

Mentoring and induction for the professional development of beginning teachers in Lesotho

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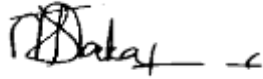
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DECLARATION

I, Teboli David Makafane declare that the thesis entitled “**Mentoring and induction for the professional development of beginning teachers in Lesotho**” is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.



Signature _____

04/10/2021

Date _____

DEDICATION

This doctoral work is dedicated to my daughter, Thabelo Caroline Makafane. I hope that through this accomplishment, I have modelled perseverance and ambition for your own pursuit of success.

In recognition of my mother, Mateboho Martha Makafane, who constantly prays to the Lord for my guidance and support. Kere “Helele Mosia motobatsi, motho oa mantsang thebe li ome li senna li omela mokhobo tlung.”

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ABSTRACT

The purpose of the study was to ascertain the role of the induction and mentoring process in the professional development of beginning teachers in Lesotho schools. The study was therefore conducted to understand how the induction process, including mentoring, to bolster the professional development of beginning teachers in Lesotho schools. The main research question was: to what extent is mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools implemented? The subsequent research questions were: 1) How do beginning teachers perceive induction in the teaching profession in Lesotho schools? 2) How essential is mentoring in the induction process in the teaching profession in Lesotho schools? 3) How does the absence of induction and mentoring processes in Lesotho schools affect beginning teachers' professional development? 4) What are the challenges that beginning teachers face during the first year of teaching? 5) How can an induction and mentoring programme be developed to assist and support beginning teachers with professional development?

To understand the process of induction, including mentoring in schools in Lesotho, the study adopted a qualitative approach and followed an interpretivist paradigm, more specifically a constructivist approach to gain a deep understanding of the process of induction of beginning teachers in Lesotho. Data were collected using face-to-face interviews. An interview schedule was developed comprising of questions that were administered to the participants. A pilot study was conducted to test the research instrument before undertaking fieldwork. This made it possible to identify any shortcomings of the instrument.

The population of the study was all beginning teachers, principals and heads of departments in schools in the Maseru and Berea districts of Lesotho. The study employed purposive sampling, which was a non-probability sampling method to recruit participants from two districts in Lesotho. The sample consisted of ten beginning teachers, five principals and five heads of departments; thus 20 participants overall. Data were analysed using inductive thematic content analysis to develop key concepts which arose from the data.

The findings yielded eight themes which revealed that there were no proper introductions for beginning teachers which included: welcoming, assigning an HOD as a mentor and general school environment orientation. Beginning teachers were provided with policy and regulations by the Ministry of Education and Training (MoET), however the MoET was silent on how these teachers are inducted and mentored in Lesotho schools and there were no organised or systematic processes of induction in Lesotho schools. The findings of the study revealed that

HODs as mentors interacted with beginning teachers in terms of classroom issues like planning for the lesson, lesson presentation and shadowing a mentor.

The data further showed that there is no smooth relationship between the MoET and schools as there were randomised placement of the beginning teachers, no follow-ups, and unavailability of evaluation reports. On the other hand, beginning teachers received emotional, social and financial support from their mentors. Lastly, this study revealed that beginning teachers' concerns were centred around class allocation, workloads, and induction quality. This study offered the development of a programme, the Lesotho Induction and Mentoring Programme for induction and mentoring of beginning teachers, which has two phases. The study concluded that the absence of induction and mentoring programmes affects the professional development of beginning teachers. The main recommendations emanating from the study were that the MoET in Lesotho can implement and beginning teachers can follow the proposed induction programme. It was recommended that the MoET conduct similar qualitative studies in Lesotho in order to document holistic data from schools.

Keywords: induction; mentoring; beginning teachers, principals, heads of departments; induction and mentoring programme; MoET; Lesotho

OPSOMMING

Die doel van hierdie studie was om die rol van induksie- en mentorskapsprogramme in die professionele ontwikkeling van beginneronderwysers in Lesotho skole te bepaal. Die studie is dus uitgevoer om te verstaan hoe die induksieproses, wat mentorskap insluit, die professionele ontwikkeling van beginneronderwysers in Lesotho steun. Die hoofnavorsingsvraag was: tot watter mate word induksie- en mentorskapsprogramme in skole in Lesotho geïmplementeer? Die daaropvolgende navorsingsvrae was: 1) Hoe neem beginneronderwysers induksie in die onderwysberoep in skole in Lesotho waar? 2) Hoe noodsaaklik is mentorskap in die induksieproses in die onderwysberoep in Lesotho skole? 3) Hoe affekteer die afwesigheid van induksie- en mentorskapsprosesse in Lesotho skole beginneronderwysers se professionele ontwikkeling? 4) Watter uitdagings staar beginneronderwysers in die gesig gedurende die eerste jaar van onderwys? 5) Hoe kan 'n induksie- en mentorskapsprogram ontwerp word om beginneronderwysers met professionele ontwikkeling by te staan?

Om die proses van induksie te verstaan, wat mentorskap in skole in Lesotho insluit, het die studie 'n kwalitatiewe benadering gevolg, gevolg deur 'n interpreterwistiese paradigma, meer spesifiek 'n konstruktivistiese benadering om 'n dieper begrip van die proses van induksie van beginneronderwysers in Lesotho te verkry. Data is deur middel van direkte onderhoude ingesamel. 'n Onderhoudskedule is ontwikkel wat uit vrae bestaan het wat aan die deelnemers gevra is. 'n Loodsondersoek is uitgevoer om die navorsingsinstrument te toets voordat veldwerk gedoen kon word. Dit het dit moontlik gemaak om enige tekortkominge van die instrument te identifiseer.

Die navorsingspopulasie was almal beginneronderwysers, skoolhoofde en departementshoofde van skole in die Maseru- en Berekopdistrikte van Lesotho. Die studie het van doelbewuste steekproefneming gebruik gemaak, wat 'n nie-waarskynlikheidsteekproefnemingsmetode was om deelnemers in die twee distrikte in Lesotho te werf. Die navorsingspopulasie het bestaan uit tien beginneronderwysers, vyf skoolhoofde en vyf departementshoofde (DH's), wat altesaam 20 deelnemers was. Die data is geanaliseer deur middel van tematiese inhoudsanalise om kernkonsepte wat uit die data te voorskyn gekom het, te ontwikkel.

Die bevindinge het agt temas opgelewer wat onthul het dat daar nie behoorlike inleiding vir beginneronderwysers is nie, wat insluit: verwelkoming, 'n DH wat nie aan hulle toegeken word nie en algemene skoolomgewing-oriëntasie. Die Ministerie van Onderwys en Opleiding (MvOO) het aan die beginneronderwysers beleide en regulasies voorsien, maar die MvOO het egter geswyg oor hoe dié onderwysers die proses van induksie en mentorskap in Lesotho skole ondergaan en

daar was geen georganiseerde of sistematiese prosesse van induksie in Lesotho skole nie. Die studie se bevindings het getoon dat DH's as mentors interaksie met beginneronderwysers gehad het in terme van klaskamerkwessies, soos lesbeplanning, lesaanbieding en mentorskaduwerk.

Die data het verder getoon dat die verhouding tussen die MvOO en die skole nie seepglad is nie, omdat daar lukrake plasings van beginneronderwysers is, geen opvolgwerk word gedoen nie en evaluasieverslae is nie beskikbaar nie. Daarteenoor, het beginneronderwysers emosionele, sosiale en finansiële ondersteuning van hul mentors ontvang. Laastens het die studie onthul dat beginneronderwysers se bekommernisse op klastoewysings, werkslading en kwaliteit van induksie gefokus is. Die studie het die ontwikkeling van 'n program aangebied, die *Lesotho Induction and Mentoring Programme* [die Lesotho Induksie- en Mentorskapsprogram], vir die induksie en mentorskap van beginneronderwysers wat twee fases het. Die gevolgtrekking van die studie was dat die afwesigheid van induksie- en mentorskapsprogramme die professionele ontwikkeling van beginneronderwysers affekteer. Die hoofvoorstelle wat uit die studie te voorskyn gekom het, was dat die MvOO in Lesotho die voorgestelde program kan implementeer. Daar is voorgestel dat die MvOO soortgelyke kwalitatiewe studies in Lesotho kan onderneem om holistiese data van skole te dokumenteer.

Sleutelwoorde: induksie; mentorskap; beginneronderwysers; skoolhoofde; departementshoofde; induksie- en mentorskapsprogramme; MvOO; Lesotho

ABBREVIATIONS AND ACRONYMS

BT	Beginning teachers
HOD	Head of Department
FoE	Faculty of Education
GP	General practitioners
LCE	Lesotho College of Education
MoET	Ministry of Education and Training
NUL	National University of Lesotho
NWU	North-West University
TSD	Teachers' Service Department
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
USA	United States of America

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Induction and mentorship contribute directly to the advancement and development of the professional growth of beginning teachers and the provision of education in general (Bullough, 2012). Despite their positive impact, these issues have not attracted adequate recognition and attention from researchers and research about induction and mentoring in Lesotho is very limited (Lefoka & Sebatane, 2003).

The absence of induction programmes as well as research in this regard, implied that little was known about the professional development of beginning teachers, including their performance in teaching and learning, and how induction impacted the quality of education in general. The concept of induction is practised differently from school to school. Many schools provide some or most of the necessary information, such as school curricula and textbooks as part of induction, while others provide teachers' guides or study materials (Lefoka & Sebatane, 2003). Authors from other countries, like Namibia, assert that many beginning teachers experience challenges and some of them leave teaching due to a lack of support during their first year in the profession (Nghaamwa, 2017).

Veenman was one of the first researchers to identify these challenges (1984). In his study, Veenman (1984) confirmed those beginning teachers' concerns about authority, instruction capabilities, and effective classroom management. The aforementioned challenges are still present as indicated in current research (Ingersoll & Smith, 2012; Nghaamwa, 2017).

There was a need for research that focused on induction processes, including mentorship, if any, for beginning teachers in Lesotho schools, given the challenges that beginning teachers face in the absence of formal induction programmes at school level. Such research assisted the researcher to develop an appropriate programme to guide schools and education sectors in rolling out relevant programmes.

This study explored induction and mentoring for the professional development of beginning teachers in Lesotho schools. In this chapter, the researcher presents the background of the study, the rationale and the problem statement that led to the undertaking of this study. Research aims and research questions are discussed; The key concepts and the proposed research

methodology are also presented. Lastly, the ethics and trustworthiness of the study, as well as the data analysis, interpretation and possible challenges are discussed.

1.2 BACKGROUND

Scholars worldwide interpret the concept of induction in many different ways. Invariably, education systems, policies and models are often responsible for these differences. For instance, Martinez (1994) asserts that induction ranges from a simple to a complex system, which involves how the departmental system works. Induction is a highly structured and detailed method of staff development that involves a significant proportion of individuals and elements that generally lasts for the first three years of a teacher's career. Mentoring is frequently incorporated into the induction process (Wong, 2004). According to Bickmore and Bickmore (2010, p. 1007), "beginning teachers need a sense of belonging, common cause, and the knowledge that over time they will make a difference in the lives of individual children and their profession".

Induction as on-going support is a "period when teachers have their first teaching experience and adjust to the roles and the responsibilities of teaching" (Bubb & Early, 2007, p. 9). On-going support becomes part of integrated professional development programmes, and therefore mentoring is an action because it is what teachers do (Wong 2004). Every beginning teacher should go through a learning process of induction, including mentoring. Induction is the responsibility or task given to veteran teachers who are referred to as mentors (Robert, 2012). These veteran teachers' roles and responsibilities are to provide professional development for beginning teachers. Sun (2015) confirms that mentors also benefit from their participation in comprehensive induction programmes because teachers who serve as mentors refine their own teaching practices and build their leadership skills.

In the same way, principals play a critical role in inducting beginning teachers by setting the stage for teaching success in their schools (Robert, 2012). The principal is indeed the person who is most responsible for an induction programme's efficacy and success. It is widely assumed that "the success of beginning teachers is critical to student success and the success of both is largely the responsibility of the principal" (Tillman, 2015). Beginning teachers' performance seems to be linked to the school culture in which they have their first experiences as teachers, with the principal playing a significant role. "School leadership as the fulcrum for organizational climate and socialization sets the tone for the beginner's first experience, largely through the assistance and monitoring of the principal" (Angelle, 2016, p. 319).

Kang and Berliner (2012) conducted research to enhance the understanding of induction of beginning teachers. In their study, they revealed four common practices associated with

beginning teachers. Their study revealed that activities that are done in induction align with what other scholars like Ingersoll and Smith (2012) and Ingersoll (2014) have observed. For instance, Kang and Berliner (2012) showed supportive communication, regular-scheduled collaboration, seminars and common planning time as everyday activities.

Even though induction is practised differently in schools, its goal is the same. Bullough (2012, p. 62) argues that according to research documents, “all successful induction programmes support beginning teachers to establish effective classroom management procedures, routines and instructional practices”. The author affirms that induction programmes foster harmony, collaboration, and comprehension throughout the learning community and teachers' commitment to lifelong learning and professional success.

1.3 RATIONALE

A review of the literature reveals limited research done in the areas of induction of beginning teachers and how that could impact the professional development of beginning teachers in Lesotho. The literature is limited to the extent that the last visible study was done some years ago, and new studies should be conducted to further inform issues of induction and mentoring. Therefore, it is highlighted that no induction programme guides induction activities at the national level, but only provides suggestions (Lefoka & Sebatane, 2003). The researcher has learnt that the Ministry of Education and Training (MoET) is considering the engagement of a consultant to develop a national framework that will guide induction processes and mentorship in schools (Long et al., 2012). Schools operate without a clear model or programme on how induction and mentorship should roll out in schools with the prevailing situation.

Induction is a valuable process that is not supposed to be overlooked, as the purpose of an induction programme is to assist new teachers in establishing efficient classroom management techniques, daily tasks, and teaching methods (Baddapuri, 2016). Induction programmes develop teachers' sensitivity to and understanding of the community and their passion for lifelong learning and professional growth (Wong, 2002). This is a matter of great concern because of the value of induction and mentorship processes on the professional development of beginning teachers.

As mentioned above, there is a shortage of literature about induction in Lesotho; there are no recent studies to address the issue of induction, including mentorship. Furthermore, there are no guidelines, models, programmes or strategies on how beginning teachers can cope. Based on this gap, the researcher found a need to investigate processes on induction and mentorship. Lefoka and Sebatane (2003) further suggest that there should be a solid and well-thought-out induction programme for all beginning teachers that continue beyond the teaching practice period.

Although not documented, as discussed, issues of induction and mentorship in Lesotho are not addressed; some schools involved in the teaching practice or internship programme at the National University of Lesotho (NUT) and Lesotho College of Education (LCE) have structures and systems to guide the practising teachers. Lefoka and Sebatane (2003) assert that entering the teaching profession is a complicated situation in which success is contingent upon an effective induction structure. Additionally, they state that induction programmes are primarily designed to guide beginner teachers in the teaching profession (Lefoka & Sebatane, 2003). They also highlight the importance of induction and mentorship programmes and the possible challenges of beginning teachers because of the absence of induction and mentoring.

The significance of induction and mentoring is widely documented across the globe (Panizzon, 2018). According to research (Steyn & Schulze, 2005), induction programmes are gaining popularity in countries such as Scotland, Japan, Switzerland, England, Germany and the United States of America (USA). These countries have developed induction and mentoring programmes to support beginning teachers and have confirmed that it is beneficial to have models, programmes and guidelines. Therefore, the researcher found it important for beginning teachers to have proper induction programmes in Lesotho.

Induction is a common practice conducted by all professions (Steyn & Schulze, 2005). Despite the importance of induction of beginning teachers, Lesotho has not accorded it the recognition it deserves. Although beginning teachers are recruited into the system periodically, the government and schools in Lesotho do not have a clear and concrete induction programme in place. One can only speculate that each school has its own way of integrating beginning teachers in their school.

It is against this background that this study investigated the process, practices and reasons for not having implemented an effective induction and mentoring programme of beginning teachers in Lesotho schools. Based on the discussion in the previous paragraph, it can be assumed that the absence of introduction and mentoring programmes in schools impedes the professional development of teachers and education in general. Teachers must be at the initial stage of the profession, go through induction and mentorship to ensure that their academic and professional activities are up to standard.

1.4 STATEMENT OF THE PROBLEM

As indicated in the background (*cf.* 1.2), induction is a global activity widely practised in education and all other professions such as health, industry, technology engineering, and others (Steyn & Schulze, 2005). In Western countries, induction and mentorship programmes are prominent. In the United States, vast amounts of resources have been invested in preparing teachers who join

the teaching profession for the first time. North American countries like Canada and Mexico do not lag behind regarding teacher induction as it continues to be a topic that has profound relevancy across developed countries. Teacher induction in North America is essential as it contributes to teachers' abilities, which are significant to student achievement and educational improvement (Darling-Hammond, 2006). In Canada, the Ministry of Education has in place the New Teacher Induction programme (NTIP), which is considered the second step in a continuum of effective teaching, learning, and assessment practices (Benjamin, 2012).

Mentoring as part of induction has ordinarily been elevated as a significant way for beginning teachers to gain knowledge about their profession because it equips them with the necessary fundamental skills and professional knowledge to deal with the uncertainty inherent in practice's complexity (Hobson et al., 2009). It is therefore essential to note that more experienced teachers should do mentoring. According to Porter (2014), to completely induct and train new teachers, school principals depend on veteran teacher support and assessment support.

In South Africa, the existence of induction and mentorship programmes is well documented (Kane & Francis, 2013). The South African Department of Basic Education (DBE) has documented guidelines for the orientation programme of beginning teachers. Through this document, the purpose of teacher orientation is outlined "to enable beginning teachers and principals to adapt to and become acquainted with the school where they have been appointed" (DBE, 2016, p. 1).

