario prevents educators from being professionally developed. The negative attitude precipitates challenges that need to be urgently addressed since it inhibits the reciprocal process of mentorship, and the quality of education at the school.

5.3.3.2 Overcoming barriers to mentorship

Emanating from the data analysis, all categories of participants suggested the following strategies to overcome these barriers.

5.3.3.2.1 Establishing proper and open communication channels

Many of the participants mentioned that open and transparent communication is of the essence to overcome the challenges in the mentorship process. Effective communication techniques will ensure that problems encountered in the mentorship process are expeditiously identified and remedied to promote the success of the mentorship process. Additionally, communication is reciprocal in that it should foster smooth implementation, feedback, and reflection processes in mentoring. Hence, sound listening skills are paramount to ensure that constructive and harmonious communication occurs when motivating individuals (principal, DH, and PL1 teachers).

5.3.3.2.2 Healthy human interactions

The principles of the mentorship process are based on amiable and respectful human interaction. Team building can be a great asset to create virtuous human interactions that are interconnected to the communication aspect. Hence, good-natured human interaction is crucial to drive the mentorship process.

5.3.3.2.3 Developing policy guidelines

Participants indicated the urgent need for a policy or guidelines on how to execute the mentorship programme and overcome the possible challenges. This policy should guide the principals and DHs to institute a mentorship programme that would voluntarily encourage all teachers to be responsive in order to uplift the all-round performance of the school.

5.3.3.2.4 Responsible parties to resolve challenges

Most of the participants indicated that DH and the rest of the SMT are responsible to provide solutions to overcome the barriers associated with mentorship. The DBE should also take responsibility and provide resources and other forms of support to eradicate the challenges associated with mentorship. However, a collaborative group effort (the PL1 teacher, the DH and the principal) will help to resolve these challenges.

5.3.3.2.5 Effective time-management strategies

Participants reported that time was a constraining factor that did not provide adequate time for mentorship. Since mentorship can be a time-consuming and continuous process ensuring proper time-management is sometimes difficult. Although strategic time-management skills will relieve stress and ensure the successful adaptation to an evolving education world, the school system should trim the duties of staff members (and employ more personnel) to ensure the efficient use of contact time with the learners, as well as for engaging in mentorship programmes.

5.3.4 Forms of Mentorship Programmes from the Data Analysis

Participants reported that no formal structured mentorship programmes were existent in schools. Some mentioned that they underwent induction or orientation programmes, but they were relatively superficial, informal, and devoid of follow-up sessions (4.4.5.1). One principal mentioned that his school adopts a win-win situation regarding mentorship programmes in that they can be both formal and informal, while another mentioned that there was no mentorship programme at his school. A DH mentioned that school meetings were regarded as mentoring or guidance sessions for the PL1 teachers; however, this cannot be categorised as mentoring - it is insufficient and seldom has professional relevance for developing PL1 teachers. Lastly, traditional mentorship was touched on; the participant described it as a relationship where the 'knowledgeable other' mentors the person who requires new knowledge. It is imperative that the DBE and the school heads provide guidelines and/or policies for mentorship programmes.

5.4 RECOMMENDATIONS

The findings led the researcher to suggest the following recommendations. Due to the vastness of the mentorship programme, recommendations were based on the different levels of the educational system from the DoE (RSA) structures to the school level.

5.4.1 Recommendations for the Department of Education (DoE)

Recommendation 1

Based on the findings extracted from the data analysis, it was recommended that the Department of Education (DoE) publishes a policy to guide the SMT in implementing quality mentorship programmes. This will ensure that all schools are obliged to be guided by a specific mentorship policy to facilitate the mentoring of PL1 teachers.

Recommendation 2

The DBE should formulate formal induction and training schedules for the principal, the DH, and the PL1 teacher in line with the principles of mentorship. These will supplement and simplify the implementation of the mentorship programme and ensure that the relevant parties fulfil their roles successfully.

5.4.2 Recommendations for DoE District Offices

Recommendation 3

The District Offices of the DoE should design policies that effectively assist and guide schools to implement mentorship programmes.

Recommendation 4

The District Offices of the DoE should structure and apply an assessment tool to ensure the successful monitoring of the mentorship programme, one that will also plug possible loopholes when implementing the mentorship policy.

Recommendation 5

The Provincial District Office should conduct a pilot study at a few schools regarding the testing of mentorship programmes. This will assist the DoE to remedy grey areas and fill in gaps in policy which will lead to the smooth and successful conducting of mentorship programmes.

5.4.3 Recommendations at School Level

Recommendation 6

After teachers are trained by the DBE, the principal should also ensure that other staff members who were not part of mentorship programmes, are also skilled in mentoring. This will ensure a thorough collaboration between the mentee and mentor such that each party is motivated to contribute successfully to the programme.

Recommendation 7

Some participants indicated they did not receive guidance and assistance from their DH. Future studies should investigate the physical and mental aspects of why DHs do not offer any guidance or support.

Recommendation 8

Filling the gap between theory and practice was reported by the participants. It is recommended that the gap between theory and practice, as experienced by PL1 teachers, should be bridged and further investigated. Bridging this gap with the cooperation of higher educational institutions (HEIs) and schools will ensure that teachers adjust successfully to practice in order to make a meaningful contribution to the school. Longer periods of practice teaching as well as employing professional independent mentors will minimise this problem.

Recommendation 9

The fact there are limited professional development opportunities provided by the DBE should also be investigated. The reasons for the DBE's apathy towards the mentoring of PL1 teachers should be investigated to ensure that human capital is developed thoroughly to contribute to the department's productivity.