The relevance of such guidelines is that induction lies in the fact that school management and leadership are part of the education system responsible for ensuring that induction and mentoring processes are carried out efficiently. It is even specific in terms of years as it stipulates the whole of the first year of a beginning teacher's employment should be regarded as an induction period, during which time he or she should receive as much assistance as possible in all aspects of his or her job (DBE, 2016).

There is evidence of research, even though it is limited, in the South African context on induction (Kempen, 2010). It is also not clear from the available research whether issues of induction and mentoring are more successful in South Africa. However, scholars like Ono and Ferreira (2010) highlight that beginning teachers involved in induction and mentoring have improved in planning and presenting their lessons but these claims cannot be generalised, as they are mostly case studies.

Numerous studies in Namibia show that pre-service teacher training, on-going support for beginner teachers will improve successful teaching, and learning in primary and secondary schools, and the induction programme is regarded as essential. (Namibian Ministry of Education,

2016). The government of Namibia invested a lot in teacher induction. According to Nghaamwa (2017, p. 87), the Namibian government:

even launched the national professional standards for teachers in Namibia to guide primary and secondary schools on assisting beginning teachers with the requisite knowledge, skills and attitudes needed for effective teaching and learning, which is responding well to the needs of beginning teachers.

In contrast, as Lefoka and Sebatane (2003) have observed, not only are induction and mentorship virtually non-existent in Lesotho, but there is also a deficiency of literature and studies regarding induction issues in Lesotho. Furthermore, there is little literature addressing coping strategies for beginning teachers in Lesotho schools (Lefoka & Sebatane, 2003). In the absence of these studies, the researcher found an existing need to conduct research on induction and mentorship and develop programmes for beginning teachers in Lesotho schools. Therefore, this study investigates mentoring and induction for the professional development of beginning teachers in Lesotho schools and how it can impact the professional development of beginning teachers. The absence of research on induction and mentoring in Lesotho schools essentially highlighted the existing gap in this area of research, which led to the following research questions.

1.5 RESEARCH QUESTIONS

1.5.1 Primary research question

To what extent is mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools implemented?

1.5.2 Secondary research questions

- How essential is mentoring in the induction process in the teaching profession in Lesotho schools?
- How do beginning teachers perceive induction in the teaching profession in Lesotho schools?
- How does the absence of induction and mentoring processes in Lesotho schools affect beginning teachers' professional development?
- What are the challenges that beginning teachers face during the first three years of teaching?
- How can an induction and mentoring programme be developed to assist and support beginning teachers with professional development?

1.6 RESEARCH AIM AND OBJECTIVES

From the abovementioned research questions, the aims and objectives of the study are formulated as follows:

1.6.1 Primary research aim

The aim of this study was to determine the extent to which mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools can be implemented.

1.6.2 Research objectives

- To establish how essential mentoring is in the induction process in the teaching profession in Lesotho schools.
- To determine how beginning teachers perceive induction in the teaching profession in Lesotho schools.
- To establish how the absence of induction and mentoring processes in Lesotho schools affect beginning teachers' professional development.
- To identify the challenges that beginning teachers face during the first year of teaching (literature study and empirical research).
- To develop an induction and mentoring programme to assist and support beginning teachers with professional development.

1.7 SIGNIFICANCE OF THE STUDY

The aim of this study was to help understand induction and mentoring in the professional development process of beginning teachers in Lesotho schools and beyond. It also sought to help learners benefit when beginner teachers are more prepared for their duties as teachers through induction and mentoring. Several practitioners, including principals and mentors, will benefit from the proposed induction and mentoring programme.

The programme the researcher developed is intended to assist the Ministry of Education and Training (MoET) through the office of strategic planning in the formulation of policy that could then guide the implementation of induction and mentorship programmes in Lesotho schools. This study falls within the research entity EDU-LEAD. The findings of the research could contribute to management and leadership regarding the development of an induction and mentoring programme to assist and support beginning teachers with professional development.

1.8 CONCEPT CLARIFICATION

The following concepts are used throughout the study and therefore need clarification.

1.8.1 Induction

Wong (2004, p. 52) defines induction as “a structured training process that must start before the first day of school to introduce beginning teachers to the culture, mission, procedure, philosophy, and programmes of the school”.

Induction programmes differ in terms of their objectives, formality, structure, duration, and planned activities.

Induction is a system-wide, coherent, comprehensive training and support process that continues for two or three years and then seamlessly becomes part of the lifelong professional development programme of the district to keep new teachers teaching and improving toward increasing their effectiveness (Wong, 2004, p. 42).

Breaux and Wong (2002) emphasise that the most effective way to foster, develop, and nurture a lifelong learning mindset in beginning teachers is to implement a new teacher induction programme that affirms teacher training, support, and retention. Induction encompasses all activities that prepare and assist beginner teachers and acclimates them to their schools and district's mission and philosophy (Breaux & Wong, 2002).

In this study, induction enables the beginning teachers to familiarise themselves with the school environment, know colleagues and those in authority, and the school's culture.

1.8.2 Mentor

The mentor teacher is responsible for guiding and assisting the beginning teacher to prepare for the class as well as teaching and administrative duties (Kane & Francis, 2013).

In this study, the mentor teacher is regarded as a veteran teacher and head of department (HOD) who is given the responsibility to see to it that the beginning teacher undergoes all induction processes, which include but are not limited to orientation, workshops, classroom observation and distribution of materials, assistance, support and guidance.

1.8.3 Beginning teachers

Beginning teachers are those who have recently entered the teaching profession as newly qualified teachers (Sweeny, 2008). Some authors like Steyn and Schulze (2005) are even specific on time duration because they define beginning teachers with less than three years of service.

An induction programme is not a once-off event, but a continual process in the employee life cycle. Beginning teacher induction must start immediately after the employee has started at their workplace, through regular communication and provision of employment information (Clement, 2011). The first two or three years of teaching are crucial in improving teachers' skills and first-time teachers should not be left to fend for themselves, but rather should be guided and assisted every step of the way to ensure quality education and meaningful learning in the classroom (Clement, 2011). The school's internal support structure and initiatives, which include regular support activities and on-going learning experiences are extremely appropriate for the professional development of beginning teachers (Breaux, 2011).

1.8.4 Mentoring

Cobbold (2014, p. 7) defines mentoring as “a personal, one-on-one guidance provided by seasoned veterans or experienced teachers to beginning teachers in schools”. Bjekić et al. (2016, p. 346) further define mentoring as “a process of developing a relationship between the mentor and a mentee, which will provide the underpinning with the growth of the mentee’s skills”.

Mentoring is described as the pairing of an experienced teacher with a beginning teacher to provide guidance and encouragement to the new teacher. In this study and in the context of Lesotho, mentoring will be defined as a process that should take up to three years.

1.8.5 Professional development

Professional development is a process of gaining new knowledge and skills relevant to one's career, job responsibilities, or workplace environment on an on-going basis. The primary goal of professional development is to keep staff equipped, disciplined, and empowered. It consists of two intertwined components: occupational role and personal development, with the intention of improving individual and school performance (Bjekić et al., 2016). Teachers' main argument for professional development, according to Nyarigoti (2013), is that they continue to learn from practice and gain experience with each passing year of their careers. Professional development is an important part of teacher induction, and in this study, it encompasses a broad variety of activities and training programmes or approaches that support beginner teachers' growth, personally and professionally, during their careers.

1.8.6 Veteran teacher

According to Kane and Francis (2013), a veteran teacher is a trained teacher with many years of experience as a professional teacher who has taught for at least ten years in a public or private school. Veteran teachers are leaders involved in the induction and mentoring programmes because they have a thorough understanding of the beginning teachers and the learners they manage because they operate with the firm belief that all beginning teachers have the ability to become successful teachers, which prepares them to collaborate and even teach their colleagues. Finally, they serve as role models, inculcating in their mentees a desire to learn to teach efficiently and effectively (Wong, 2004). Therefore, the researcher believes that a veteran teacher as a guide is crucial in or for a mentoring programme to be successful.

1.9 THEORETICAL FRAMEWORK

A theoretical framework is critical for establishing a prism through which basic research can be performed and analysed. It also offers information about what is certain about the topic under investigation. Consequently, it provides a method for systematically analysing and observing the causes and effects of the phenomenon being studied (Basil, 2010).

It is critical to determine how adult learners intend to become teachers in order to promote operational learning, and teachers' professional development can provide formal support programmes. This is necessary since understanding how adult learning is conducted will impact and/or determine the activities to be included in an induction programme as part of teachers' professional development and influence the effectiveness of the learning that will occur. Adult learning researchers embrace certain framework paradigms for analytical purposes, as is the case even with the current study. On that score, Trotter (2006, p. 8) affirms, "adult development theories provide a framework for understanding how adult learners are different from younger learners". He further states that the theories provide insights into the advancement of enhanced professional development programmes that better address the needs of teachers at all phases of their careers. In the context of this study, professional development programmes include induction and mentoring programmes. The undertaking of this study on adult learning is underpinned by the Social Constructivist learning theory of Kegan (1998), Knowles (1984), and Mezirow (2000).

The researcher found this theory relevant to this study, as it is a base and a guide on how adult learners understand and appreciate personal development principles of professional learning that takes place within learning organisations.

Furthermore, when addressing adult learning, Social Constructive Development theorists, such as Abdullah et al. (2008), Knowles (1980) and Lieb (1991), highlight the following principles: “Adult learning is presented as an autonomous and self-directed process. It states that learners build knowledge structures in their minds rather than have the knowledge implanted by the teacher. The learners are perceived as active participants in the process of learning – a process whereby the learner gains knowledge, skills and attitudes through the interpretation of personal experiences”.

- According to constructivism, adults have a foundation of life experiences and knowledge, which may include work-related activities, family commitments, and previous education.
- Adult education focuses on achieving a specific goal. Therefore, adult learners must have a clear understanding of their goals.
- Adults look for information that is relevant to them. They must find a compelling reason to learn anything.
- Adults are practical individuals. They concentrate on how the lesson will help them in their professions.
- Adults, like all other adults, require respect. Therefore, adults should be treated as equals in terms of knowledge and experience.

Arising from the above theoretical standpoints, the researcher posits that teacher development, which occurs in the school setting, should be seen in three dimensions: professional knowledge and skills; social dimensions; and personal dimension. Eisenschmidt (2016) shows that the processes supporting these dimensions coincide in developing teaching competencies, socialisation, and professional identity.

1.10 RESEARCH DESIGN AND METHODOLOGY

Considering the existing gaps and needs regarding research on the processes of induction and mentorship, this study investigated the role of induction, including mentoring, in the professional development of beginning teachers in Lesotho schools by applying a qualitative approach.

1.10.1 Research paradigm

This study followed an interpretivist paradigm (Nieuwenhuis, 2020a; 2020b), more specifically identified as a constructivist approach. Cohen et al. (2011) express that the purpose of research in the interpretive paradigm is to understand the subjective world of human experiences. This is further affirmed by Creswell (2017), who states that interpretivist research entails a process where

the researcher engages participants to understand their life experiences and the meanings they create from those experiences.

Creswell (2017) and Nieuwenhuis (2020a; 2020b) further posit that an interpretive researcher starts with individuals and sets out to understand their interpretation of the world around them. Thanh and Thanh (2015) add that by documenting, interpretive researchers focus on understanding the context in which any form of research is conducted as critical to the interpretation of data gathered. Interpretive researchers usually seek to understand a particular context. The core issue of the interpretive paradigm is that reality is socially constructed. According to Henning et al. (2004, p. 8), “constructivism or social constructivism (often combined with interpretivism) is such a perspective, and it is typically seen as an approach to qualitative research”. They further mention that social constructivist researchers believe that individuals seek an understanding of the world around them. They develop the subjective meaning of their experiences by directing them towards certain objects or things.

The quality of the interpretive paradigm seeks to extend human understanding in specific contexts. The researcher found it suitable for this study because the focus of this research was to gain a deep understanding of the processes and programmes of induction of beginning teachers in Lesotho. The researcher interacted with beginning teachers, principals and heads of departments (HODs) in Lesotho schools and interviewed them regarding their induction processes. Cohen et al. (2011) support this move by saying that the process of interpretive research takes place in a social context where it focuses on the interaction itself as a unit of study.

1.10.2 Phenomenological research strategy

Phenomenological research involves a practice where the researcher organises and engages participants in the research with the intention to understand their lived experiences and the meanings they make from experiences (Creswell, 2017). On the one hand, the researcher has to break away from his own experiences to value and appreciate those of the participants. The most fundamental advantage of a phenomenological approach is that the researcher can find the most significant aspects of the participant's experiences and comprehend the participant's feelings and background better (Creswell, 2014; Hartas, 2015). On the other hand, there might be a disadvantage because of the fact that relationships must be built with participants, which might cause the research process to be extensive and time-consuming (Creswell, 2017).

1.10.3 Method of data collection

The researcher collected data for this study by conducting individual face-to-face interviews and established rapport with potential participants and thus gained their cooperation to yield the

highest response rate (Leedy & Ormrod, 2015). In addition, interviews provide both the interviewer and the participant with an opportunity to learn how people understand circumstances from their own viewpoints (Cohen et al., 2018).

As previously stated, the study used a qualitative research approach, which allowed the researcher to better understand the participants' lived experiences (Nieuwenhuis, 2020a). According to Creswell (2017), qualitative research arose in the social and human sciences in response to the idea that people can be observed in the same way those things can. According to Creswell (2017), qualitative research is multi-method focused and involves an interpretive and naturalistic approach to the particular topic. This implies qualitative researchers investigate phenomena in their natural environments, aiming to understand or interpret them in terms of the meanings individuals assign to them (Biggam, 2008). Because it considers the context and the participants' categories of meaning, a qualitative research design was appropriate for this study. It is dynamic and enables the examination of complex concerns at the same time. Researchers (Hartas, 2015) can develop explanatory theories regarding a phenomenon.

Open-ended interviews are divided into two categories: semi-structured and structured interviews. While open-ended and structured interviews appear to be on opposite ends of the spectrum (Nieuwenhuis, 2020a), semi-structured interviews seemed to be the best fit for this research. Participants were able to give spontaneous responses in semi-structured interviews (Nieuwenhuis, 2020a). Another important feature of semi-structured interviews is that they allow the interviewer to seek clarification of responses when participants do not provide a clear response (Leedy & Ormrod, 2014; Nieuwenhuis, 2020a). For these reasons, this technique seemed more appropriate since it allowed the researcher to follow up on ideas and explore participants' comments, allowing the researcher better to understand beginning teachers, principals, and HODs.

On the other hand, open-ended interviews appeared inappropriate since they can be quite a time-consuming technique (Basit, 2010). The interviews were audio-recorded so that the researcher may use them as references while transcribing. Recording an interview is important for a variety of reasons. First, it assists the researcher to double-check the accuracy of statements, which may then be utilised to analyse results. Second, since an interview is a one-on-one dialogue, it helps the researcher maintain eye contact during the interview. Third, it ensures that the writing is accurate (Leedy & Ormrod, 2014).

To properly perform semi-structured interviews, the researcher must have an interview schedule, as was the case in this study. The interview schedule consists of questions that an interviewer formulates to guide the researcher's contact with the participant (Basit, 2010). The type of data

the researcher expects to find has a significant impact on the interview schedule. As a result, the interview questions should address the primary research questions so that the responses obtained from participants enable the researcher to address the research questions. Thus, it was critical that the instrument be piloted and amended in light of pilot findings that the questions did not effectively cover all the key questions (Bosit, 2010). In addition, it was vital to prevent ambiguity and imprecision in the formulation of the questions, as well as assumptions, recall, knowledge, as well as double questions, presuming questions, hypothetical questions, and offensive questions (Biggam, 2008). As a result, it was vital to organise the interview schedule so that the questions were precise and direct, without prompting the participants to respond to what they believed the researcher was searching. Furthermore, the questions were not burdened, as these could be challenging for the participant to answer.

The researcher developed a good relationship with the participants and gained their cooperation and trust by conducting semi-structured interviews. Although the interviews were audio-recorded, the researcher also used handwritten notes to support the responses that were captured in the recordings. This assisted the researcher during transcription and analysis (Geschwind & Melin, 2016; Nieuwenhuis, 2020a).

1.10.4 Participants

This study employed convenience sampling, a non-probability sampling method, to recruit participants (Leedy & Ormrod, 2014). The researcher identified rural and urban schools around or in the Maseru and Berea Districts in Lesotho. The population included around 300 secondary schools in the ten districts of Lesotho, with Maseru having the highest number of schools totalling 52 secondary schools and Berea with a total of 32 secondary schools (MoET, 2017). The justification for choosing schools in Maseru and Berea is because the researcher resides close to both districts. This addressed the issue of accessibility.

Out of the 84 secondary schools in the Maseru and Berea districts, the researcher conveniently sampled five schools and two beginning teachers, one principal and one HOD per school, totalling ten beginning teachers, five principals and five HODs (Leedy & Ormrod, 2014). HODs were selected seeing that they act as mentors of beginning teachers, while principals were the ones who are responsible for administrative issues. The researcher approached the Teachers Service Department (TSD) to ask for a list of beginning teachers in the Maseru and Berea districts who joined the teaching service in the last three years.

The researcher was aware that principals were a possible risk because the beginning teacher might have provided data that might have impinged on the principal. In the same manner, the

beginning teachers were also at possible risk since they might have disclosed the school's information not meant for an outsider. Due to both participants being at potential risk, the researcher assured participants' of confidentiality by assigning them codes and numbers (Leedy & Ormrod, 2014).

1.10.5 Data analysis

When analysing the data, the researcher was aware of the study's main research question: To what extent is mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools implemented?