5.5 RECOMMENDING FACETS FOR INCLUSION IN MENTORSHIP PROGRAMMES

Although it was discovered that there was no formal, structured mentorship programme designed for the schools, the participants were asked to comment on which aspects they would like to be mentored in. The participants recommended various areas of mentorship that may be included as guidelines to design mentorship programmes that would boost mentorship in schools. Figure 5.2 below specifies general areas for inclusion in a mentorship programme.

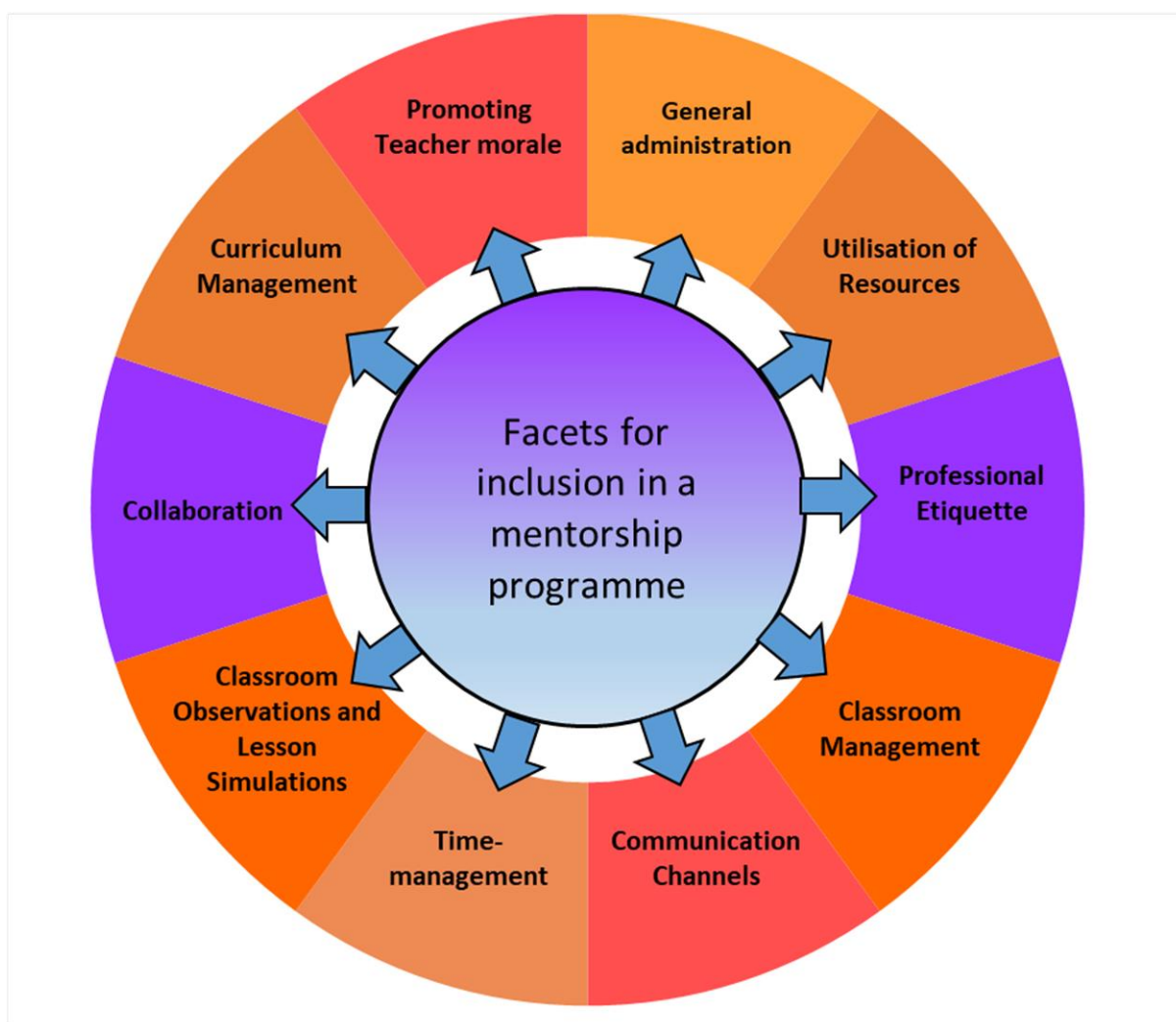


Figure 5.2: Facets for inclusion in a mentorship programme

The following sections discussed these aspects for mentorship programmes in more detail:

5.5.1 General Administration

Workshops to train PL1 teachers on general administrative duties were critical as they provide intensive support and guidance to the teachers on non-academic matters such as compiling learner-portfolios, understanding and utilising the South African School Administration Management System (SA-SAMS), marking, updating teacher files, and assembling subject files. These facets will ensure that the teacher becomes *au fait* with the school's administrative functions. In other words, this 'needs analysis' of mentoring ensures that the teacher is successfully acclimatised to meet the rigours of a dynamic education system.

5.5.2 Utilisation of Resources

The aspect of resources refers to the materials that are needed in the classroom for lesson planning, assessment, and reflection. Teachers need to know how to utilise these resources efficiently in the classroom to provide quality education to the learners. These resources can also simplify the teacher's work; thus, teaching becomes more enjoyable which can significantly improve the quality of teaching and learning.

5.5.3 Professional Etiquette

This facet deals with how to conduct oneself professionally in the workplace, especially how to interact with teachers and learners. Novice teachers may tend to lack professionalism because of their inexperience; thus, mentorship programmes are invaluable. Since etiquette involves exhibiting polite social behaviours in the school context, it highlights professionalism among teachers, thus ensuring that they conduct themselves in a morally sound manner which advances the status of teaching as a career.

5.5.4 Classroom Management

This facet of the mentorship programmes should incorporate classroom management styles and guidance on learner-discipline. In addition, it should include the functions of the school's disciplinary committee and procedures to instil learner-discipline. This will assist in the classroom set-up to ensure that the teacher follows the correct procedures when dealing with ill-discipline and classroom management. The South African Council of Educators' (SACE's) code of conduct for teachers, and the school's code of conduct for learners may also act as guides to mentorship.

5.5.5 Communication Channels

The reciprocal process of mentoring should encapsulate techniques on how to interact with parents and colleagues. This is also essential to ensure that correct and unambiguous information is communicated during the mentorship process. Communication should be transparent, simple, cordial, meaningful, and clear to ensure that the mentor and the mentee understand what is expected of them. Since sound communication techniques eliminate possible conflict and misinterpretation during the feedback and reflection phases of the mentorship programme, it is imperative that this features prominently in formal mentorship programmes.

5.5.6 Time-management

This facet will ensure that the relevant parties adhere to timeframes to complete a given task. Being self-disciplined, rigid, and conscious of the time factor, and incorporating it into the mentorship programme, will ensure that implementation is successful, and that all the mentoring duties of the DH are fulfilled. Skills in time-management will ensure that the teacher exploits and maximises the available time at school as this will contribute significantly to the productivity of the department.

5.5.7 Classroom Observation and Lesson Simulations

This entails learning by observing others' conduct. Classroom observations assist the teacher to emulate model lessons taught by experts. This facet will reinforce the mentorship processes by ensuring that the mentees learn from the best practices of their mentors whose 'model' lessons they observed. Observations can also assist the mentee in grasping the finer details of teaching, such as the steps in lesson delivery.

5.5.8 Collaboration

Collaboration is all about working harmoniously with a common purpose with colleagues which contributes to team building. This facet is very important in the mentorship programme because it creates, strengthens, and reinforces the reciprocal mentor-mentee relationship. This facet goes hand-in-hand with the appropriateness of pairing the mentee with the mentor. The better the quality of the mentee and mentor's collaboration, the better the outcome of the mentorship programme.

5.5.9 Curriculum Management

This facet encapsulates how to interpret the Annual Teaching Plan (ATP), perform an assessment, and plan for curriculum coverage. Curriculum management guidance will assist the novice teacher to meaningfully understand strategic methods explained by DH in covering the curriculum. It can also help the novice teacher to plan well-balanced assessment tasks to improve the department's success rate.

5.5.10 Promoting Teacher Morale

High morale is crucial to maintain a positive attitude even in the face of challenges which leads to a conducive, happy, and productive working atmosphere. Loyalty, trust, respect and self-worth

contribute to building high morale in teachers when guided by an astute DH who has to commit to and oversee the mentoring process such that maximum teacher morale is sustained.

5.6 LIMITATIONS OF THE STUDY

This study was limited to four schools in Circuit 3 of the Frances Baard District, Kimberley, Northern Cape province of the Republic of South Africa (RSA). The study served as a basis for further research in the field of mentorship since it has the potential to contribute significantly to teachers' professional development and motivation on a national level. Access to certain participants was at times a problem due to the workload demands of the schools. Furthermore, the sample size for each school included only three participants (one principal, one DH, and one PL1 teacher). The total number of 12 participants which was limited because of the vastness of the Northern Cape province made it difficult to generalise the findings to the broader population. This research has the potential to generate huge amounts of data in addressing issues of teacher mentorship and motivation.

Further, this study adopted the qualitative research approach which was time-consuming when it came to data collection. Moreover, the majority of the participants' mother-tongue is Afrikaans which led to a language barrier. Hence, the researcher finely simplified all the interview questions so that the participants could easily interpret the questions. Where the participants were unsure of the question, the researcher rephrased it so that they understand it better.

5.7 CONCLUSION TO THE STUDY

This study investigated how DHs used mentorship to enhance teachers' motivation and professional development. The research findings revealed that primary schools do not have a structured mentorship programme to motivate teachers and to enhance their professional development. Hence, it was exposed that teachers are generally demotivated. The lack of professional development for teachers by the DBE was also revealed. Also, it was apparent that schools have no proper communication channels between the SMT and the teachers. Moreover, there was evidence that the participants' responses on a specific question did not correspond to each other's responses, thus creating an element of suspicion that all was not in order concerning mentorship processes. The various challenges mentioned by all categories of participants indicated that there was an urgent need for mentorship programmes in primary schools. In addition, it surfaced that the DBE had no proper policy to promote mentorship programmes. For further incisive research, the participants' recommendations on aspects of mentoring to be included in a mentorship programme, should be seriously considered to structure mentorship programmes. Although this study had limitations, it revealed concerning aspects of mentorship

programmes at schools; hence, it is envisaged that all stakeholders such as the DBE, HEIs and school authorities (among others) collaborate to structure a workable mentoring policy to empower novice teachers to enhance the quality of teaching and learning at schools.

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ANNEXURES

ANNEXURE A: ETHICAL CLEARANCE



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics
Tel: 018 299-4849
Email: nkosinathi.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Education Sciences Research Ethics Committee (EduREC) on 28 July 2022, the Education Sciences Research Ethics Committee hereby approves your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title The mentorship of teachers by departmental heads for professional development and motivation														
Study Leader/Supervisor (Principal Investigator)/Researcher: Dr TT Tapala														
Student / Team: JN van Zyl (MEd student – 24534536)														
Ethics number:														
N	W	U	-	0	0	2	9	2	-	2	2	-	A	2
Institution				Study Number				Year			Status			
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation														
Application Type: Single study														
Commencement date: 28/07/2022										Risk: Low				
Expiry date: 28/07/2023														
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.														