The researcher used an inductive thematic content analysis (Nieuwenhuis, 2012) to identify key concepts arising from the data and make meaning of participants' feedback. Cohen et al. (2011, p. 537) highlight that "qualitative data analysis involves organising, accounting for and explaining the data. In short, it involves making sense of data in terms of the participants, definitions of the situation, noting patterns, themes, categories and regularities". Creswell (2014) adds that qualitative analysis is more concerned with meaning from observation notes, interview tapes, and transcripts. After collecting the data, the researcher organised and prepared the data for analysis. The collected data were scanned and sorted and the verbal interviews were transcribed (Bertram & Christiansen, 2020). The next step was to analyse the data to establish how participants made meaning of a specific phenomenon. According to Lacey and Luff (2016, p. 16), "the mass of words generated by interviews or observational data needs to be described and summarized".

Cohen et al. (2011) further document that when analysing qualitative data, the researcher needs to merge the data collection with data analysis. In order to make sense of the collected data from interviews, the researcher coded the raw data into pattern themes based on the conceptual framework of the study (Creswell, 2017). According to Creswell (2014), coding is the process of looking through transcribed data systematically and grouping it into relevant analytical units. Nieuwenhuis (2020b, p. 136) adds, "coding is therefore defined as making the segments of data with symbols, descriptive words or unique identifying names". The transcribed data in this study were analysed through the process of inductive codes. Nieuwenhuis (2020b, p. 123) mentions, "many qualitative researchers like to develop the codes as they code data and these are called inductive codes". Patton (2002) also submits that inductive analysis involves an open-ended approach that allows data dimensions to emerge from lesson observation notes rather than presupposing the important dimensions.

Each participant's interview was analysed. This is because the literature reveals that different authors view the concept of induction differently. Therefore, the researcher elicited each

beginning teacher's understanding and application of induction processes. This way of analysing data per person helped the researcher interpret each participant's understanding of the concept and how he/she found it to be helpful in professional development. In addition, the data were analysed in relation to the research questions informing this study. Then the researcher consolidated how beginning teachers were recruited in Lesotho by using a sample of selected secondary schools.

The researcher first listened to the audio recordings to recapture the responses from the participants. Second, he transcribed the data the same day after each interview in order to identify any inaccurate information and follow up with the interviewees for clarity if necessary. When the transcriptions were done, the participants' responses were coded and categorised to identify themes that emerged. This analysis is termed a "systematic approach to data analysis" (Cohen et al., 2011). The data were then analysed in a narrative form in relation to the research questions informing this study.

1.10.6 Pilot study

It is imperative to validate the research instruments prior to undertaking the actual research to identify any shortcomings in the instruments (Lanphear, 2001). This was used to test trial errors and the interviewer's timing. As a result, the pilot study sample should reflect the actual study in terms of approach, methodology, and procedures (Basil, 2010).

In conducting a pilot study, the researcher identified four beginning teachers who joined the teaching profession for 15 months in schools outside the Maseru and Berea districts. The researcher also identified two principals and two HODs outside the Maseru and Berea districts. The beginning teachers, principals and HODs participated in the pilot study were not part of the actual study. Audio recordings were also used in the pilot study to test the interview questions validity and reliability. Thus, the outcomes of the pilot study gave a reflection of possible findings of the actual study. The researcher learned from the pilot study outcomes, whether his data collection tools needed adjustment (Leedy & Ormrod, 2014).

1.11 TRUSTWORTHINESS AND ETHICS

1.11.1 Trustworthiness

Findings of the qualitative study need to be trusted and the concepts offered should make sense. The data collection, analysis, interpretation and arguments brought forward should be compelling and supported with sound reasoning and ample evidence (Merriam, 2014). According to Merriam (2014), the whole process, from research question to implications, should be truly transparent

and open for critical thinking by the reader. This says that data must be auditable in qualitative research by checking that the interpretations are credible, dependable, transferable and confirmable. Although they differ in wording, qualitative researchers agree that data trustworthiness is evidenced by credibility, dependability, transferability and confirmability (Lincoln & Guba, 1986; Merriam, 2014).

1.11.2 Credibility

According to Lincoln and Guba (1986), ensuring credibility is one of the most important factors in establishing trustworthiness. This seeks to ensure that the results of the research reflect the experience of participants or the context in a believable way. Again, participants should recognise the reported research findings as their own experience (Biggam, 2008). Graneheim and Lundman (2012) assert that credibility deals with the focus of the research, and how well data and process analysis address the intended focus. Graneheim and Lundman (2012) go on to say that the first question concerning credibility arises when making a decision about the focus of the study, selection of context, participants and approach to gathering data. Credibility also involves a selection of the most appropriate method for data collection. The amount of data is also significant in ensuring credibility.

1.11.3 Dependability

Dependability is the extent to which the instrument used in data collection yields the same results on repeated trials (Shenton, 2004). In order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if necessary, to gain similar results. Dependability seeks to ensure the degree to which data changes over time and alterations made in the researcher's decision during the analysis process.

1.11.4 Transferability

Transferability is the extent to which the findings can be applied to other settings or groups (Shenton, 2004). To ensure transferability, it is necessary to provide a clear and distinct description of the culture and context, participant selection and characteristics, data collection, and analysis process. In addition, a rich and vigorous presentation of the findings, along with appropriate quotations, can also improve transferability.

The researcher ensured transferability by purposive sampling. In contrast to random sampling that is usually done in a traditional study to gain a representative picture through aggregate qualities, naturalist research seeks to maximise the range of specific information that can be

obtained from and about that context by purposively selecting location and informants that differ (Lincoln & Guba, 1986).

1.11.5 Conformability

Conformability is the extent to which the researcher admits his or her own predispositions (Shenton, 2004). The role of conformability must be emphasised to reduce the effect of investigator bias. To ensure conformability as the measure of trustworthiness in research, the research findings should be the results of the informants' experiences and ideas, not the researcher's preferences.

1.11.6 Ethical considerations

It is the responsibility of every researcher to consider ethical issues to protect the participants from any harm. One of the most important aspects of these was to seek consent from the Ministry of Education and Training (MoET) and participants. Moreover, the participants were made aware in writing that their participation is voluntary and they could withdraw it at any stage of the study without any prejudice (Leedy & Ormrod, 2014).

The researcher also sought informed consent from the Ethics Committee of the North-West University (NWU), for which the study is undertaken as the researcher is registered with NWU (Maree, 2016). The consent form was given to participants to read and decide whether they wanted to participate or not.

Lastly, the researcher must protect the privacy and confidentiality of the participants (Maree, 2016). In order to adhere to this, the researcher ensured that the identity of the participants and the schools remained confidential in all writings about the study by using letters and numbers instead of real names. To ensure confidentiality, the details of the interviews were not discussed anywhere other than for the purposes relating to this study. As stipulated by the ethics committee, all the raw data were kept in a password-protected laptop, with the researcher being the sole owner until the data could be destroyed after five years.

The researcher adhered, for the duration of the research project, to all ethical guidelines. The following ethical issues were considered.

The principle of doing no harm

The researcher ensured the informants that he would not cause physical discomfort, emotional stress, humiliation or embarrassment (Creswell, 2017; Leedy & Ormrod, 2014).

Informed consent

A colleague of the researcher gave out a letter of consent to all participants. He distributed the letters to the participants who volunteered to take part in the study. The reason for the study was also explained to the participants.

Privacy and confidentiality

All participants who took part in the study did so voluntarily. A letter of consent ensured that all participants remained anonymous and were allowed to withdraw from the study at any time without penalty. Participants received a written letter to obtain their permission and willingness to be involved in the study. The letter also explained the possible benefits of the study.

Release of findings

The researcher needs to document findings accurately, objectively and with certainty (Creswell, 2014). For this study, the researcher documented all results and findings as such, after which the final copy was made accessible to the public through publication.

1.12 RISKS AND BENEFITS OF THE STUDY

1.12.1 Risks

Risk is a potential for harm, discomfort or inconvenience, which involves the likelihood that harm will occur. It includes the severity of the harm and its consequences (Cohen et al., 2011). This study was a low-risk study, but the researcher did not ignore other possible risks; however, the researcher was aware that the principal could be a minimal risk. The researcher revised and checked that the interview schedule does not have any form of harassment or bullying to any participant, which might have led to the potential harm of the participants.

1.12.2 Benefits

Cohen et al. (2018) assert that the benefit of research may include gains in knowledge, insight and understanding, improved social welfare and individual wellbeing and gains in skills or expertise for researchers and institutions. This study will benefit teachers, especially beginning teachers, principals and the MoET in Lesotho for policymaking.

1.13 POSSIBLE CHALLENGES OF THE STUDY

The researcher anticipated the following challenges during the research:

Guaranteeing that all selected participants keep participating and stay sprightly throughout the process could be a challenge. Participants who took part in the study were mostly beginning

teachers who might have been sceptical to reveal all information because they thought that they could criticise management or mentors.

Findings from the study do not represent the entire Basotho population of beginning teachers, as the participants in the study were from the Maseru and Berea districts, whereas there are ten districts in Lesotho.

1.14 REIMBURSEMENT/INCENTIVE

The researcher did not pay participants for participation in the study but offered a snack and water immediately after the interview.

1.15 DIVISION OF CHAPTERS

Chapter 1: Orientation: This chapter provides an introduction, background of the study rationale, statement of the problem, research questions, research aims and objectives, the significance of the study and clarification of concepts. A brief description of the methodology is also outlined.

Chapter 2: Theoretical framework: Adult learning theory and induction and mentoring around the world, including Lesotho, are discussed in this chapter.

Chapter 3: Components of induction and mentoring – The challenges of induction and mentoring in Lesotho, the types of induction and mentoring, the purpose of induction and mentoring and problems with induction and mentoring programmes are the focus of this chapter.

Chapter 4: Empirical research design - This chapter provides a holistic explanation of the qualitative research design, population, sample and participants. Research strategies are also discussed. The chapter also describes data collection strategies, ethical procedures and data analysis.

Chapter 5: Data analysis and interpretation - This chapter deals with coding and interpreting data.

Chapter 6: An induction and mentoring programme to assist and support beginning teachers with professional development is proposed and discussed. Different induction and mentoring programmes are explored in this chapter and then the suitable programme for induction and mentoring to assist beginning teacher professional development in Lesotho schools is developed.

Chapter 7: Summary, findings and recommendations - This chapter provides a summary of findings and the conclusion. The limitations of the study as well as recommendations are outlined

1.16 SUMMARY

This research aim was to investigate the induction and mentoring process in the professional development of beginning teachers in Lesotho schools. The data collection was done by using semi-structured interviews. At the end of the study, the researcher developed a programme that might be used to assist beginning teachers, principals, and the Ministry of Education and Training through the Teachers Service Department.

CHAPTER TWO

MENTORING AND INDUCTION PROGRAMMES AROUND THE WORLD

2.1 INTRODUCTION

Research on mentoring and induction is reported from different countries such as the United States of America (USA), England, Australia, and some African countries (Aspfors & Fransson, 2015; Macheng, 2016; Panizzon, 2018). Even though issues of mentoring and induction are well documented in developed countries, in some African countries, including Lesotho, there has been a relatively little expression of interest in mentoring and induction. This chapter reviews induction activities in the United Kingdom, Europe, America, Australia and Africa.

2.2 UNITED KINGDOM

The United Kingdom (UK) is an island nation in Northwest Europe. It is made up of four countries, namely England, Scotland, Wales and Northern Ireland. It is known to generally have quality education despite some challenges. George (2008) asserts that educational crises of the post-war period in the UK were many and varied. As a result, the challenges of beginning teachers were not given a high priority as opposed to the overall needs of the UK's national education programme. These were mainly shortages of teachers, schools and finance.

There is evidence that McNair (1944) advocated for assisting beginning teachers in entering into their profession with as little frustration and distress as possible. Following this report, Taylor and Dale (1973), as well as Bolam (1973), reviewed the recorded early work on mentoring and induction of beginning teachers in the UK through research, which assessed the nature and amount of assistance that teachers on probation received and to assess these teachers' job satisfaction. These researchers distributed questionnaires to teachers in 15 000 schools, both primary and secondary. Their findings revealed there was a need for mentoring and induction of beginning teachers in the United UK.

The mentoring and induction of beginning teachers started to be a priority for the British Department of Education and Science in the 1960s. This was after the Plowden Report of 1967, which concluded that it was doubtful whether the majority of beginning teachers were given the orientation and guidance in their first teaching positions in order to fortify their training and marshal to raising standards in the profession as a whole. As mentioned above, Taylor and Dale (1973) conducted a study on beginning teachers who were on probation in the Department of Education

and Science in England. The objective of the study was to identify the needs, problems and advantages of beginning teachers.

The findings of the study were that there was a need for teachers to be inducted well so that they should not have any problems in their profession. As a result of this study, Bolan and Taylor (1973) organised a series of lectures and seminars across the country for teachers, administrators, and lecturers from colleges of education and universities to make all those interested in induction procedures aware of the practical outcomes of the research project.

In England, the Department of Education and Science started to consider issues of mentoring and induction from early 1970, when a committee was appointed to inquire into the existing arrangements for the education, training and probation of teachers in England and Wales (Singh, 2008). Several studies were undertaken, and generally, the findings showed the need for mentoring and induction. In addition, the recommendations suggested that there was a need for beginning teachers to be guided and assisted. Currently, the issues of mentoring and induction of beginning teachers in the UK are highly considered with clear documentation (Loughram & Hamilton, 2016).

The mentoring and induction of beginning teachers in pursuit of advancing their professional development in England have been undertaken through a vigorous process. All the beginning teachers are supposed to undertake a statutory induction in which they demonstrate that they meet the required standards for Qualified Teacher Status (QTS). Hextall and Mahony (2000) note that the education system in England treats beginning teachers' induction as the mandatory gateway into the teaching profession. This whole process also has to be completed within a year. A teacher must go through the programme as soon as possible since delays may affect the teachers' employment prospects.

In Wales, the system of mentoring and induction of beginning teachers immediately after acquiring qualified teacher status encompasses the statutory requirement that they should not exceed 90% of their teaching time with regard to the average timetable because it is believed that induction should also build on existing skills and individualised programmes (Abbott et al., 2007). This also concurs with the National Association of Schoolmasters and Union of Women Teachers (NASUWT, 2006), who asserts that the induction programme should be equipped with an individualised programme, planned around existing skills, knowledge and achievements as it takes into consideration the career entry profile entailing time-to-time reviews of the progress and the initiation of the beginning teacher's skills of self-evaluation. As of 2007, beginning teachers in Wales have been guaranteed three years of mentoring, learning opportunities and in-service training, all of which are funded within this period in order for them to be informed about making

choices about their individual needs and the best way in which these needs can be met (Welsh Government Circular, 2017).

On the other hand, in Northern Ireland, teacher education takes a different trajectory from the one in England and Wales. It has based its foundation on competence rather than some standard approach to development (of the teacher) which is designed to acknowledge beginning teachers' education, early professional development and induction. The Teacher Partnership Handbook (Northern Ireland Department of Education, 2010) was designed in such a manner that it secured some common shared approaches to the mentoring and induction process of beginning teachers. Due to the shortage of teaching posts in Northern Ireland, there is never any fixed time for the beginning teachers to finish their induction. Normally, induction takes about one year (Northern Ireland Department of Education, 2010).

Northern Ireland uses a programme agreed upon by the Northern Ireland Teacher Education Committee (NITEC), which was introduced following discussions shared by the higher education institutions, serving teachers and professional organisations. Through this programme, the initial training of teachers and the early stages of their professional development through induction and in-service training are planned according to a model of professional competencies required for beginning teachers. The programme further endorses those beginning teachers should have a personal profile that sets out their competencies to make an important contribution to the planning of provision for individual teachers at all stages of development.

In Northern Ireland, every beginning teacher is supposed to go through an induction course to address competencies and core values and encourage beginning teachers to develop a critically reflective practice to improve their own teaching (Northern Ireland Beginning Teacher Program, 2016). The beginning teachers are accredited by the Board of Governors, at the recommendation of the principal, when the teacher has successfully completed early professional development. A formal certificate is issued from the relevant Induction and Early Professional Development (EPD) offices by the education authority.

Scotland uses a different framework for the mentoring and induction of beginning teachers. From the early 1990s, Scotland used the Professional Development Framework of Standards (Christie, 2003). The framework received the impetus through the McCrone Agreement (Scottish Executive Education Department, 2001). This framework is divided into three standards: an induction standard, a standard for full registration, and a chartered teacher standard for expert teacher status (O'Brien & Christie, 2005). These standards form a framework for professional development, apparently building on the existing benchmarks for the beginning teacher's education.

The McCrone Report indicated that the process of undertaking early engagements and the development of positive habits and attitudes are mandatory for Scottish teachers (SEED, 2000). Therefore, the country rolled out a one-year induction programme in 2002–2003. McNally (2002) affirms that this undertaking was put in place mainly to respond to the hitherto fragmented teaching experiences among beginning teachers who were put on short contracts. McNally further puts the blame on the complex neglect trend for the vulnerable, beginning teachers who are used to teach but are later discontinued from teaching, thereby undermining a stable and supportive induction process.

2.2.1 Conclusion

Countries in the UK use a unique language regarding teacher education in general. Standards and beginning teacher standards were introduced across the UK. The expectations for teacher practice as well as professional practice are outlined in the standards. The beginning teachers' standards are also outlined. The mentors use the standards when assessing the beginning teachers to determine areas where additional development is needed or to identify where mentees prove to have outstanding practice.

2.3 EUROPE

Just like other continents, Europe also has some problems when it comes to education. Zuljan and Pozarnik (2014) assert that the profound economic, social and cultural changes in Europe present a real challenge for teacher education. Therefore, beginning teacher induction needs to be taken as a first priority for the betterment of good mentoring programmes so that the beginning teachers can make a good transition from the school culture to the working environment culture.