Special in process conditions of the research for approval (if applicable):

General conditions: While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply: • The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the ES-REC: - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study. • The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the ES-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited. • Annually a number of studies may be randomly selected for an external audit. • The date of approval indicates the first date that the study may be started. • In the interest of ethical responsibility, the NWU-SCRE and ES-REC reserves the right to:

- request access to any information or data at any time during the course or after completion of the study;
- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the ES-REC or that information has been false or misrepresented;
 - submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or
 - new institutional rules, national legislation or international conventions deem it necessary.

The ES-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the ES-REC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



Prof Jako Olivier
Chairperson NWU Education Sciences Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

Current details: (22351930) M:\DSS\18533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 9.1.5.4.2

ANNEXURE B: PERMISSION LETTER



Department of Education
Northern Cape
Private Bag X5029
156 Barkley Road
Homestead
Kimberley
8301

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Edu-Lead Research entity

Tel: 018 285 2084
Email: Tshepo.Tapala@nwu.ac.za

Date

Dear Sir/ Madam

PERMISSION LETTER: DEPARTMENT OF EDUCATION

I herewith wish to request your permission for principals, departmental heads, and a post-level 1 teachers of selected school Circuit 3 schools to participate in this research, which involves mentorship by departmental heads for teacher professional development and motivation. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The mentorship of teachers by departmental heads for professional development and motivation.

ETHICS APPLICATION NUMBER

NWU-00292-22-S2

PROJECT SUPERVISOR: Dr TT Tapala

ADDRESS: Building B11, G45 North-West University: Potchefstroom Campus, 2530

CONTACT NUMBER: 018 285 2084

MEMBER OF PROJECT TEAM MEd-Student: Mr JN van Zyl

ADDRESS: 11 Third Avenue, Kenilworth, Kimberley, 8301

CONTACT NUMBER: 082 817 8288

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education/other relevant body.

What is this research about?

The aims of this research are:

- To determine how mentorship programmes can be utilized to promote professional development of teachers at a school.

- To determine how mentorship programmes contribute to the teacher's motivation
- To explore which mentorship programmes can be employed to enhance the mentorship of teachers by departmental heads for teacher development and motivation at primary schools?

Participants

- Principal
- Departmental head
- Post-level 1 teacher

What is expected of the participants?

The selected participants should answer all questions and additional questions that might arise during the semi-structured interviews as honestly as possible. Participants will be expected to participate in a 45 minute individual interview.

Benefits to the participants

From the study, the participants will understand how the mentoring of teachers by the departmental heads in an attempt to enhance professional development and motivation in primary school teachers.

Risks involved for participants

There are no foreseeable risks in this study.

Confidentiality and protection of identity

All information and answers shared with the researcher during the semi-structured interview will be treated with utmost respect and confidentiality. The identities of the participants during the interview process will be protected.

Dissemination of findings

The findings of this study will be used in a Master's in Education Research report. The main findings will be summarised and made available to the participants and principals of the participating schools.

If you have any further questions or enquiries regarding your participation in this research, please contact the Johan van Zyl for more information on 082 817 8288 or send a direct email to j.n.vanzyl.jnr@gmail.com.

Yours sincerely



JN van Zyl
MEd-Candidate, North-West University
Student no: 24534536

DECLARATION BY DEPARTMENT OF EDUCATION:

By signing below, I M. A. Marais, agree to give permission for the research to take place with the identified participants in the study entitled:

[Enter title here] The mentorship of teachers by departmental heads for professional development and motivation (by Mr J. N. van Zyl)

I declare that:

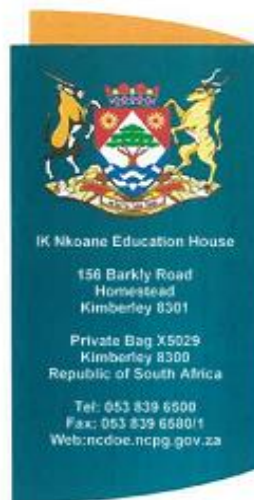
- > I have read this information and consent form and understand what is expected of the participants in the research.
- edu X > I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- > I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- > Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- > Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) Kimberley on (date) 08 / 09 / 20 22

M. A. Marais

Signature of HOD

ANNEXURE C: APPROVAL TO CONDUCT RESEARCH



DEPARTMENT OF EDUCATION

Enquiries: J N Home
Contact No.: (053) 839 6536
Reference: L2.10.2.4.3
Date: 4 August 2022

11 Third Avenue
Kenilworth
Kimberley
8301

Dear Mr J van Zyl

APPROVAL TO CONDUCT RESEARCH

The aforesaid matter with, Ref: L2.10.2.4.3, bears reference.

This letter serves to indicate that approval is granted to conduct research for the dissertation titled: **"The mentorship of teachers by departmental heads for professional development and motivation"**.

The onus rests with you as the researcher to organise appropriate and relevant time schedules with the sampled school staff in order to conduct the research. A copy of this approval letter must be presented to the school (Principal and SGB) as well as the District Director as proof that permission for the research has been granted.

The following conditions must be strictly applied to conduct your research in the Northern Cape Department of Education (NCDoe). Approval may be withdrawn should any of the conditions listed below be flouted.

Criteria for approval	Comment
Value of the proposed research	The Research Topic covers a policy position of the Basic Education Sector and thus has value. The study envisages to ascertain how the mentorship by Departmental Heads contributes to teacher professional development and motivation at primary schools.
Policy and Strategic Alignment	The research is aligned to policy and to the Medium Term Strategic Framework (MTSF). The outcome of the research may assist in teacher development which falls within the ambit of the priorities of the Basic Education Sector.



	falls within the ambit of the priorities of the Basic Education Sector.
Potential benefits to the NCDoE	The NCDoE would benefit from the research as empirical evidence would be available that is derived from the Northern Cape experiences.
Contribution to the knowledge base and literature in the Basic Education Sector	The Research Report findings will contribute to the knowledge base and literature of the Basic Education Sector as it seeks to extend the existing literature on mentorship of teachers by Departmental Heads for teacher development and motivation.
Appropriateness of the methodology adopted	The Interpretivism paradigm will be used in this study to foster a better understanding around mentorship as experienced within the social and natural context of principals, Departmental Heads and Post Level 1 teachers. This methodology is appropriate for a Qualitative Research study.
Ethical Considerations	Ethical clearance was granted by the Research Ethics Committee of the North West University.
Accountability	The accountability is as per NCDoE Research Guidelines.
Conditions to be agreed by the applicant	The conditions to be adhered to are as per NCDoE Research Guidelines.
Types of Research	The proposed study will follow a qualitative research approach to study mentorship programmes. Data will be collected via semi-structured interviews with principals, Departmental Head and Post Level 1 teachers of primary schools within the Frances Baard District.
Datasets	No dataset was requested by the researcher.

The Northern Cape Education Department wishes you well in this important undertaking and is looking forward to examine the findings of your Research Study.

Kind regards


MS M MARAIS
HEAD OF DEPARTMENT

05.09.2022
DATE

ANNEXURE D: GOODWILL PERMISSION



Frances Baard Education District
Circuit 3
The School Governing Body

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Edu-Lead Research entity

Tel: 018 285 2084
Email: Tsnepo.Tapala@nwu.ac.za

Date

Dear Sir/Madam

GOODWILL PERMISSION: SCHOOL GOVERNING BODY

I herewith wish to request your permission for the principal, departmental heads, and post-level 1 teachers to participate in this research, which involves mentorship by departmental heads for teacher professional development and motivation. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The mentorship of teachers by departmental heads for professional development and motivation.

ETHICS APPLICATION NUMBER

NWU-00292-22-S2

PROJECT SUPERVISOR: Dr TT Tapala
ADDRESS: Building B11, G45 North-West University: Potchefstroom Campus, 2530
CONTACT NUMBER: 018 285 2084

MEMBER OF PROJECT TEAM MEd-Student: Mr JN van Zyl
ADDRESS: 11 Third Avenue, Kenilworth, Kimberley, 8301
CONTACT NUMBER: 082 817 8288

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education.

What is this research about?

The aims of this research are:

- To determine how mentorship programmes can be utilized to promote professional development of teachers at a school.
- To determine how mentorship programmes contribute to the teacher's motivation

- To explore which mentorship programmes can be employed to enhance the mentorship of teachers by departmental heads for teacher development and motivation at primary schools?

Participants

- Principal
- Departmental head
- Post-level 1 teacher.

What is expected of the participants?

The selected participants should answer all questions and additional questions that might arise during the semi-structured interviews as honestly as possible. Participants will be expected to participate in a 45 minute individual interview.

Benefits to the participants

From the study the participants will understand how the mentoring of teachers by the departmental heads in an attempt to enhance professional development and motivation in primary school teachers.

Risks involved for participants

There are no foreseeable risks in this study.

Confidentiality and protection of identity

All information and answers shared with the researcher during the semi-structured interview will be treated with utmost respect and confidentiality. The identities of the participants during the interview process will be protected.

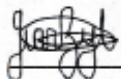
Dissemination of findings

The findings of this study will be used in a Master's in Education Research report. The main findings will be summarised and made available to the participants and principal of the participating school.

Can you please fill out and sign the declaration form? Send it directly to my email or arrange to have it picked up.

If you have any further questions or enquiries regarding your participation in this research, please contact the Johan van Zyl for more information on 082 817 8288 or send a direct email to j.n.vanzyl.jnr@gmail.com.

Yours sincerely



JN van Zyl
MEd-Candidate, North-West University
Student no: 24534536

DECLARATION BY SGB CHAIRPERSON/RELEVANT RESPONSIBLE PERSON:

By signing below, I agree to give permission for the research to take place with the identified participants in the study entitled:

[Enter title here]

I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/20____

Signature of SGB Chairperson/Relevant responsible person

ANNEXURE E: SCHOOL PRINCIPAL'S PERMISSION LETTER



The School Principal
France Baard Education District
Circuit 3

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Edu-Lead Research entity

Tel: 018 285 2084
Email: Tshepo.Tapala@nwu.ac.za

Date

Dear Sir/ Madam

PERMISSION LETTER: SCHOOL PRINCIPAL

I herewith wish to request your permission for the departmental heads and a post-level 1 teacher to participate in this research, which involves mentorship by departmental heads for teacher professional development and motivation. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The mentorship of teachers by departmental heads for professional development and motivation.

ETHICS APPLICATION NUMBER

NWU-00292-22-S2

PROJECT SUPERVISOR: Dr TT Tapala
ADDRESS: Building B11, G45 North-West University: Potchefstroom Campus, 2530
CONTACT NUMBER: 018 285 2084

MEMBER OF PROJECT TEAM MEd-Student: Mr JN van Zyl
ADDRESS: 11 Third Avenue, Kenilworth, Kimberley, 8301
CONTACT NUMBER: 082 817 8288

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education/other relevant body.

What is this research about?

The aims of this research are:

- To determine how mentorship programmes can be utilized to promote professional development of teachers at a school.
- To determine how mentorship programmes contribute to the teacher's motivation

- To explore which mentorship programmes can be employed to enhance the mentorship of teachers by departmental heads for teacher development and motivation at primary schools?