In Europe, there are documented clear models, programmes and guidelines for induction. However, some authors believe that most of the problems teachers face in European countries are brought about by inadequate or inappropriate mentoring and induction. According to Gross (2016), beginning teachers in Europe tend to leave their profession, especially within the first five years of teaching. In what has been referred to as teacher attrition, teachers' quitting the education field has become a growing concern in the past decades, with studies showing a relationship between poverty in schools and high attrition rates. Panizzon (2018) asserts that the rate of attrition in the first five years is about 30% in most European countries.

Factual data is vital in understanding teacher attrition, which continues to serve a blow to the education sector in all the countries across the world and mostly in the European countries. Gross (2016) provides statistics indicating that about 29% of beginning teachers have admitted to

leaving their profession for other professions within the first five years of teaching, especially in Norway.

According to Valencic and Marentic (2014), Europe is undergoing economic, cultural, and technological changes that negatively impact the education sector, especially teacher education. As a result, teachers are faced with unprecedented complexities in dealing with learners at various levels. As a result, it is recommended that governments should undertake new forms of in-service and pre-service teacher mentoring to enable beginning teachers to overcome these challenges (Valencic & Marentic, 2014).

The recent immigration crisis in Europe has led to most countries becoming more diverse in order to accommodate immigrants into their systems (Zuljan & Pozarnik, 2014). Therefore, beginning teachers must be given adequate and modern training on how to handle the challenges arising out of handling a more diverse work environment, which involves both learners and parents. Teachers play a significant role in achieving modern education objectives. They are considered crucial actors who help the education sector realise its ambitions and long-term goals (McNew-Birren & Van den Kieboom, 2017). Therefore, the arising challenges imply that those teachers need to be diverse and learn multiple cultures so that they can accommodate all learners in transmitting knowledge in schools (London et al., 2016).

The role of teachers in Europe has become diverse, thus making it necessary to become flexible. However, such flexibilities require taking a problem-oriented approach to teaching (Organisation for Economic Co-Operation and Development, 2011). When beginning teachers are not given proper mentorship regarding ways to handle these social, cultural, economic and environmental challenges, their work becomes complicated. With the influx of immigrants, education is considered key to nurturing a dynamic environment that can sustain tolerance and knowledge acquisition (Steyn & Schulze, 2005).

Valencic and Marentic (2014) observe that beginning teachers face numerous challenges upon joining a learning institution though European countries respond well to these challenges. They note that classroom management, differentiation of instructions, discipline strategies, relationships and knowledge assessments are the main challenges facing beginning teachers mostly across the globe. Kearney (2014) asserts that literature shows that the early days of a teaching career are regarded as a period for an administrative process. As a result, many efforts should be made for professional support and development. Most governments in the European countries, therefore, spend significant resources on mentoring beginning teachers to enable them to integrate into the new environment with ease (Mangione et al., 2016). With professional

development for beginning teachers given inadequate attention in some European countries, the working environment is becoming increasingly difficult for these teachers.

According to Mangione et al. (2016), there is a three-pillar model that is used to explain the challenges faced by beginning teachers in their first year of joining the profession. The model provides an understanding of how teachers' professional worries develop and how they react towards them. These worries manifest themselves in three stages as teachers' progress towards full professional development. The three stages are:

1. Survival stage – This is where the beginning teacher aims to find themselves in understanding their role and position within the education system and its significance.
2. Mastery stage – This is where the beginning teacher is a little bit focused, and they direct their energy and attention to teaching. This stage involves combining learned theory with actual practice.
3. Teaching impact stage – This stage is entirely where the beginning teacher's attention is diverted to students, whether what they are teaching can be examined, the results of their instruction on students.

These three stages show how beginning teachers are concerned with their professional development in European countries. Like any other continent, beginning teachers in Europe face numerous problems regarding teaching, such as general socialisation, organisation and management of teaching (Mangione et al., 2016). In their view, teachers in Europe lack proper support in these categories and that it should be provided as soon as possible. Valencic and Marentic (2014), on the other hand, believe that induction of beginning teachers is an essential phase in the professional life of teachers and they assert that Germany is one European country with a well-organised induction system.

In Germany, teachers go through various phases of induction. Once teachers complete college or university education, they have to go for a two-year induction phase (called a *Referendariat*) in which the beginning teacher receives the professional support necessary to kick start the teaching career (Valencic & Marentic, 2014). During this period, beginning teachers teach part-time and get professional training by mentors on competencies like lesson planning and how to discipline learners. Moreover, they are continually counselled and evaluated by peers and the mentor. The training is critical for the development of essential competencies that improve the beginning teachers' careers.

Some researchers like Kearney (2014) and Kemmis et al. (2014) regard the induction and mentoring programme in Germany as organised, while others argue that it does not pitch at the same standard as in other developed countries. Kotthoff and Terhart (2013) assert that while the

system of beginning teacher training in Germany is very ambitious and expensive as far as time and money are concerned, the system of beginning teacher induction is rather poorly developed. Kotthoff and Terhart (2013) further argue that compared to the beginning teacher induction systems in other countries, such as Canada, Finland, England and Holland, traditional beginning teacher provision in Germany is somewhat random and focused on specific areas, such as teaching strategies and using multimedia. Beginning teacher induction is compulsory in Germany even though how teachers are expected to fulfil the obligation depends solely on the beginning teacher as it is not prescribed in detail either by the school or the relevant school authority (Terhart, 2003).

Valencic and Marentic (2014) argue that the Netherlands is one of the countries in Europe that continues to face dilemmas and conflicts in the quest to support beginning teachers. There is so much support and awareness of teacher support that relevant authorities believe that other stakeholders are not contributing enough. There is no conflict pitting the government policies that support the beginning teachers and the school's autonomy (Gross, 2016). The Dutch government policies aim to improve the quality of teachers. This makes it one of the European countries where government policies support beginning teachers to acquire the seven key competencies defined in the country's laws (OECD, 2014).

The Dutch government is very serious about teacher training issues, even after the teacher has acquired the teaching qualifications. The law governs funding for the beginning teacher induction, where competent authorities of both private and public schools are paid an annual sum for training (Brouwer, 2007). The government gives universities and teacher training colleges a mandate through the Minister of Education, Culture and Science to provide courses for a certain period or specific groups of participants with the specific aims of training beginning teachers.

In Sweden, the history of beginning teacher induction and mentoring can be traced far back, but it started to gain momentum in 1995 when there was a political agreement between the teachers' union and the municipal authorities for beginning teachers to have a right to mentoring (Kemmis et al., 2014). However, this has been challenged and replaced by the implementation of a Swedish teacher registration reform even though some elements of mentoring support have been retained.

Through the Swedish parliament, the government of Sweden decided to introduce Teacher Certification in March 2011 (National Agency of Education, 2012). According to Ståhle and Edman Ståbrandt (2020, p 2) this is a deliberate effort to support teachers and preschool teachers (who were completing their teacher education after 2011 and beyond) to "participate in a one-year induction programme where a mentor closely monitors them before receiving their certification".

The principals are responsible for selecting veteran teachers (mentors) who can assist beginning teachers (Swedish National Agency for Education, 2012).

Sweden requires well-defined skills and competencies from beginning teachers. As indicated above, these competencies and skills are expected of the teachers during their studies in the one-year probation. Although principals should appoint mentors, municipalities and schools are responsible for the induction programmes (Valencic & Marentic, 2014). Although there is a one-year induction programme, beginning teachers are assigned the same responsibilities as experienced teachers.

In Romania, the concept of induction and mentoring is relatively new as it was established in 2011 under the new National Law of Education 2011 (Stingu et al., 2016). The role of the mentors is evident in Romanian educational law. The mentors are expected to have at least eight years of teaching experience. However, the Romanian policy of beginning teachers has been criticised by stakeholders, especially by veteran teachers. They find it to be too demanding and nerve-wracking. For example, a mentor has to register and pass a course accredited by the Romanian Ministry of Education within five years (Stingu et al., 2016).

In Romania, once teachers have completed their training, they have to go through another two-year probation in which they are accorded similar rights to those of regular teachers. The mentor teachers are in charge of the induction process, and they organise every aspect of the process (Valencic & Marentic, 2014). The beginning teachers are then assessed internally to determine their professional performances. The beginners have to take both oral and written examinations before classroom teaching is observed. Beginning teachers have criticised this process as being tedious.

In Slovenia, the induction process is robust and coordinated between the schools and the Ministry of Education. Therefore, the Ministry can assign beginning teachers to various posts for free induction or be given head teachers' contracts. When the headteacher employs beginning teachers, they are compensated with up to 70% of the regular teacher salary (Zuljan & Vogrinc, 2017). However, financial compensation does not always apply. In some cases, teaching can be done without remuneration. The beginning teachers in Slovenia have shown satisfaction with how the mentors work with them; they rate mentors high concerning capabilities and specific duties within the programme (Zuljan & Vogrin, 2017).

In Finland, mentoring and induction of beginning teachers are carried out as a process of collaborative self-development. The relevant stakeholders agreed that it should be done by the Ministry of Education, the municipalities, the university lecturers and the profession through its

unions (Sahlberg, 2012). It is evident that mentoring and induction of beginning teachers is not the principals' and the beginning teachers' responsibility. However, the Finnish model called Peer-Group Mentoring (PGM), which is intended to guide, support and assist the professional development of teachers (Geeraets et al., 2015), should take the responsibility.

2.3.1 Conclusion

The researcher is of the opinion that induction and mentoring of beginning teachers are handled with great care in most European countries. As discussed above, evidence has been disclosed in multiple ways from one country to the other. According to Fransson and Gustafsson (2008), the international network of beginning teachers in Europe was established in 2005 to support beginning teachers whose issues were discussed in conferences and were published. Generally, most of the European countries have recognised the significance of introducing teacher induction and mentoring and have also carried out well-funded, well-monitored induction programmes that provide support to all the beginning teachers for a minimum of two years of teaching (Wong, 2005).

2.4 AUSTRALIA

The mentoring and induction of beginning teachers in Australia are quite advanced, even though there are some administrative issues (Lyons, 2009). These issues could be traced back as far as the 1970s. However, beginning teachers' formal induction and mentoring in Australia was formalised in 1990 when the New South Wales Department of Education and Communities (NSWDEC) started to offer mentoring for beginning teachers (NSWDEC, 1990). Initially, the programme was well implemented, but some years later, it was overshadowed by the imposition of beginning teachers' probation where beginning teachers were forced to obtain registration with the New South Wales Institute of Teachers (NSWIT) for purposes of induction and mentoring (Edward-Groves, 2013).

Research on beginning teachers' induction and mentoring is advanced in Australia. Journal articles, books and reports deal with beginner teachers' induction and mentoring and focus primarily on delivering quality teaching to equip the beginning teachers (Mitchell et al., 2017). The systematic approach of induction and mentoring seeks to equip the beginning generation of teachers with the knowledge, expertise and professional competence as they enter the role of service to the learners. According to the Australian Institute for Teaching and School Leadership (2016) (AITSL) Australia has employed various procedures that work hand in hand to achieve the noble task of mentorship and induction. The Australian education system organises workshops where upcoming teachers are trained periodically on various requirements and expectations in

the profession. Birkeland and Feiman-Nemser (2012) argue that the Australian system of engaging the beginning teachers in collaborative learning activities with their cooperative professional learning communities is eventful and worthy of raising the quality of services offered by the new generation of teachers (AITSL, 2016). Mentoring and induction are important in teacher attrition in Australia, with the supervisors and colleagues of the new teachers working together to bring about job satisfaction and stay in the teaching profession (Department of Education, Skills and Employment (DESE), 2013).

The Australian system of education supports the forming of professional associations. These associations are suitable for beginning teachers who seek to work in the Department of Education and for the purpose of the welfare of teachers in general (Lyons, 2009). The Australian Professional Standards for Teachers (APST) is a body responsible for the accreditation and registration of teachers. Associations are formed to be among the prominent players concerning the improvement in the quality of service delivered by teachers to the learners and other teachers (DESE, 2013).

Mentoring and induction processes are organised mostly by these associations to keep abreast with the progress of the education curriculum. With such associations in place, facilitators and coaches are trained to assist beginning teachers in their transition from graduates to fully developed teachers (DESE, 2013). The APST monitors different categories of teachers, namely, fully registered teachers and full-fledged mentors who work with the teachers. These experienced teacher evaluators confirm teacher proficiency in teaching and planning and eventually the relevant personnel from all thirteen educational factions such as the unions of teachers, the teacher's employment bodies and the professional associations (Mitchell et al., 2017). All these groups are expected to work together for the benefit of teachers, and it is the duty of professional associations to be at the centre of ensuring that the beginning teachers are well inducted into the education system and are accorded the best mentorship by the relevant bodies to inspire them to remain in their careers (DESE, 2013).

In 2011, two education researchers, Ingersoll and Strong (2011), who are regarded as pioneers on issues of beginning teacher induction and mentoring, undertook conclusive and thorough research, which produced a three-point benefit of teacher induction and mentorship in the Australian education system (Ingersoll & Strong, 2011). The three-point benefit included increased teacher retention, classroom instructional practices and improved student achievement. The participation of teachers in mentorship and induction programmes increased the satisfaction levels of the teachers about the profession and brought about increased retention rates of beginning teachers. (Schuck et al., 2018).

In addition, Schuck et al. (2018) ascertained that well-inducted teachers have the best classroom instructional practices and are able to develop good working relationships with their learners and colleagues, to advance student academic performance. Schuck et al. (2018) further assert that learners of teachers who went through mentoring and induction programmes excelled more in their classwork as compared to the learners of beginning teachers who never engaged in any mentorship and induction programmes.

It is therefore clear that the mentorship and induction programme should be accorded merit so those beginning teachers may find the correct tools and platforms to enter into the academic field with both open minds and positive energy. Mitchell et al. (2017) posit that the mentorship programme is essential in keeping a developed country such as Australia from losing its teacher population due to the concern that other careers or professions may seem more lucrative. The programme should also help the beginning teachers to thrive in the line of mutual trust and respect, thereby increasing the student performance rate and success (Schuck et al., 2018)

Administrative support is essential in developing the beginning teachers for the job that they seek to undertake. The principals and their deputies must make it a priority to work closely with the beginning teachers so that they are able to effectively work in harmony with the requirements of the curriculum (Organisation for Economic Co-operation and Development [OECD], 2015). The role of the school administration is to provide the necessary tools within the school premises to train the beginning teachers in the best methods to use, according to the custom of the school, taking into account the fact that every school is unique in its tradition while the regulations governing the institution are national. The school administration must work closely with the beginning teachers to inform them how to balance the codes of practice, the customs of the school and the requirements of the education governing councils as is appropriate (Schuck et al., 2018).

The Australian education system requires that the administration of the school consist of senior colleagues who have worked in the Department of Education for a long time (OECD, 2015). These staff members have to play the important role of including the beginning teachers in developing the necessary plans and reports that will enable them to understand the necessary procedures, thus keeping them primed for duty (AITSL, 2016). This effort cultures the heart of collective responsibility, thus creating a good working environment for beginning teachers.

2.4.1 Conclusion

In Australia, the induction or mentoring of beginning teachers is administered by policies from diverse states and territories. Wong et al. (2005) add that models of induction differ from one state to another. There are also variations in the quality of induction programmes and general support

for beginning teachers (House of Representatives Standing Committee on Education and Vocational Training, 2017).

2.5 UNITED STATES OF AMERICA

The induction and mentoring of beginning teachers in the United States of America (USA) has a long history, and although it has ups-and-downs, it is classified as among the best in the world (Kearney, 2014). In 1998, the California Commission on Teacher Credentialing provided funds and the governor signed legislation that led to the restructuring of teacher credentialing (Bullough, 2012). These efforts introduced a performance test for all beginning teachers after completing an intensive two-year mentoring programme. Under this law, every beginning teacher has to be provided with intensive support, guidance and assistance to ensure the unwrinkled transition into teaching and continuous professional growth (Bullough, 2012).

Mentoring and induction in the USA has and is still being pursued as the best approach to teacher retention in state schools. The USA, which enjoys a high state of economic stability, has instigated plans for all teachers beginning their careers to ensure that they do not leave as soon as they are employed (Pinto et al., 2012). The beginning teachers are subjected to extended internship programmes to ensure that they are fully equipped for their tasks. The internship programmes include inviting trained mentors to guide the beginning teachers in their initial working stages.

In Canada, the Ontario state makes it possible for all principals to ensure those beginning teachers are allocated reduced assignments, emphasising assisting the beginning teachers and not assessing them (Howe, 2006). The Ontario state passed a rule in 2000 called the Ontario Teachers Qualifying Test (OTQT) 2000. This programme was introduced to bring about a high level of accountability in the quality of education. The test was made compulsory for all the graduating education students and for the teachers from other provinces that were keen on pursuing a teaching career in the state of Ontario. The test was structured to ensure that professional knowledge, teaching strategies and community involvement were effectively traversed and that teachers could solve the diversities in the education sector (Pinto et al., 2012). The New Teacher Induction Programme (NTIP) sought to develop all the possible alternatives in the education sector and brought collaborative partnerships to support the beginning teachers' professional development. NTIP standardised the teacher evaluation protocol as well as teacher transition into the profession. The programme equally gave confidence and skills to teachers, thus ensuring that teacher attrition is minimised (Clark, 2012). The programme brought all the relevant stakeholders on board.

The programme handbook for mentoring and induction of beginning teachers in the state of Alberta in Canada is a clear indicator of the seriousness with which Canada demands formal induction and mentoring to new teachers. The purpose of the induction programme in Canada is to reduce the teacher attrition rate to a manageable level and to develop a satisfying career in the teaching profession. (Clark, 2012). The Canadian induction system is intended to develop the competence of both the beginner teacher and the mentor. As the beginner teacher and mentor rise in experience, so their competence improves. The programme further enhances teaching and learning in Canadian schools. This is achieved through active induction and orientation of beginning teachers.