Participants

- Principal
- Departmental head
- Post-level 1 teacher.

What is expected of the participants?

The selected participants should answer all questions and additional questions that might arise during the semi-structured interviews as honestly as possible. Participants will be expected to participate in a 45 minute individual interview.

Benefits to the participants

From the study, the participants will understand how the mentoring of teachers by the departmental heads in an attempt to enhance professional development and motivation in primary school teachers.

Risks involved for participants

There are no foreseeable risks in this study.

Confidentiality and protection of identity

All information and answers shared with the researcher during the semi-structured interview will be treated with utmost respect and confidentiality. The identities of the participants during the interview process will be protected.

Dissemination of findings

The findings of this study will be used in a Master's in Education Research report. The main findings will be summarised and made available to the participants and principals of the participating schools.

Can you please fill out and sign the written declaration form? Send it directly to my email or arrange to have it picked up.

If you have any further questions or enquiries regarding your participation in this research, please contact the Johan van Zyl for more information on 082 817 8288 or send a direct email to j.n.vanzyl.jnr@gmail.com.

Yours sincerely



JN van Zyl
MEd-Candidate, North-West University
Student no: 24534536

DECLARATION BY PRINCIPAL:

By signing below, I agree to give permission for the research to take place with the identified participants in the study entitled:

[Enter title here]

I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/20____

Signature of School Principal

ANNEXURE F: PARTICIPANT CONSENT FORM (PL1 TEACHER)



Research interview PL1 teacher
Frances Baard Education District
Circuit 3

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Edu-Lead Research entity

Tel: 018 285 2084
Email: Tshepo.Tapala@nwu.ac.za

Date

Dear Sir/Madam

PARTICIPANT INFORMATION AND CONSENT FORM (PL1 TEACHER)

I herewith wish to request your consent to participate in this research, which involves the mentorship by departmental heads for teacher professional development and motivation. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The mentorship of teachers by departmental heads for professional development and motivation.

ETHICS APPLICATION NUMBER

NWU-00292-22-S2

PROJECT SUPERVISOR: Dr TT Tapala

ADDRESS: Building B11, G45 North-West University: Potchefstroom Campus, 2530

CONTACT NUMBER: 018 285 2084

MEMBER OF PROJECT TEAM MEd-Student: Mr JN van Zyl

ADDRESS: 11 Third Avenue, Kenilworth, Kimberley, 8301

CONTACT NUMBER: 082 817 8288

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the provincial Department of Basic Education/other relevant body (please describe) as well as the school principal (if relevant).

What is this research about?

The aims of this research are:

- To determine how mentorship programmes can be utilized to promote professional development of teachers at a school.
- To determine how mentorship programmes contribute to the teacher's motivation
- To explore which mentorship programmes can be employed to enhance the mentorship of teachers by departmental heads for teacher development and motivation at primary schools?

Participants

- Principal
- Departmental head
- Post-level 1 teacher.

What is expected of the participants?

The selected participants should answer all questions and additional questions that might arise during the semi-structured interviews as honestly as possible. Participants will be expected to participate in a 45 minute individual interview.

Benefits to the participants

From the study the participants will understand how the mentoring of teachers by the departmental heads in an attempt to enhance professional development and motivation in primary school teachers.

Risks involved for participants

There are no foreseeable risks in this study.

Confidentiality and protection of identity

All information and answers shared with the researcher during the semi-structured interview will be treated with utmost respect and confidentiality. The identities of the participants during the interview process will be protected.

Dissemination of findings

The findings of this study will be used in a Master's in Education Research report. The main findings will be summarised and made available to the participants and principal of the participating school.

If you have any further questions or enquiries regarding your participation in this research, please contact the Johan van Zyl for more information on 082 817 8288 or send a direct email to j.n.vanzyl.jnr@gmail.com.

Yours sincerely



JN van Zyl
MEd-Candidate, North-West University
Student no: 24534536

DECLARATION BY PARTICIPANT (PL1 TEACHER):

By signing below, I agree to take part in a research study entitled:

[Enter title here]

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/20____

Signature of participant



Researcher

ANNEXURE G: PARTICIPANT INFORMATION AND CONSENT FORM (DEPARTMENTAL HEAD)



Research interview departmental head
Frances Baard Education District
Circuit 3

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Edu-Lead Research entity

Tel: 018 285 2084
Email: Tshepo.Tapala@nwu.ac.za

Date

Dear Sir/Madam

PARTICIPANT INFORMATION AND CONSENT FORM (DEPARTMENTAL HEAD)

I herewith wish to request your consent to participate in this research, which involves the mentorship by departmental heads for teacher professional development and motivation. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The mentorship of teachers by departmental heads for professional development and motivation.

ETHICS APPLICATION NUMBER

NWU-00292-22-S2

PROJECT SUPERVISOR: Dr TT Tapala

ADDRESS: Building B11, G45 North-West University: Potchefstroom Campus, 2530

CONTACT NUMBER: 018 285 2084

MEMBER OF PROJECT TEAM MEd-Student: Mr JN van Zyl

ADDRESS: 11 Third Avenue, Kenilworth, Kimberley, 8301

CONTACT NUMBER: 082 817 8288

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the provincial Department of Basic Education/other relevant body (please describe) as well as the school principal (if relevant).

What is this research about?

The aims of this research are:

- To determine how mentorship programmes can be utilized to promote professional development of teachers at a school.
- To determine how mentorship programmes contribute to the teacher's motivation.

- To explore which mentorship programmes can be employed to enhance the mentorship of teachers by departmental heads for teacher development and motivation at primary schools?

Participants

- Principal
- Departmental head
- Post-level 1 teacher

What is expected of the participants?

The selected participants should answer all questions and additional questions that might arise during the semi-structured interviews as honestly as possible. Participants will be expected to participate in a 45 minute individual interview.

Benefits to the participants

From the study, the participants will understand how the mentoring of teachers by the departmental heads in an attempt to enhance professional development and motivation in primary school teachers.

Risks involved for participants

There are no foreseeable risks in this study.

Confidentiality and protection of identity

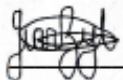
All information and answers shared with the researcher during the semi-structured interview will be treated with utmost respect and confidentiality. The identities of the participants during the interview process will be protected.

Dissemination of findings

The findings of this study will be used in a Master's in Education Research report. The main findings will be summarised and made available to the participants and principal of the participating school.

If you have any further questions or enquiries regarding your participation in this research, please contact the Johan van Zyl for more information on 082 817 8288 or send a direct email to j.n.vanzyl.jnr@gmail.com.

Yours sincerely



JN van Zyl
MEd-Candidate, North-West University
Student no: 24534536

DECLARATION BY PARTICIPANT (DEPARTMENTAL HEAD):

By signing below, I agree to take part in a research study entitled:

[Enter title here]

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/20____

Signature of participant



Researcher

ANNEXURE H: PARTICIPANT INFORMATION AND CONSENT FORM (PRINCIPAL)



Research interview Principal
Frances Baard Education District
Circuit 3

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Edu-Lead Research entity

Tel: 018 285 2084
Email: Tshepo.Tapala@nwu.ac.za

Date

Dear Sir/Madam

PARTICIPANT INFORMATION AND CONSENT FORM (PRINCIPAL)

I herewith wish to request your consent to participate in this research, which involves the mentorship by departmental heads for teacher professional development and motivation. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The mentorship of teachers by departmental heads for professional development and motivation.

ETHICS APPLICATION NUMBER

NWU-00292-22-S2

PROJECT SUPERVISOR: Dr TT Tapala

ADDRESS: Building B11, G45 North-West University: Potchefstroom Campus, 2530

CONTACT NUMBER: 018 285 2084

MEMBER OF PROJECT TEAM MEd-Student: Mr JN van Zyl

ADDRESS: 11 Third Avenue, Kenilworth, Kimberley, 8301

CONTACT NUMBER: 082 817 8288

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the provincial Department of Basic Education/other relevant body (please describe) as well as the school principal (if relevant).

What is this research about?

The aims of this research are:

- To determine how mentorship programmes can be utilized to promote professional development of teachers at a school.
- To determine how mentorship programmes contribute to the teacher's motivation.

- To explore which mentorship programmes can be employed to enhance the mentorship of teachers by departmental heads for teacher development and motivation at primary schools?

Participants

- Principal
- Departmental head
- Post-level 1 teacher.

What is expected of the participants?

The selected participants should answer all questions and additional questions that might arise during the semi-structured interviews as honestly as possible. Participants will be expected to participate in a 45 minute individual interview.

Benefits to the participants

From the study the participants will understand how the mentoring of teachers by the departmental heads in an attempt to enhance professional development and motivation in primary school teachers.

Risks involved for participants

There are no foreseeable risks in this study.

Confidentiality and protection of identity

All information and answers shared with the researcher during the semi-structured interview will be treated with utmost respect and confidentiality. The identities of the participants during the interview process will be protected.

Dissemination of findings

The findings of this study will be used in a Master's in Education Research report. The main findings will be summarised and made available to the participants and principal of the participating school.

If you have any further questions or enquiries regarding your participation in this research, please contact the Johan van Zyl for more information on 082 817 8288 or send a direct email to j.n.vanzyl.jnr@gmail.com.

Yours sincerely



JN van Zyl
MEd-Candidate, North-West University
Student no: 24534536

DECLARATION BY PARTICIPANT (PRINCIPAL):

By signing below, I agree to take part in a research study entitled:

[Enter title here]

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/20____

Signature of participant



Researcher

ANNEXURE I: INTERVIEW SCHEDULE



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Research Entity (Edu-Lead)

Tel: 018 111 1111
Email: Tshepo.Tapala@nwu.ac.za

Date

INTERVIEW SCHEDULE

TITLE OF THE RESEARCH PROJECT:

The mentorship of teachers by departmental heads for professional development and motivation.

Section A: Introduction

My name is Johan van Zyl, currently, I'm working as a post-level 1 teacher at the Northern Cape Department of education at Dutoitspan Laerskool.

I'm enrolled as a Med student at the North-West University, Potchefstroom Campus. The specific research entity I'm enrolled in is Edu-Lead. The reason for the meeting is to gather data for my Master's Dissertation which focuses on how mentorship employed by departmental heads can contribute to teacher professional development and motivation. This research intends to determine how mentorship programmes can be utilized to promote the professional development of teachers at a school, to determine how mentorship programmes contribute to the teacher's motivation, and to explore which mentorship programmes can be employed to enhance the mentorship of teachers by departmental heads for teacher development and motivation at primary schools

I commit myself to the code of ethics for researchers, which includes as follows:

- Participation in the study is voluntary and participants are not pressurised to take part.
- All participants had the right to leave the study at any time and will not be penalised or prejudiced in any way.
- The identity of the participant will be protected at all costs. The researcher thus guarantees the confidentiality and anonymity of the participants.
- I will ask permission from participants to audio record the interview for data collection and analysis purposes (transcribing)
- After the consolidation of the research, the findings will be communicated to the participants.
- I also remind you of the content covered in the informed consent letter that you have signed.

If satisfied with the information above, do you give permission to proceed and start with the interview?