Mentors are rigorously trained so that they can facilitate the professional growth of the protégé successfully. According to Enz and Cook (1992), induction and mentoring revolve around the service provider, assistant provider, support provider and the teacher. This method of collaboration ensures that the beginner teacher finds support, an advisor and a friend. The assistant provider becomes a collaborator, a coach and a role model to the beginner teacher while the service provider gives the beginner the best direction to follow, the speed that is required and in what lane to proceed.

The American beginner teacher is subject to constant monitoring from all the relevant stakeholders so that at any given time, there is a growth of the teacher (Bullough, 2012). The cycle of activities that a beginner teacher must go through in the period of service are numerous and mandatory so that an all-around teacher, with the responsibility of service, is developed (Edgington & Swiatek, 2018). Building trust forms the circle section, after which the teacher is introduced to the school policies and procedures by the school management and the senior colleagues. This cycle develops the beginning teachers into professionals who value their work and understand the need to be part of the system. With the beginning teachers having a full understanding of the school policies, the development of lesson plans is important in determining what to deliver to the learners and how to deliver it in a manner that is satisfying to all the relevant stakeholders in the quality assurance team. With well-documented lesson plans, beginning teachers are able to successfully evaluate themselves in comparison with other teaching staff in order to determine which areas need re-evaluation (Bullough, 2012)

Teachers can be fully oriented to the growth plan and analysis of the level of growth achieved to enable them to know what to focus on as professional instructors who can offer intellectual, moral and emotional support to their learners. Their mentors seek to increase teacher commitment, improve instructional practice, improve teacher retention, and increase learner performance (Edgington & Swiatek, 2018). Those are the four levels of mentorship and induction that are essential and must always be paramount in all beginning teachers as they take up their new roles

in American schools. Smith and Ingersoll (2004) have proved through research that American teachers who received proper mentoring and inductions are less likely to move to other professions or even to transfer to different schools. Bickmore and Bickmore (2010) equally affirmed that all the elements in a school system, including all the principals, mentors and inspectors, must work together to develop beginning teachers and that there should be constant training and hiring system in motion to deal with exits and transfers.

There are established New Teacher Centers (NTCs) in the USA, which are responsible for the beginning teacher mentoring and induction programme that is clear and precise (Ingersoll & Strong, 2011). Research indicates that programme success is dependent on the capability of instructional mentors, who, in turn, must know what they are doing. They must be experienced teachers and quality assurance inspectors who are fully aware of what should be done to combat bad publicity on teaching as a career. Schools must have effective principals to facilitate teacher retention (Bickmore & Bickmore, 2010).

The school principals are tasked to be the immediate supervisors of the beginning teachers. Therefore, the principals must be mentors, friends and inspectors so that the beginning teacher may learn the inroads of the service from them (Ingersoll & Strong, 2011). Multiple support structures for beginning teachers must be put in place to facilitate the transition. A smooth transition is effective and valuable for keeping the teacher at a school. This stability is attributed to the fact that everybody wants a good working environment and teachers are no exception. The policy recommends that the mentoring and induction process in the USA should have influential programme leaders who work for the benefit of all, in line with developing user-friendly and comprehensive programmes in the schools (Bullough, 2012). This practice helps beginning teachers to develop a good rapport with the teaching fraternity. Bullough (2012) further suggests that ongoing programme evaluation should be a continuous process, fitted with adequate tools for a successful evaluation.

2.5.1 Conclusion

It is evident that in the United States and Canada, teacher induction and mentoring programmes are organised. A teacher's permanent certification can only be issued after a teacher has successfully taught for two or three years and has met recognised state standards for quality teaching (Bullough, 2012).

In the previous section, programmes, guidelines and models of mentoring and induction in different countries were discussed. In the next section, mentoring and induction in different African countries will be explored.

2.6 AFRICA

Africa is faced with many teacher education challenges such as preparedness, engagement or replacement of beginning teachers, a commitment by the Departments of Education, insufficient numbers of qualified teachers, and budgetary and infrastructure constraints (Thakrar et al., 2009). Teacher education in Africa has adopted the western models of academic organisations. Otara (2012) asserts that while Africa is privileged to have an ancient academic tradition, the underlying matter is that traditional centres of higher learning in Africa have vanished after independence.

As discussed above, it is necessary to bear in mind that Africa might not meet the standards of induction and mentoring of beginning teachers like the developed countries. In most African countries, beginning teachers hold certificates, diplomas and bachelor degrees. However, according to the United Nations Educational Sciences and Cultural Organisation (UNESCO) (2016), only four countries in Sub-Saharan Africa met the teaching requirements in terms of qualifications set by UNESCO when they were conducting a study on teacher qualifications.

Ghana is constitutionally mandated to offer free compulsory universal basic education for all its school-going children (Government of Ghana, 1992). This constitutional provision necessitates the government to ensure that it improves access and participation in basic education, besides enhancing education and teaching in basic education schools. This objective is linked to the global goals of 'education for all' and the Millennium Development Goals, in which Ghana has shown a lot of commitment (Government of Ghana, 1992). Nevertheless, induction and mentoring programmes are not mandatory undertaking within the Ghanaian education system. A study undertaken by Hedge (2002) shows that induction may be encouraged at district, school and college levels. However, there is no stated policy that governs these induction programmes adequately. According to Dishena (2014), teachers who have not been taken through the mentoring and induction programme feel that they have been denied a fundamental need to be assisted, guided and oriented as beginning teachers. Induction, therefore, becomes a continuum of teachers' development and an avenue for extending support to the beginning teachers beyond the initial training that they have acquired.

Those who are tasked with providing mentorship require skills, dispositions and knowledge across the varied areas of specialisation and discipline. According to Spooner-Lane (2017), it is never sufficient to have expertise in the field of teaching, but one needs to be competent at mentoring, which will complement their specialisation. It could be a challenging task for mentors who do not have sufficient qualifications in terms of having adequate formal training to initiate direct feedback and undertake an instigation of changes in the beliefs of the mentee and overall teaching practices (Dishena, 2014). Spooner-Lane (2017) argues that several studies support this position. Kemmis

et al. (2014) point out that mentor training is a fundamental aspect of the success of mentoring programmes. Aspors and Fransson (2015) have put forth a well-designed, systematic, and research-based approach. The approach provides for an integrated form of mentoring in which mentors' capabilities are successfully developed.

In most Nigerian primary and secondary schools, the induction and mentoring relationships that take place among beginning teachers and mentors are usually informal and unstructured (Aladejana et al., 2016). If there are no models or guidelines that give mentors direction on how they should implement induction and mentoring, there is no uniformity in standard. Similar to Nigeria, there are no formal or structured induction and mentoring in Lesotho. Lefoka and Sebatane (2003) observed that induction and mentoring are not only virtually non-existent, but there are no studies addressing induction and mentorship. The researcher is influenced by the fact that Lesotho has no structured and formal induction and mentoring programmes, as well as the inadequate literature on issues of induction and mentoring of beginning teachers.

South Africa is known to be one of the advanced African countries not only on democratic aspects but also on issues of education as a whole. The South African National Policy Framework and Development (2006) addresses some issues like teachers' shortages, recruitment, recognised teachers qualifications, and the teacher support system in teacher development. The existence of induction and mentoring in South Africa is documented and administered by the principal or heads of departments (Mashau et al., 2017). However, Msila (2012) asserts that South African principals face enormous challenges that impact the running of their schools, especially regarding the issues of induction and mentoring of beginning teachers. Msila (2012) further observes that some heads of departments do not implement induction and mentoring as is recommended by the Department of Education.

The South African Department of Basic Education (DBE) has introduced some guidelines for the induction of beginning teachers (DBE, 2016). However, even though there are guidelines for teacher induction in South Africa, there are numerous elements that are unclear, for example, how long the induction of beginning teachers should be. However, the DBE also contradicts itself when it says that schools must develop their own programmes (DBE, 2016).

Nghaamwa (2017) has indicated that the success of a school-based induction programme can be assessed based on how well teachers are able to work together and how well school principals perform their role concerning advancing and establishing the necessary frameworks to facilitate the interaction of teachers at all levels of engagement. Furthermore, a well-designed and well-implemented induction programme can enhance practice by assisting beginning teachers in

applying the theoretical information acquired during their teacher training to the complex and diverse real-world teaching environment.

School-based induction programmes cannot be regarded as just general undertakings. According to Steyn and Schulze (2005), induction and mentoring programmes should be designed in a context-specific manner to be aligned with the needs of the beginning teacher. The structure of these programmes must aim to enhance the performance of the beginning teachers to support learners to achieve good results.

In many African countries, beginning teachers face numerous challenges that cause them to leave the teaching profession within the first few years. Aspors and Fransson (2015) report that beginning teachers in developing countries are sometimes required to work for free for up to three months during the induction period. These are demotivating elements that must be addressed in order to develop a more attractive environment for teachers (Nghaamwa, 2017)

Aspors and Fransson (2015) also observe that a lack of support for beginning teachers in African countries has contributed to high attrition rates. Teachers need support from senior and established teachers and their employers to adapt to the new conditions and working environment. However, once they have been placed in teaching positions, employers hardly check on them, and they have to grapple with the problems that they must overcome individually in order to survive in the profession. Moreover, the experienced teachers often see new teachers as threats to their own positions and often limit their support and expose the new teachers' weaknesses. This behaviour is common in most African countries and has also been observed in other countries such as the USA (Aspors & Fransson, 2015).

The discussion above has shown that one of the significant factors contributing to the trend of attrition of beginning teachers is the lack of induction and mentoring programmes in many schools across the world. However, Aspors and Fransson (2015) assert that the problem of attrition is not limited to developing countries. They provide examples of reports from around the world, which indicate that a lack of induction is one major cause of attrition. As a result, there is a decrease in morale among teachers when their colleagues quit their jobs for other professions. From the available data on teacher attrition, it has become essential for education stakeholders to take the necessary measures and to ensure that proper induction and mentoring programmes are in place to help nurture beginning teachers (Dishena, 2014).

In Namibia, the programmes for beginning teacher induction and mentoring are well documented. Nantanga (2014) asserts that the Namibian Beginner Teacher Induction Programme was given a mandate in 2011 to guide and assist beginning teachers in being competent and professional

after acquiring their qualifications. The move for induction and mentoring in Namibia came as a response to teacher attrition. According to Dishena (2014), the origin of beginning teacher induction was a move instigated by the need to enhance learning in the classroom by preventing teacher attrition, thus ensuring that most teachers in the classrooms are qualified teachers. The need to provide an induction for beginning teachers was initiated by the need to ensure integration of teacher professional development into their preparation programmes. Dishena (2014) further asserts that in the 1980s, teacher induction programmes were in their initial stages and were being rolled out with the aim of making teachers familiar with the specifics of the teaching tasks that they have been assigned to undertake. However, the entire process of initiating the beginner teacher induction programmes has evolved, thereby becoming a critical component for the continuous professional development of teachers. Dishena (2014) affirms that studies have shown that beginning teachers tend to experience some problems in the early years of their professional careers. The problems need to be looked into because failure to address them would lead to negative attitudes, leaving the teaching profession and poor instructional performance.

Kenya has an induction policy that is voluntary but not as comprehensive as it should be. Its framing, practices and application are seemingly instituted by the districts and schools (Dishena, 2014). In Kenya, the beginning teacher induction process starts when the teacher signs the contract and ends when the teacher has been fully rooted in the profession. The system of the Kenyan induction gives recognition to the unique needs of where the beginning teacher has been placed to work. For example, the areas of discipline management are yet to be looked into by the Ministry of Education since corporal punishment was outlawed while it was considered as the primary means of instilling discipline among the learners (Kenya Institute of Curriculum Development [KICD], 2017).

In Kenya, beginning teachers are inducted by mentors on matters regarding maintaining discipline, a change of attitude and improved student performance (KICD, 2017). Due to free education in Kenya, limited facilities, hinder the effective undertaking of learning processes. Classes have become larger, however, high-quality performance is still expected from the teachers. Such a level of expectations requires that the beginning teachers are adequately inducted. Bwire et al. (2012) assert that the lack of support for beginning teachers in Kenya has resulted in beginning teachers having opposing challenges of personal and curriculum implementation.

According to Helms-Lorenz et al. (2016), the Botswana education system is well managed. However, Botswana does not have a policy for beginning teacher induction and mentoring models, guidelines or programmes. Macheng (2016) asserts that there are limited structures to

facilitate teacher development in Botswana. The beginning teacher programmes are unstructured. These factors are barriers to continuous professional development.

The Botswana education system and principals do not support beginning teachers. A teacher is employed by the teaching service department and sent to a school where there is a vacancy. Macheng (2016) suggests that one of the reasons why there is unsupportive school leadership is that principals do not play any role in the employment of their staff. Support by school management is vital in enhancing teacher development and quality education.

2.7 SUMMARY

As it was stated earlier, African countries faced several problems in implementing educational policies due to financial and political instability, models and guidelines that could support beginning teachers. Scanlon and Moumouni (2012) observe that the difficulties most governments in Africa face are corruption and political instability. Lefoka and Sebatane (2003) suggest that there should be well-defined models and guidelines for African countries, even though implementation is not visible due to some financial constraints.

Based on this discussion, the European countries, the USA, and Australia seem to be following well-planned models, programmes and guidelines of induction and mentoring for the professional development of beginning teachers. The reason for these countries to be excelling on issues of teacher induction and mentoring might be because of their financial muscle. The African countries misuse funds. Some of the funds directed for specific departments may be misdirected to other departments due to corruption and maladministration, which might be the underlying reason why beginning teachers are not well accorded with induction and mentoring.

CHAPTER 3

INDUCTION AND MENTORING

3.1 INTRODUCTION

The aim of this chapter is to review the literature on problems that are experienced by beginning teachers in schools. Definitions of both induction and mentoring by different authors are explored. The researcher reviews the literature on types and benefits of induction, the components of beneficial mentoring programme, benefits and challenges of mentoring. Lastly, the literature on responsible personnel for beginning teacher induction and mentoring and the theory which guided this study are reviewed and discussed.

3.2 PROBLEMS EXPERIENCED BY BEGINNING TEACHERS

Beginning teachers' problems are nothing new. Several authors, such as Gaudreault (2017), Kempen (2010), Oliver et al. (2008) and Zuljan and Pozarnik (2014), outline that beginning teachers' challenges originate in and outside the classroom. The beginning teachers' problems and challenges are consistent and steady across the globe. Socialisation, loneliness and isolation, work-related problems, micro-teaching versus in-service teaching, and professional support are significant problems for beginning teachers and will be discussed separately below.

3.2.1 Socialisation

When beginning teachers join the teaching profession, there are high possibilities that they will meet their colleagues for the first time. The transition from college or university is already traumatising if one has not prepared his or her mind for it. According to Tierney and Perkins (2015), socialisation is something that occurs throughout a person's career even though it is quite hectic during the first years when the employee joins the organisation. Beginning teachers are also faced with the problem of socialisation to adjust and familiarise themselves with school values, beliefs and attitudes. It is quite difficult for beginning teachers to tell when the socialisation process has been fully completed, but Richards and Gaudreault (2017) argue that for most beginning teachers, socialisation is deemed to have worked when the institution's benchmarks have successfully been met.

Beginning teachers mostly experience trauma and stress due to inadequate induction and mentoring processes (Kempen, 2010). They are faced with the confusion of having to deal with the new environment which might be different from the previous one, for instance, where one was

a learner in a certain state, then is appointed in a different state where the geographical climate is also different in terms of the weather, landscape and infrastructure. They have to go through unknown and sometimes undefined school policies, guidelines, procedures, syllabi, curricula and familiarise themselves with the staff members and learners who sometimes behave in an unexpected manner. Billingsley et al. (2014) assert that several beginning teachers do not get the fundamental rewards of teaching that they expect, like remuneration, benefits and expected promotion. This might lead to frustration, burnout and, finally, attrition.

3.2.2 Loneliness and isolation

Loneliness is a deep feeling of sadness or misery of oneself or one feeling disconnected from the world (Russell, 2013). Isolation is where one is being separated from people and the environment and it is through one's decision or circumstances like when one gets a job far away from a familiar environment such as where one schooled or lived. When the Lesotho Ministry of Education and Training (MoET) offer a teacher a job, they can be placed anywhere where there is a need for such a teacher (Teacher's Service Department, 2001). Beginning teachers may experience geographical, professional or social isolation. Adapting to a new environment altogether might be a huge problem.

In most schools, there are clusters that teachers form as a way of socialising, or it can be in the way of sharing workloads. Melamu (2015) asserts that there are informal groups in Lesotho schools formed through daily interactions emanating from the friendship affiliation that teachers enjoy. These informal groups may lead to the social isolation of beginning teachers and as a result, beginning teachers may find themselves isolated from these structures. This may lead to emotional, social and professional isolation for the beginning teacher (Steyn & Schulze, 2005). According to Van Tonder (2021, p.880), beginning teachers experience "self-doubt, a lack of self-confidence in their abilities, and a sense of incapacity to meet the demands of the profession based on this feeling".

3.2.3 Work-related problems

When beginning teachers join the teaching service, they are rich with college or university knowledge that they received while training. As a result, they want to offer more as they want to put the theories they learned into practice. This ambition may be hindered by a lack of teaching resources, as Steyn and Schulze (2005) observed in their research. A lack of textbooks and teaching materials may lead to frustration and an increased attrition rate.

Other work-related problems may result from an undefined line of authority. When beginning teachers join the school, they may find hierarchical structures that might not even make sense for

them (Kempen, 2010). Beginning teachers may struggle to adjust to the power structure of the school and to understand what the principal, HOD, the school's governing body as well parents expect of them (George, 1998). The beginning teachers appear to be at the bottom of the hierarchy and may not know how and to whom they are supposed to report. Aspects, such as who is responsible for guidance on the instructional design and classroom supervision, the granting of leave and whom they should report to when they are sick, may be challenging for the beginner teacher to understand.

Lastly, accountability and the relationship with parents is also some of the work-related problems of beginning teachers. According to Eichholz (2017), some parents feel uncomfortable when inexperienced teachers teach their children. Even though teachers know that they are qualified and appropriately trained, the fact that other parents might be doubtful about them could lead to incompetent or doubtful beginning teachers. On the other hand, beginning teachers are sometimes not aware of the expectations of the learners' guardians or parents. The beginning teachers may also feel uncomfortable confronting the parents whose children are misbehaving or are not making good progress in class.

3.2.4 Micro-teaching versus in-service teaching

Beginning teachers sometimes experience a feeling of disappointment as they are faced with the gap between micro-teaching and actual teaching. Micro-teaching involves teaching for 10 to 15 minutes per student-teacher. In-service teaching is a learning opportunity for the practising teacher (Koellner & Greenbaltt, 2018). When student teachers are trained at the National University of Lesotho, they are engaged in micro-teaching activities that are not intense and do not require great classroom management. Therefore, beginner teachers might believe that teaching in schools is the same as micro-teaching, and when they experience real classroom teaching that they have never anticipated or experienced, they are surprised, shocked and frustrated. According to McKay (2016), beginning teachers do not distinguish between their initial beliefs, the reality of teaching and their authentic role, which is the actual teaching they are expected to do.

3.2.5 Professional support

Professional support is a need for all professionals so that they can carry out their duties efficiently. Gaikhorst et al. (2014) argue that the beginning teacher requires constant support and precise forms of professional development like mentoring, guidance and assistance, classroom observations, distribution of materials and reduced workloads. The issue of workload poses a threat for the beginning teacher, but it cuts across all teachers, as Van Tonder and Fourie (2015a;

2015b) posit that there is a relationship between the workload, motivation and burnout for teachers. This is why some teachers may end up leaving the profession. Therefore, beginning teachers need to be provided with proper induction and mentoring to acquaint themselves with their jobs, school policies, and the national policies governing teachers so they can adjust to the profession.

According to Flores and Day (2016), beginning teachers experience significant problems with classroom management, syllabus interpretation, curriculum alignment and disciplining of learners. An absence of professional support may result in beginning teachers who have no confidence in themselves as they may not be able to link what they have learned at college or university with their real teaching in a school. Steyn and Schulze (2005) believe that beginning teachers need assistance with lesson preparation, relevant teaching strategies, giving instructions, assessing learners, keeping pace with paperwork and classroom management.

Beginning teachers need professional support so that they can achieve competence (Thomas et al., 2019). Through professional support, beginning teachers can easily open up to their mentors when they feel overwhelmed with their responsibilities and the number of learners that they have been allocated. Flores and Day (2016) posit that heavy workloads are the underlying reason why beginning teachers leave the profession. Van Tonder and Fourie (2018) reiterate that teachers are frustrated by feeling unsupported and their increasing administrative workload. Research has shown that beginning teachers are often given the most challenging classes where they are expected to teach large numbers of learners and teach learners with disturbing behaviour (Van Tonder & Fourie, 2015b; 2018). However, it is also required that they get similar results as experienced teachers without considering challenges such as being new to the profession (Aspfors, 2012).

3.2.6 Conclusion

It is clear from the above discussion that beginning teachers experience problems in their first appointments. The above problems are worse in Lesotho, where there are financial implications as well. Beginning teachers could spend up to six months without receiving salaries, or they do not get accommodation which is close to the school. Maama (2018) explains that the government of Lesotho takes eight to twelve months before paying beginning teachers.

In the previous section, problems experienced by beginning teachers like socialisation, loneliness and isolation, work-related problems and professional support were discussed. In the next section, induction and mentoring will be explored through the use of definitions.

3.3 EXPLORING INDUCTION AND MENTORING THROUGH DEFINITIONS

3.3.1 Introduction

Induction and mentoring of beginning teachers have been the focus of research across the globe for many years (Langdon et al., 2016; Wang et al., 2008). The terms 'introduction' and 'mentoring' are generally perceived to be the process through which beginning teachers are introduced into the environment of practice when they are provided with the skills and knowledge essential for their profession. These two terms have been used together by most authors. However, the present research study is going to explore induction and mentoring separately in this section.

3.3.2 Defining teacher induction

Langdon et al. (2016) define induction as the process of incorporating a newly recruited employee into the workplace or system. Such employees are converted from being outsiders to being part of the institution or organisation. Mlindazwe (2010) views the induction process as a platform for sharing and communicating the policies, objectives, procedures and values of the organisation to the new employees while at the same time connecting the new employees to the current staff members. When narrowing down induction to the school or education environment, the definitions are not different except that they are focused on educational institutions. Induction is described by Mabaso (2012) as the school's effort to encourage and assist beginning teachers to swiftly and effectively adapt to the school environment so that the school's operations can move forward efficiently.

The European Commission (2010) avers that induction is the state whereby beginning teachers go through different processes that expose them to the teaching profession. It usually takes place for three years after their university or college completion. Therefore, school-centred induction is a continuation of the beginning teachers' training to sustain and support beginning teachers who have completed teacher training. According to Dishena (2014, p. 20), "induction could also be referred to as initiation, introduction, guidance and support within the profession of teaching".

According to Wong (2004), induction is a systematic, organised training process that should begin before the beginning teacher interacts with the learners to introduce them to school policy, philosophy, culture, mission and vision. Therefore, the beginning teacher's induction is more of a process than a programme. It includes a transitional period from being a learner to being a teacher. Induction should be compulsory for beginning teachers so that they can be assisted with support, mentoring, assistance and guidance (Wong, 2004). Wong (2004, p. 42) defines induction as a "coherent and sustained professional development organised by the school district, support

and train beginning teachers and carry them in-to life learning program”. Bullough (2012, p. 59) defines induction as:

... the process whereby beginning teachers are introduced to the policies, objectives and procedures of the school environment, its values and other employees, as well as the tasks and roles to be performed and the necessary teaching resources to be used.

Kearney (2014) defines the school induction process as a transitional phase between pre-service teacher training, which focuses on student-teacher preparation for real teaching in a school. Professional development focuses on several procedures and processes – for example, how to discipline learners or how to report to the management – coping strategies and challenges beginning teachers face. This is normally carried out during the first two years of teaching. It is, therefore, necessary that induction is carried out during the first year of teaching and beginning teachers are assisted, supported and encouraged so that they can appreciate optimistic learning experiences and have a pleasant start to their careers (Ngwaamwa, 2017).

The above definitions of induction do not differ significantly. There is some connection from one to the other, as Zuljan and Pozarnik (2014, p. 194) concur and define induction as:

... the stage where beginning teachers are assisted into the profession of teaching as well as being familiarised, with the purpose of making a smooth transition from learner to teacher ensuring that the beginning teacher progresses to the advanced stage.

The advanced stage is the level where beginning teachers are comfortable calling themselves professional teachers. Gaudreault (2017) agrees by defining induction as the process of training, supporting and preparing beginning teachers, which comprises all the activities to support beginning teachers and acculturate them into the profession.

The definitions surrounding the concept of *induction* have a common element, namely that induction is intended to assist newly recruited members of the institution in becoming fully productive and in knowing their roles. The present study defines *induction* as the process through which beginning teachers are assisted, supported, guided, given adequate orientation and training to teach, with the aim to make them competent teachers. This is the definition that guides the present research study.

3.3.3 Defining teacher mentoring

Smith (2015) defines mentoring as consisting of more than just assisting or guiding actions – it is a way to support professional growth in any discipline to create a career vision for the development of knowledge. Mentoring should, therefore, be recognised as a meaningful activity

across all the specialised fields of work. As this study focuses on mentoring the beginning teachers, this chapter provides specific definitions of teacher mentoring in the sections that follow.

According to Gilbert (2005), mentoring is one element of induction support that can differ in its implementation. It may vary in implementation because a mentor can choose to run it in a way they feel comfortable. As a component of induction, mentoring should provide beginning teachers with the relevant resources to benefit from successful mentorship. The mentor should be familiar with appropriate materials to use while working with the mentee. The mentor is probably the most significant component in the programme of induction (Wong, 2004). Therefore, mentoring should draw the most experienced mentors who have gone through vigorous training.

Standal et al. (2014) define mentoring as the fundamental component of induction, which is closely associated with how veteran teachers assist beginning teachers to recognise and make a lesson plan for the development of knowledge in their profession. The mentors are the drivers of the process and they might function differently from one school or district to the other, using different techniques (Kemmis et al., 2014).

Mena et al. (2017) define mentoring as the cornerstone of the beginning teacher's groundwork programmes, which are provided not because teaching is a complex profession nor because pre-service teacher education at the college or at the university does not include all the necessary experiences for preparing beginning teachers to be competent in their profession. Mentoring is provided to beginning teachers to equip them with the necessary teaching skills so that teaching can be meaningful to them and that the transmission of knowledge can go smoothly. It has been promoted as an important component for beginning teachers to start to learn about their profession and the necessary basic skills they need (Loughran et al., 2016).

The different definitions of mentoring outlined above are similar because they all focus on the beginning teacher (mentee) whom the mentor supports. The present study defines it as training where a more experienced teacher (mentor) provides guidance, support, encouragement and advice to the beginning teacher (mentee) with the fundamental purpose of providing support to improve teaching and learning.

In the previous section, induction and mentoring were explored through the use of definitions. In the next section, the types of induction will be explored.

3.4 TYPES OF INDUCTION PROGRAMMES

According to Goldrick (2016), there are two types of induction programmes, namely formal and informal.

3.4.1 Formal induction programmes

Formal induction is a well-planned type of induction that is conducted by the institution or an organisation. A competent and knowledgeable member of the staff is nominated to induct beginning teachers into the school (Goldrick, 2016; Tsilo, 2002). In most developed countries, models, guidelines and programmes are used to induct newly recruited employees. According to Goldrick (2016), a formal induction programme covers different aspects of the organisation's rules, vision, mission and regulations. There is consistency in how issues should be carried out because clear models and guidelines must be followed. Assessment and evaluation are components of formal induction, where standards are set by a certain body, used by mentors when assessing newly recruited employees to determine the areas where additional development is lacking (Fraser et al., 2019).

Goldrick (2016) states that formal induction should include the following:

1. A brief history of the school.
2. Mission, vision, aim and philosophy of the school.
3. School policies and procedures.
4. Rules and regulations governing both employees and learners.
5. School structure and authority.
6. Job terms and conditions, which should comprise remuneration, logging complaints, holidays, working hours, promotional avenues.
7. Welfare measures and benefits such as transport, a subsidised canteen, medical aid, family benefits such as free education for the employee's children.
8. Safety measures.

Since formal induction is structured and follows an outlined procedure (Tsilo, 2002), it should be well designed and include different phases. According to Kumar (2020), three phases form part of formal induction, namely: general induction, specific induction and follow-up induction.

3.4.1.1 General induction

General induction is the first phase of induction and it should be conducted by the school principal. This phase focuses on exposing the beginning teacher to the school by explaining the history, mission, vision, aims and philosophy of the school. The beginning teacher is further briefed about promotion procedures, communicating with parents as well as the grievance handling instrument. This phase of induction may take some weeks or a month, depending on the principal's discretion (Standal et al., 2014).

3.4.1.2 Specific induction

This type of induction is regarded as the core of teacher development and is the responsibility of the mentor. It focuses on the beginning teacher's job, places around the school, introduction to co-workers (especially teachers of the same specialisation). The mentors' responsibilities of assisting beginning teachers to recognise and plan their developing knowledge in their teaching profession are manifested in this phase (Standal et al., 2014). Classroom observation, classroom management, and lesson plan screening are done in this phase, which can take up to two years.

3.4.1.3 Follow-up induction

This is the stage where the principal or the Department of Education verifies that the beginning teacher adjusts well to the school and that there is a fair distribution of teaching materials and appropriate workloads (Kumar, 2020). During this phase, the beginning teacher is requested to give feedback on the experiences that he/she had during the general or specific induction, comment on room for improvement, and what is not necessary and what should be included for future beginning teachers' induction.

3.4.2 Informal induction programme

Informal induction transpires when a newly recruited employee is not formally introduced to any work responsibilities (Tsilo, 2002). For instance, they are given responsibilities, but there are no details on how they should carry them out, the timeline is not clearly stipulated and there is no follow-up. However, the new employee is not restricted to approach any member of the staff when there are issues that they cannot solve on their own. This type of induction is common in other countries, especially in developing countries such as Lesotho and Swaziland. Lefoka and Sebatane (2003) confirm there is no consistency in how the beginning teachers are inducted in Lesotho because there are no programmes and guidelines on how issues of induction should be carried out.

This non-induction of teachers is not preferred. For instance, a study conducted by Nsele (1994) on which type of induction was important, reports that the majority (88%) of the beginning teachers indicated that formal induction was vital to their professional development. Peloyahae (2005, p. 17) strongly discourages informal induction and refers to it as a "corridor induction", which is inconsistent and could confuse beginning teachers who may get different forms of advice from co-workers who may not represent the school agenda. This inconsistency in Lesotho schools on how and by whom induction should be carried out prompted this research study. The study assumes that informal induction is not suitable for beginning teachers because it has no clear guidelines or models (Peloyahae, 2005).

3.4.3 Conclusion

Having explored the two types of induction, this study assumes that the responsible people in the Ministry of Education, as well as principals and HODs, need to undertake formal induction to ensure quality assurance and to minimise teacher attrition, as Burke et al. (2015) observe that teacher attrition is often a result of improper induction.

3.4.4 Purpose of induction

Induction is not only vital for the teaching profession but for other disciplines as well. Kumar and Yakhlef (2016) point out that it is common for newly recruited employees to have doubts and fears when they start new jobs. Therefore, a formal induction programme can provide a tool to determine what is expected of the newly recruited employee. Mlindazwe (2010) also asserts that newly recruited employees are mostly uncertain. They question their ability and potential for a new job. They spend most of the time thinking that they might make errors in their duties and be seen as failures. Well-planned induction is thus needed to strengthen what the new professional learned at university or college to develop confidence.

According to Mabaso (2012), induction is the initial stage where the employee is introduced to organisational tasks and duties. A new employee is oriented to the environment and colleagues. Induction brings the employers and the employees together to share the institution's goals and mission so that they can strive together without the new employees feeling that they are not part of the working community.

Teacher education, together with well-grounded and comprehensive induction programmes for beginning teachers, is important (Gaikhorst et al., 2014). Breaux and Wong (2002) emphasise that induction programmes are useful. It assists the beginning teachers with classroom instructions, classroom management and daily school routine. Induction is a vital tool to help beginning teachers familiarise themselves with their community (the teachers, parents, and learners). Induction programmes assist beginning teachers in adapting to the school culture (Wong, 2004).

Beginning teachers have to go through the induction process and programmes and should be provided with certificates to show that they have received adequate support so that when they transfer to another school, they have records of their initial stage induction (Hangül, 2017). There should be maximum professional support for beginning teachers during the first years of teaching. Brock and Grady (2016) observe that supporting teachers professionally through an induction programme is significant. They require guidance and support during their early years of teaching.

The other purpose of induction is to promote unity and teamwork among the teachers and school administration (McNew-Birren & Van den Kieboom, 2017). As indicated above, there are different types of induction, where different people perform the roles within the school setting. There should be a clear line of communication on how one person can report to the other. This communication creates a harmonious working environment where mentors work together with the beginning teacher for a common purpose. There should be a mutual understanding between the two parties (mentor and mentee). The induction programme should support the beginning teacher in feeling comfortable taking risks and exploring new avenues while learning from their peers (Wong, 2004).

Buddapuri (2016) states that induction ensures the effective integration of the beginning teacher into the school system. Beginning teachers are shy and nervous during their first days at school as they do not know what is expected of them (Coates & Thoresen, 2006). Through the induction programme, their anxiety is decreased. Furthermore, the induction programmes assist beginning teachers to settle down quickly and comfortably in their new workplace and render them the assurance to be teachers (Hangül, 2016).

Induction programmes support beginning teachers to make a meaningful contribution to the institution. They have a sense of belonging and feel that they should strive to improve the school where they are employed. Therefore, the induction of beginning teachers should be treated with worth and be awarded great importance to increase the retention rates of beginning teachers (Mabaso, 2012). McNew-Birren and Van den Kieboom (2017) also mention that induction programmes for beginning teachers reduce absenteeism because teachers will be aware of their responsibilities as well as the consequences of abandoning their responsibilities.

3.4.5 Conclusion

As discussed above, the researcher is of the impression that there is a need for formal induction and mentoring programmes for beginning teachers in Lesotho schools for the teachers' professional enhancement.

In the previous section, the purpose of induction was discussed, and the next section will explore the benefits of induction.

3.5 BENEFITS OF INDUCTION

Induction for beginning teachers is beneficial, according to authors such as Middlewood (2003), Nghaamwa (2017) and Wong (2004). Effective induction has direct and permanent ramifications on the beginning teachers' performance and could determine their achievement and

disappointment. A beginning teacher could leave the school due to problems that can make them feel as if they are not coping due to improper induction or a lack of induction.

Induction programmes could reduce the beginning teachers' isolation. According to Melamu (2015), beginning teachers may experience isolation because they find it hard to fit into the school environment without proper induction. Steyn and Schulze (2005) also comment that beginning teachers' isolation leads to social, emotional and professional challenges.