Section B: Questions to the principal

1. What is your general opinion of mentorship? *(In other words, what is your general understanding of mentorship).*
 - As the principal how do you perceive mentorship of teachers by departmental heads in your school?
2. How do you as a principal understand the use of mentorship to enhance the professional development of teachers?
3. How do you as a principal use mentorship by the DH to improve the motivation of teachers?
4. Have you trained or received any formal training based on the mentorship programme to professional develop and motivate teachers?
 - If yes, explain the
 - ✓ scope, goal, and structure of the mentorship programme
 - If not, what is the reason?
5. In your opinion is there a need for mentorship programmes in primary schools?
 - If so, why?
 - If not, why not?
6. What aspects or facets should be incorporated into the mentorship programmes. *(These aspects or facets includes duration, depth of induction, follow up mentorship).*
 - How can one incorporate these aspects or facets into the mentorship programmes?
 - Why are these aspects important for the mentorship programmes?
7. What type or form of mentorship is currently implemented in the school, if any?
Induction or mentoring or stakeholders.
 - Why was this specific form or type of mentorship programme selected?
 - What are the benefits that this mentorship programme had offered to the teachers of the school?
8. What challenges have you experienced or are currently experiencing with regards to the mentorship of teachers?
 - What are the type of challenges?
 - How can you mitigate challenges?
 - How can you overcome these challenges?
 - Who is responsible to overcome these challenges?
9. Is there any additional comments you would like to make linking to the topic of discussion?

Section C: Questions to the departmental head

1. What is your general opinion of mentorship? *(In other words, what is your general understanding of mentorship).*
 - As the departmental head how do you perceive mentorship of teachers by departmental heads in your school?
 2. How do you as a departmental head understand the use of mentorship to enhance the professional development of teachers?
 3. How do you as a departmental head use mentorship to improve the motivation of teachers?
 4. Have you trained or received any formal training based on the mentorship programme to professional develop and motivate teachers?
 - If yes, explain the
 - ✓ scope, goal, and structure of the mentorship programme
-

- If not, what is the reason?
1. In your opinion is there a need for mentorship programmes in primary schools?
 - If so, why?
 - If not, why not?
 2. What aspects or facets should be incorporated into the mentorship programmes?
(*These aspects or facets includes duration, depth of induction, follow up mentorship*).
 - How can one incorporate these aspects or facets into the mentorship programmes?
 - Why are these aspects important for the mentorship programmes?
 3. What type or form of mentorship is currently implemented in the school, if any?
Induction or mentoring or stakeholders.
 - Why was this specific form or type of mentorship programme selected?
 - What are the benefits that this mentorship programme had offered to the teachers of the school?
 4. What challenges have you experienced or are currently experiencing with regards to the mentorship of teachers?
 - What are the type of challenges?
 - How can you mitigate challenges?
 - How can you overcome these challenges?
 - Who is responsible to overcome these challenges?
 5. Is there any additional comments you would like to make linking to the topic of discussion?

Section D: Questions to the post-level 1 teachers

1. What is your general opinion of mentorship? (*In other words, what is your general understanding of mentorship*)
 - As the post-level 1 teacher how do you perceive mentorship of teachers by Department Heads in your school?
2. How do you as a post-level 1 teacher understand the use of mentorship to enhance the professional development of teachers?
3. How is mentorship used in your school to improve motivation of post-level 1 teachers?
4. Have you trained or received any formal training based on the mentorship programme to professional develop and motivate teachers?
 - If yes, explain the
 - ✓ scope, goal, and structure of the mentorship programme
 - If not, what is the reason?
5. In your opinion is there a need for mentorship programmes in primary schools?
 - If so, why?
 - If not, why not?
6. What aspects or facets should be incorporated into the mentorship programmes?
(*These aspects or facets includes duration, depth of induction, follow up mentorship*).
 - How can one incorporate these aspects or facets into the mentorship programmes?
 - Why are these aspects important for the mentorship programmes?
7. What type or form of mentorship is currently implemented in the school if any?
Induction or mentoring or stakeholders.
 - Why was this specific form or type of mentorship programme selected?

- What are the benefits that this mentorship programme had offered to the teachers of the school?
1. What challenges have you experienced or are currently experiencing with regards to the mentorship of teachers?
 - What are the type of challenges?
 - How can you mitigate challenges?
 - How can you overcome these challenges?
 - Who is responsible to overcome these challenges?
 2. Is there any additional comments you would like to make linking to the topic of discussion?

ANNEXURE J: LANGUAGE EDITING CERTIFICATE

590 Miami Road
Hibberdene
KZN
4220
Cell: 0842648401
brian.naidoo25@gmail.com

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Unisa Counselling Certificate; Evaluator of Schools for Umahusi.

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JOURNAL ARTICLES, PROPOSALS, POLICIES AND PUBLICATIONS.**

CERTIFICATE FOR LANGUAGE EDITING A DRAFT MASTER'S DISSERTATION
The mentorship of teachers by departmental heads for professional development and motivation

J. N. van Zyl
Master's in Education
North-West University

TO WHOM IT MAY CONCERN

This certificate confirms that the above-mentioned student submitted his draft master's dissertation to me for language-editing which included correcting in-text citations and the mistakes in the list of references. This was duly edited by me and returned to the student for revisions as per suggestions from me. I make no claim as to the accuracy of the research content. The text, as edited by me, is grammatically correct. After completion of my language editing, the student has the option to accept or reject suggestions/changes prior to re-submission to the supervisor who will re-check the content and instances of plagiarism, if any. Additional content inserted after my editing will not be regarded as official editing by me.

B. Naidoo
Professional
EDITORS
Guild

ID: 5606255134081

DATE: 18/06/2023

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