Effective induction programmes have the benefits of reducing the time needed for beginning teachers to familiarise themselves with their responsibilities while taking into consideration the quality of learning on their part (Jaspers et al., 2014). Beginning teachers join the school with fear. Although they are grounded with teaching theories, they need programmes that affirm that they are competent for the profession. Tsilo (2002) asserts that induction empowers beginning teachers to accomplish their responsibilities effectively in a minimal period of time after their engagement. When the beginning teacher went through proper induction and mentoring, they were able to master their responsibilities, which included delivering the lesson and assessing learners effectively. This is advantageous because once the learning time is reduced, the school will have minimal costs. Kearney (2017) recommends that schools should have budgets for induction programmes. Induction improves the beginning teachers' interest, commitment and confidence (Langdon et al., 2016; Nghaamwa, 2017).

In this section, the benefits of induction were explored; in the following section, components of the beneficial mentoring programme, benefits of mentoring, and mentoring challenges will be discussed.

3.6 COMPONENTS OF A BENEFICIAL MENTORING PROGRAMME

According to White and Mason (2006), a well-designed mentoring programme has three components, namely: encouragement and support, open communication, and feedback. These are explained in the following sections.

3.6.1 Encouragement and support

Encouragement is vital for every profession. Beginning teachers (or mentees in this case), like any other new employees, should be encouraged continuously to increase their confidence (Ferrie-Kerr, 2009). Sometimes, they might feel anxious and uncertain about whether what they are doing is right. Through the mentors' assurance and constant encouragement, they will take risks like exploring other teaching and learning avenues in their classrooms as part of the learning process (Patrick, 2013).

According to Tamara (2008), beginning teachers need to be provided with social, financial, emotional and academic support. However, Beck (2002) asserts that emotional and academic support are the most pivotal types of support for beginning teachers. Emotional support refers to a mentor being available to the mentee for advice, encouragement and coaching. This presence enhances self-esteem and confidence. Izadinia (2014) mentions that academic support refers to the numerous activities involving the mentor and mentee working together, from formulating a lesson plan to selecting appropriate teaching strategies to assessing lessons.

Academic support should be allocated adequate time. However, Beck and Kosnik (2002), Ferrie-Kerr (2009) and Izadinia (2014) oppose that emotional support is more important than academic support because it provides the baseline for mutual understanding between the mentor and the mentee. When the mentor supports the mentee, emotionally positive relations and friendly relations are formulated. If there is no emotional connection between the mentor and the mentee, the mentee will hesitate to tell the mentor about any difficulties or mistakes that might have occurred (Izadinia, 2014).

However, the need for support for beginning teachers should not be over-emphasised. Izadinia (2014) proposes that beginning teachers need reasonable support to explore on their own and find out how they can independently see what really works in the profession. In addition, they need to experience some freedom in their classrooms to feel that they are in charge (Beck & Kosnik, 2002; Patrick, 2013).

3.6.2 Open communication

Open communication between the mentor and the mentee has been marked as a crucial component of good mentoring (Izadinia, 2014). The mentor should not force any ideas but should understand that the mentee has a right to propose what might work for them. Furthermore, when the mentors show their openness to the mentee and allow them to reflect on their practices, there is a good possibility that the latter will gain more confidence in their profession (Smith, 2015).

Open communication assures mentees that mentors are not going to criticise them. According to Patrick (2013), some beginning teachers are inhibited by the mentors' knowledge in the area of specialisation. Research has proven that silence prohibits learning while open communication, which is based on trust, respect and honesty, promotes the beginning teacher's autonomy and comfort in the classroom (Izadinia, 2014).

3.6.3 Feedback

Positive feedback is vital to both the mentor and the mentee. The mentor is supposed to be genuine and precise when giving feedback. Beck and Kosnik (2002) assert that negative and unclear feedback might frustrate the mentee and make them feel inferior. The feedback should be discussed between the mentor and the mentee to ensure improvement where it is necessary. Other researchers, such as Patrick (2013), suggest that the mentor should provide the mentee with constructive feedback, which refers to both oral and written feedback.

3.7 BENEFITS OF MENTORING

The mentoring process, traditionally understood to be the process where the mentor share advice, assistance and support, has been modified and upgraded to accommodate other features for the effectiveness of beginning teachers (Gross, 2016). It assists the mentee in learning about the teaching profession (Loughran et al., 2016). In developed countries, mentoring is a mechanism to address the threat of teacher attrition (Burke et al., 2015). Learners who experience a high teacher turnover lose focus and interest in their academic work (Mullen, 2011).

Mentoring as a fundamental component of induction serves to assist beginning teachers in recognising and in planning their developing knowledge in their profession (Standal et al., 2014). It enhances the quality of teaching where the mentee acquires knowledge by shadowing the mentor. Bjekic et al. (2016) report that in their study, that 70% of the mentees who received mentoring improved their instruction skills. Mentoring is beneficial to both the beginning teacher and the mentor.

The mentor gathers more data on mentoring issues while the mentee is grounded, especially with the subject content (Bjekic et al., 2016). Mentoring develops a mutual relationship between the beginning teacher and the mentor (Ambrosetti, 2014). This relationship advances the professional and personal growth of the mentee as well as the improvement of achievement for learners (Mullen, 2011).

3.8 CHALLENGES OF MENTORING

Orland (2001) and Jaspers et al. (2014) posit that mentoring is a complex task for veteran teachers. It requires professional and patient mentors with interpersonal skills (Henning et al., 2004). Jaspers et al. (2014) suggest that it should be done by someone familiar with instructional design or educational, clinical supervision, a professional who is able to teach someone about teaching. The mentee should attend different classes with the mentor to see teaching in real classroom situations.

Mentoring is a component of adult education as it involves mentoring a new colleague. Meriam and Bierema (2014) assert that teaching an adult is different from teaching a learner, due to the approaches and kinds of the feedback given. Rocque et al. (2016) also point out that it is quite challenging and difficult to assist an adult in the learning process, because the mentor might feel ashamed to rule out some mistakes, thinking that it might be insensitive of them. The mentors also have other responsibilities within the school. For example, they are full-time teachers who should balance their other responsibilities with mentoring for the sake of both the learners and the beginning teacher (Jaspers et al., 2014).

In this section, components of a beneficial mentoring programme, benefits of mentoring and challenges of mentoring were discussed. The next section will explore the responsible personnel for beginning teacher induction and mentoring.

3.9 RESPONSIBLE PERSONNEL FOR BEGINNING TEACHER INDUCTION AND MENTORING

Coleman (2013) points out that the school can assign any teacher the induction and mentoring roles for the development of the beginning teacher. Some authors hold a different position, like Middlewood (2003), who propose that induction and mentoring should follow a sensible structured approach with a skilful and experienced workforce. The administrators, principals and HODs are some of the personnel responsible for mentoring and induction of beginning teachers in schools (Dishena, 2014).

3.9.1 Administrators

Induction is accorded attention and taken seriously in other parts of the world and the programmes, models and guidelines are widely documented (Panizzon, 2018). Countries like the USA, Finland and Scotland have a central office where induction for beginning teachers is administered. For instance, in California (USA), induction is based on the California Standards for the Teaching Profession (CSTP) and the California Commission for Teacher Credentialing (CCTC). These bodies are authorised by the California Department of Education to assist beginning teachers with induction (Feiman-Nemser & Parker, 1993; Odell et al., 2000).

Wood (2005) studied the school administrators' role in beginning teachers' induction and found that they assist new teachers to settle into the profession. Induction administration is carried out by trained personnel who make the beginning teachers ready for their profession. However, the author of this study does not support the idea of induction which is done separately from the school, because the beginning teacher will still find it challenging to adjust to the school if not

mentored by someone within the school setting. Rikowski (2014) also suggests that induction should be done by someone who knows the culture of the respective school.

3.9.2 Principals

School principals are given authority by either the Department of Education or the school board to oversee that all the activities at the school are appropriately implemented (Kutsyuruba & Walker, 2020). Their roles range from supervision, orientation, classroom placement and guidance (Nantanga, 2014). The principals' responsibilities include induction and mentoring of new teachers. Nghaamwa (2017) comments that the school principals are accorded a focal role in the active and operative reception of the beginning teachers. Such a reception can enhance the new teachers' first-hand work environment. Since the principals are some of the people who meet the newly deployed teachers for the first time, they have the task to ensure that these teachers are welcomed and feel accepted at the school.

The principals have a role to play in induction and mentoring. They allocate classes to the beginning teachers and introduce them to the HODs. Nantanga (2014) posits that the principals should have orientation programmes ready for the beginning teachers so that the latter can commence with it as soon as they arrive at school to circumvent a situation of having too much to absorb at the same time. The principals select veteran teachers and provide reports on the progress of the beginning teachers.

The principals are entrusted with the recruitment and retention of teachers (Steele et al., 2013). They are the key role players in the induction and mentoring of beginning teachers. Researchers such as Brock and Grady (2007) and Colley (2002) refer to the principals as instructional leaders who contribute immensely to the modelling of lessons for beginning teachers. The principal is referred to as the instructional leader who is entrusted to provide the beginning teachers with systematic feedback on their teaching approach, strategies, teaching materials and classroom management. Mansfield and Beltman (2014) believe that the principal further supports the beginning teacher emotionally and financially where there is a need for that.

The principal mediates between the learners, the parents, the school board and the beginning teachers (Dishena, 2014). The principal introduces the beginning teacher to the staff and explains their subject specialisations so that the former can know where to go when in need of help. It is a principal's role to strengthen the relationship between the parents and beginning teachers. Nghaamwa (2017) posits that the beginning teachers' relationship with parents could be attained only when the principal arranges socialising events for both parties.

Principals are overseers of the school, as already mentioned by Kutsyuruba and Walker (2020). Their roles include allocating classes to every teacher and assigning responsibilities to beginning teachers. According to Van Tonder and Fourie (2015a; 2015b), teachers are generally concerned with their workloads like lesson planning, meeting targets, and other meetings before and after school hours. Therefore, the principal should be aware when dividing the workload among staff to not overload beginning teachers.

The beginning teachers are enthusiastic and eager to change the education system for the better as they volunteer to do extra-curricular activities (Dishena, 2014). It is the role of the principal to limit beginning teachers' responsibilities so that they are not burnt out, and as a result, leave the profession (Burke et al., 2015). The principal must ensure that teachers do not leave the beginning teachers alone with their classes. Cohen (2011) observes that veteran teachers often give the beginning teachers extra duties under the guise of mentoring.

3.9.3 Head of departments

The head of department (HOD) has an extensive role to play in mentoring the beginning teachers. Fletcher and Bell (1999) refer to the HODs as the subject leaders who ensure quality teaching and learning in their areas. They identify the new teachers' needs and keep them updated on new models, theories and developments in their induction and mentoring journey (Jaca, 2013). They support the beginning teachers academically and emotionally.

The HOD acts as a full-time mentor for the beginning teachers, provide them with teaching materials and sometimes attends classes with them. Bambi (2013) says that HODs are expected to provide induction on how the beginning teachers prepare their lessons, teach and evaluate their lessons. Ferrie-Kerr (2009) recommends that HODs model teaching methods where they demonstrate to the new teachers how a particular concept may be best taught. The beginning teacher's knowledge of theory needs to be complemented with observable practice.

The HODs advise the beginning teachers both inside and outside the classroom. However, Ngwaamwa (2017) suggests that the HODs' relationship with the beginning teachers should be limited to classroom activities, curriculum development and instructional design. Many authors argue that if induction and mentoring are correctly implemented, all the parties should play their roles. Lethoko et al. (2001) recommend that principals monitor and ensure good relationships among the teachers to ensure productivity.

3.10 THEORETICAL FRAMEWORK

This study is guided by a combination of Knowles' adult learning theory (1968) and Desimone's (2009) framework for effective professional development. It is significant to take into account how beginning teachers learn as they join the profession. Beginning teachers learn best when they are assisted by mentors for professional development (Loughran et al., 2016; Van Driel & Berry 2012). This study is underpinned by Andragogy's adult learning theory. A German teacher first employed the andragogy term, though Malcolm Shepherd Knowles theoretically established it in 1968. According to Knowles (1968), andragogy is based on the central tangible assumption on the differences between children and adults trainers. The theory strives to assist adult learners through the popularised concept of andragogy which is basically the "art and science of helping adults learn" (Blondy, 2007 p. 116).

It is critical to establish ways in which adult learners who intend to be teachers learn to promote operative and structured support programmes as part of professional development for teachers. This is necessary since understanding how adult learning is conducted will not only impact and/or determine the activities to be included in an induction and mentoring programme as part of teachers' professional development, but will also influence the effectiveness of the learning that will take place. Adult learning researchers like Knox and Sjogren (1995) and Németh (2014) embrace certain framework paradigms for analytical purposes, as is the case even in the current study. In this respect, Trotter (2006) affirms a difference between adult and younger learners and adult development theories can help one understand these differences. According to him (Trotter, 2006), the theories provide insights into developing better professional development programmes to meet the needs of teachers at all phases of their careers. In the context of this study, professional development programmes are induction and mentoring programmes for beginning teachers.

Andragogy adult learning theory has five assumptions about the characteristics of an adult learner. (Knowles, 1984, p. 12)

1. Self-concept – As a human being grows and matures, they become independent and self-directed beings. This is where one can direct oneself with a minimum directive from the facilitators.
2. Adult learners' experience – This is basically where one matures through vast experience. Whether one acquires experience by getting things wrong or right, the experience shapes the person. Therefore, adult experiences should merge and be incorporated into learning to provide a base of application and connectivity.

3. Readiness to learn – As humans mature, their readiness to learn becomes more sharpened. They become goal-oriented, meaning that they set goals they want to achieve. The training of adults should be goal-oriented with a stipulated duration. This study focuses on the beginning teachers who are learning to be professional teachers focusing on induction and mentoring.
4. Oriented to learning – Human beings acquire learning skills or content as they mature. The knowledge gradually changes from knowledge to evaluation. Adult learners also discover a reason for learning something and its importance. The study focused on different skills in the classroom and outside the classroom to make the beginning teacher a competent professional.
5. Motivation to learn – As human beings mature, they become motivated to learning concepts, procedures and processes and become eager to apply learned content immediately. This study focused on developing a programme for beginning teachers in Lesotho schools. Once they follow a programme with rules and formal guidelines, beginning teachers will be more motivated to learn.

The Knowles assumption to learning has allowed the consideration of learning and teaching techniques suitable for adult learners (Taylor & Hamdy, 2013). The fundamental distinction between children and adults is that adults have a sense of motivation to learn and are goal-oriented (Knowles et al., 2014). This theory is relevant to this study as it is a base and a guide on the discussion of how adult learners understand and appreciate personal development principles of professional learning, which takes place within learning organisations.

- Adult learners construct knowledge structures in their thoughts rather than having the teacher embed knowledge. According to Qhobela and Moru (2014, p. 65), “adult learners are viewed as active participants in learning, which involves the acquisition of knowledge, skills, and attitudes through the interpretation of personal experiences”.
- Constructivism recognises that adults have built a foundation of life experiences and knowledge through work, family commitments, and prior learning. Chalmers and Keown (2006) state, adult learners, construct new knowledge and understanding based on their current knowledge and insights. The present study investigated the induction and mentoring of beginning teachers in Lesotho schools, whereby beginning teachers have accumulated knowledge while still practising at the university or the college. The beginning teachers go through induction and mentoring to build on the knowledge and understanding of the theories they learned.

- Adult education is focused on achieving a certain objective. Adult learners should have a clear idea of what they aim to achieve. As a result, they value a well-organised educational programme with clearly defined content.
- Adults seek out information that is relevant to them. They must find a compelling purpose to learn something. Learning must be related to their work or other duties to be useful. The relevance of induction and mentoring in the beginning teacher as an adult learner is appropriate because they have a great reason to go through induction and mentoring programmes.
- Adults are realistic. They concentrate on the elements of a lesson that are most relevant to their work. Because participants are unlikely to be engaged in learning for the sake of learning, instructors must make it clear how the lesson will benefit them in their profession. For beginning teachers, practicality is implemented through teaching practice and research.
- Adult learners, like all learners, require respect. Adult participants bring a wealth of expertise to the classroom, which instructors must acknowledge. These adults should be treated as equals in terms of experience and knowledge, and they should be able to express themselves in class. They also require time and chances to experiment with new concepts. Adult learners are treated with respect by being addressed by their titles and communicating distinctly with young learners. For example, the mentor should have official communication with the beginning teacher to discuss concepts ranging from content to other classroom activities.

Arising from the above theoretical standpoints, the researcher posits that teacher development, which occurs in the lecturer theatre and school setting, should be seen in three dimensions: professional knowledge and skills, social dimensions, and personal dimension. Eisenschmidt (2016) shows that the processes supporting these dimensions simultaneously develop teaching competencies, socialisation, and professional identity.

This study further employed the professional development framework of Desimone (2009) to comprehend Knowles' adult learning theory for beginning teachers' perspectives for professional development. Desimone's (2009) five-feature model for professional development describes five important aspects that should be considered when preparing teachers knowledge and beliefs, learner outcomes and classroom practice (Desimone 2011, Lingam & Chad, 2017). The five features are *content focus, active learning, coherence, duration, and collective participation*.

Content focus

The content aspect of the model focuses on building teacher competencies as well as enhancing teachers' pedagogical knowledge, skills and the approaches used in the classroom (Aminudin et al., 2019). Beginning teachers should be exposed to content that focuses on the subject matter of the reform and how students learn that content. In the case of the current situation in Lesotho, this means beginning teachers should have been exposed to education or training of all necessary content.

Active learning

The active aspect of Desimone's (2009) model is about beginning teachers actively learning new reforms by fully participating in the pre-service programmes for training and professional development. Such training or education should have exposed beginning teachers to active learning that allows them to observe how to implement teaching in the real practical setting and how learners' feedback is communicated. According to Nihal (2017), teachers are exposed to the reforms which they experience rather than relying on explanations and then expecting to deduce their use in practice.

Coherence

The coherence aspect is the third element of Desimone's (2009) model. It is defined as the degree of the consistency of professional development for teacher learning opportunities and their views towards the state's guidelines, programmes, and policies. What is important is the connection that teachers make between set guidelines, their classroom instruction and student achievement (Desimone, 2011). However, the coherence of beginning teachers has to be facilitated and monitored through the implementation procedure, like established programmes, in order to promote change in classroom practices effectively.

Duration

Duration is the fourth element which refers to the period in time for contact hours of teachers' professional development sessions and the end-to-end distance that teachers participate in professional development activities (Hochberg & Desimone, 2010). The model also recommends that teachers should be engaged to a substantial length of time, such as 20 hours or 13 contact sessions, rather than a single education or training session (Desimone, 2009; 2011). The model, therefore, suggests that beginning teachers should be offered continuous professional development until the objectives are met.

Collective participation

The last element of this model is collective participation, which is related to the number of teachers from one school participating in similar professional development activities or learning programmes. According to this model, even after training, teachers should be continually supported through collective participation and peer support (Desimone, 2009; 2011; Desimone & Garet, 2015). This explains how beginning teachers from different schools were selected to take part in this study; to grant the researcher an opportunity to explore different strategies used in schools on issues of induction and mentoring.

Thus, based on Desimone's five-feature model, before beginning teachers can independently work on their own in Lesotho schools, they should have been prepared through education or training to ensure that they have content knowledge, teaching strategies, assessment and learner feedback strategies required by the curriculum. Further, beginning teachers' knowledge of national education goals and how to align them with the school curriculum, and their beliefs on what is important to their learners should have been explored and considered during the beginning teacher's induction and mentoring.

These two theories discussed above underpinning this study advocate for active participation of beginning teachers who are working towards professional standards. The active participation of beginning teachers in Lesotho schools as adult learners could take the form of responsibility to follow set programmes of induction and mentoring for the purpose of professional development. According to Hansman (2017), adults learn with a wide range of experiences, knowledge, interests and competences, therefore beginning teacher's professional development must accommodate all of this diversity.

The literature revealed that beginning teachers have many lists of challenges and concerns when they enter the teaching profession (Dias-Lacy & Guirguis 2017; Schutz et al., 2018). However, little literature links adult education concepts with concepts of beginning teacher induction and mentoring as there are no existing theories in this field of inquiry. Therefore, this has driven the researcher to use both the adult learning theory and Desimone's professional development model. Kang et al. (2013) affirm that Desimone's model of professional development pays more attention to how effective professional development can be achieved as well as the means of achieving it. The researcher is investigating induction and mentoring of beginning teachers in Lesotho schools for professional development and these two theories complement each other in informing this study.

The combination of Knowles' andragogy theory (1968) and Desimone's (2009) model of professional development is suitable for providing a framework for this study because the andragogy theory of adult learning assists the researcher to understand how beginning teachers, as adults, acquire information as self-directed learners. On the other hand, Desimone's framework of professional development explains how beginning teachers can achieve effective professional development and ways of achieving it (Kang et al., 2013).

The purpose of this study was to investigate induction and mentoring for the professional development of beginning teachers in Lesotho schools and how it impacted the professional development of beginning teachers. As indicated above, there was no prevalent theory that directly addresses this phenomenon both theories were used to complement each other. The researcher used information and insights collected from interviews with beginning teachers, HODs and principals by allowing the theory and the model to emerge through data collection and analysis.

3.11 SUMMARY

The review of the literature has identified the problems experienced by beginning teachers and defined the concepts of *induction* and *mentoring*, as well as the types of induction programmes. Induction and its benefits were discussed, the components and advantages of proper mentoring were outlined. This chapter also identified the staff responsible for the beginning teachers' induction and mentoring as well as the theories that guide this study. The next chapter presents the methodology underpinning this study.

CHAPTER 4

EMPIRICAL RESEARCH DESIGN

4.1 INTRODUCTION

Research is defined by Ryan et al. (2011) as an intellectual discovery that follows the process that can transform knowledge and how people understand the world. Whether research could be perceived as a movement, a discovery or an investigation, there is a standard end product with an inquisitive instinct to find something. The research study intended to determine the extent to which the beginning teachers' induction and mentoring programme are implemented in Lesotho.

This chapter presents the research methodology most suitable to answer the primary research question: To what extent are mentoring and induction programmes for the professional development of beginning teachers in Lesotho implemented?

Khomba (2011) posits that research methodology involves the research methods and tools that are used to conduct the study. The chapter presents the research design, the population, the data collection and analysis methods, as well as the ethical considerations. It outlines the tools which were used to collect and analyse the required data. It further presents other important issues such as population, sampling and ethical considerations.

4.2 QUALITATIVE APPROACH

This study followed a qualitative research approach. Brink et al. (2014) explain that the qualitative research approach is an interpretive research method of conducting a research study. It relies on numerous types of subjective data and investigates people in particular situations in their natural environment. It is generally concerned with describing and exploring the phenomena of interest, as well as how human beings understand and perceive the world in general (Kothari, 2004). A qualitative research approach is interpretive rather than statistical. It allows the researcher to understand how individuals "create, modify and interpret the world in which he or she finds himself or herself" (Cohen et al., 2018, p. 8). The present researcher adopted this approach, which was motivated by the affirmation that researchers who follow a qualitative approach are interested in understanding the individuals' perceptions and insights of the world (Bertram & Christiansen, 2020).

Qualitative research refers to research that identifies the characteristics of observed phenomena or discovering a possible association among two or more phenomena (Leedy & Ormrod, 2015).

Kothari (2004) further postulates that qualitative research examines the situation as it is. It neither changes nor modifies the situation under investigation nor determines the cause and effect relationship.

4.2.1 Advantages of a qualitative research approach

The general purpose of a qualitative approach was to examine human behaviour in the social, political and cultural contexts in which they occur (Thanh & Thahn, 2015; Van Zyl, 2014). In a qualitative approach, researchers study things in their natural context and interpret how they make sense in terms of people's meaning. The advantage of this approach is that human beings can air their own views. The researcher does not guess or predict their feelings and views.

Leedy and Ormrod (2015) assert that some qualitative-approach researchers formulate questions about the phenomena they are studying. These questions allow the researchers to probe for further information. Probing for information assists the researcher to obtain and verify maximum data (Maree, 2016). In addition, the problems and questions in a qualitative study allow the researcher to gain an understanding of the phenomena under investigation through specific questions (Leedy & Ormrod, 2015).

Babbie and Roberts (2018) explain that a qualitative research approach employs in-depth interviews, focus group interviews and observations. It relies on the dialogue between the participants and the researcher. Creswell (2017) argues that a qualitative research approach researcher recruits a small number of participants, thus facilitating the collection of rich and in-depth data which may be explored further. Leedy and Ormrod (2015) identify the following six potential advantages of a qualitative research approach:

1. Exploration – Assists the researcher in gaining an original insight into a topic or phenomena that have been studied previously.
2. Verification – Allows the researcher to test whether the claim, theory, assumption and generalisation about a certain concept is real.
3. Problem identification – Assists the researcher in identifying the underlying problem within the studied phenomena.
4. Multi-faceted description – Reveals processes, complex relationships, people or systems.
5. Theory development – Assists the researcher in developing a theory, model or concepts related to a phenomenon.
6. Evaluation – Allows judgement of policies, models, programmes and practices.

4.2.2 Disadvantages of a qualitative research approach

The qualitative research approach requires adequate training, preparation and planning before the study is conducted (Leedy & Ormrod, 2015). The researcher using this approach should be well equipped in conducting individual in-depth interviews, observation, and focus group interviews. Against this background, the researcher was aware of possible challenges that might arise during the study and would have been taken care of upon emergence.

The qualitative research design cannot represent the entire research population (Babbie & Mouton, 2015). As Creswell (2017) concurs, the qualitative approach allows the research study to have a small number of participants and their views cannot be generalised to the entire population. Babbie and Roberts (2018) state that the qualitative research approach is time-consuming, as the researcher has to spend a lot of time with each participant, with the possibility of going back to the same participants again.

According to Leedy and Ormrod (2015), the qualitative research approach does not allow the researcher to identify the cause-and-effect relationship. It prohibits the researcher from asking the questions, such as *'What causes that?'* *'Why did you allow...?'*. The researchers' bias and conflict of interest, especially in the issues they are involved in, might be difficult to avoid (Roller, M. R., & Lavrakas, 2015). The researcher has been a secondary school teacher at Lesotho schools and was aware of the possibility of bias and conflict of interest. This possibility was explained to the participants before the onset of the study.

4.3 RESEARCH PARADIGM

According to Willis, cited in Sefotho (2018), a paradigm is a complete and all-inclusive belief system on how the world is perceived. It is the framework that guides research and practice in the field. This study followed an interpretive paradigm (Nieuwenhuis, 2012), more specifically identified as a constructivist approach. Cohen et al. (2011) claim that research in the interpretive paradigm aims to understand the subjective world of human experiences. This is further affirmed by Creswell (2017) and Maree (2016), who state that interpretivist research entails a process where the researcher engages with participants, intending to understand their life experiences and the meaning that they create from those experiences. Sefotho (2018) observes that paradigms in educational research guide educators to propose new theories, models or programmes to address regulations within an educational context.

This research followed an interpretivist paradigm, in which the researcher begins with the subject and seeks to understand how they interpret the world around them (Maree, 2016). Interpretive researchers, according to Thanh and Thanh (2015), concentrate on recognising the context in

which any type of research is performed as essential to analysing the collected data. Interpretive researchers usually try to figure out what is going on in a specific situation. The interpretive paradigm's central claim is that reality is socially constructed (Maree, 2016). According to Henning et al. (2004, p. 8), "constructivism or social constructivism (often combined with interpretivism) is such a perspective and it is typically seen as an approach to qualitative research". They develop the subjective meaning of their experiences by directing them towards specific objects or things.

The quality of the interpretive paradigm is that it seeks to extend human understanding in specific contexts. This was deemed suitable for this study because the focus was to gain a deep understanding of the processes and programmes of induction of beginning teachers in Lesotho.

The interpretive paradigm and qualitative approach that were appropriate for this study were also informed by ontological and epistemological assumptions, which will be discussed next.

4.3.1 Ontology

The word ontology is derived from the Greek word, where *onto* means being and *logos* is usually interpreted as science. Therefore, ontology, as it is traditionally understood, as the "study of being" (Lawson et al., 2007, p. 122). The main question that researchers ask here is: what is the nature of reality? Sefotho (2018) mentions that researchers should clearly state their ontological stance based on their chosen paradigm. This study was based on the interpretivist paradigm, which provides subjective experiences about the phenomena.

Interpretive researchers emphasise that reality is subjective and multiple. That is, things cannot be quantified or objectively observed (Sefotho, 2018). Bryman (2016) mentions that the research participants view reality as being socially constructed and subjective to human thought. McEvoy and Richards (2006) emphasise that interpretive researchers consider reality as being socially and discursively constructed. They assume that as the world is socially constructed, so are social phenomena. This study assumed that the reality about induction and mentoring is socially constructed for the beginning teachers, as it is contextualised. It is not viewed as being universal; it can be perceived differently, depending on the time and place.

According to Bryman (2016, p. 35), ontology is "a system of beliefs that reveal an interpretation of an individual about what constitutes a fact". As a result, to establish how beginning teachers are inducted and mentored in Lesotho schools, the researcher interacted with the beginning teachers, the principals, and the heads of departments from the sampled schools. The researcher interviewed beginning teachers to determine the extent to which mentoring and induction programmes for the development of beginning teachers were implemented. Another aim of the ontological assumption is "... to find out the meaning of social behavior" (Cohen et al., 2007, p.

10). In order to find out the beginning teachers' perception of the manner in which 'induction and mentoring' is implemented, the researcher interviewed the principal teachers and HODs.

4.3.2 Epistemology

The dominant question that researchers ask in an epistemological sense is: how do we know what we know? Sefotho (2018) proposes that epistemology is the science of how knowledge about science is acquired. Knowing makes implicit epistemic statements about knowledge of concepts. Bryman (2016, p. 27) advocates that "epistemology or the theory of knowledge is concerned with how we know what we do, what justifies people believing what they do, and what standards of evidence they should use in seeking truths about the world and human experience". In order to know how the beginning teachers are inducted and mentored for professional development in Lesotho schools, the researcher interacted with them. According to epistemological assumptions, knowledge is socially constructed. As the reviewed literature has emphasised, mentoring and induction for the beginning teachers are viewed differently by different authors, depending on different times and places.

4.3.3 Phenomenological approach

Phenomenological research is a methodological approach in which the researcher arranges and interacts with participants to understand their lived experiences and the meaning they assign to them (Creswell, 2017). To respect and understand the participants' views, the researcher had to separate himself from his own experiences. The most important benefit of a phenomenological approach is that it allows the researcher to focus on the most important aspects of the participants' experiences and gain a deeper understanding of their feelings and background (Creswell, 2014; Hartas, 2015). There may have been a constraint because relationships are built with participants, which might cause the study process to be lengthy and time-consuming (Creswell, 2017).

4.4 RESEARCH DESIGN

Creswell (2017) posits that a research design is a set of methods and procedures that are used to collect and analyse data. Babbie and Mouton (2015) define it as "the blueprint of how the researcher intends to conduct research". The final result is the focus of a research design, which addresses the following questions:

- What kind of analysis is planned?
- What kind of findings are anticipated?
- What is the particular concern or question?
- What kind of evidence is needed to answer the research question adequately?

4.5 POPULATION OF THE STUDY

According to Van Zyl (2014, p. 95), “a research population is a group of potential participants to whom the researcher wants to generalise the results of the study”. This definition is in accordance with Babbie and Mouton (2015), who define the research population as the collection of elements from which the sample will be selected. The population of this study included 300 secondary schools in the ten districts of Lesotho. The Maseru district had the highest number of schools, totalling 52 secondary schools, while the Berea district had 32 secondary schools (MoET, 2017).

The research data were collected from the principal teachers, the HODs and the beginning teachers. Creswell (2017) posits that the research population comprises a group that has the same characteristics. The sampled beginning teachers were full-time and permanently employed beginning teachers who taught for less than three years. Makhakhe (2018) states that a large number of teachers volunteer to gain experience due to a lack of jobs. Such teachers are not included in the sample. Their attendance is not consistent, and most of the time, they are not allocated their own classes.

4.6 THE STUDY SAMPLE

Maree (2016) defines sampling as the method where the researcher choose a portion of the population from the study, while Kothari (2004) proposes that it is a technique or procedure that selects participants from the entire population. Leedy and Ormrod (2015) define sampling as selecting a subset from the entire population to make some generalisations about the entire population. However, sampling in qualitative research does not represent the whole population (Cohen et al., 2011).

Maree (2016) indicates that sampling may be done in two ways: through probability and non-probability methods. This study followed non-probability sampling, which is not random (Maree, 2016) but convenient. Convenience sampling means selecting the population elements based on the fact that they are easily and readily available (Leedy & Ormrod, 2015). The present researcher identified urban and rural schools in Maseru and Berea districts. The justification for choosing schools in Maseru and Berea was that they were easily accessible to the researcher.

Out of the 84 secondary schools in the Maseru and Berea districts, the researcher conveniently sampled five schools and two beginning teachers, one principal and one head of department per school, totalling ten beginning teachers, five principals and five HODs altogether (Leedy & Ormrod, 2015). The researcher approached the Teachers Service Department (TSD), where he asked for a list of the beginning teachers (in the Maseru and Berea districts) who joined the teaching service during the last three years. In addition to the ten beginning teachers, the

researcher selected five principals and five HODs. The HODs are mentors of the beginning teachers, while the principals are responsible for the administrative issues.

4.7 DATA COLLECTION METHOD

A researcher is responsible for making decisions on the research instrument used to collect the data (Merriam, 2014). The term “data collection method” refers to the way in which the researcher gathers the empirical data to answer the research question (Brink et al., 2018, p. 133). Qualitative researchers collect data using different methods and techniques, including face-to-face interviews, direct observation, electronic entities (e-mail messages, Internet websites), document analysis, and materials (Leedy & Omrod, 2015; Van Zyl, 2014). Specifically, face-to-face interviews were used to gather data in order to build familiarity with prospective participants and thereby obtain their cooperation, resulting in the highest response rate (Leedy & Ormrod, 2015).

The researcher interacted with the beginning teachers, principals and heads of departments in Lesotho schools and interviewed them about their induction and monitoring programmes. Cohen et al. (2011) say that the process of interpretive research takes place in a social context where it focuses on the interaction as a unit of study. In order to establish how the beginning teachers are inducted and mentored in Lesotho schools, the researcher interacted with the beginning teachers, the principal teachers and the heads of departments from the sample schools. The beginning teachers were interviewed, using in-depth interviews to find out to what extent mentoring and induction programmes for the development of the beginning teachers are implemented.

The researcher also delivered a letter from the NWU to the Ministry of Education, confirming that the research is going to be conducted for academic purposes. Meetings were held separately with the principal teachers, the HODs and the beginning teachers to explain the rationale and significance of the study. The same routine was followed with the HODs and the beginning teachers once the principal had identified the participants and given the researcher permission to meet them. This process was done in all those five schools where the research data were collected.

The research data were collected from the principal teachers, the HODs and the beginning teachers. Creswell (2017) posits that the research population is made up of a group that has the same characteristics. The sample beginning teachers were full-time and permanently employed beginning teachers who taught for less than three years. Teachers who were teaching on a volunteer basis (Makhakhe, 2018) were excluded.

4.7.1 Interviews

Maree (2016, p. 93) defines an interview as “a two-way conversation between the interviewer and the interviewee for collecting the data about the interviewee’s beliefs, views, ideas, behaviours and opinions”. According to Cohen et al. (2018), interviews allow both the interviewer and the interviewee to gain an insight into what individuals consider about those circumstances from their own perspective. The researcher used interviews in order to get an understanding of the induction and mentoring for the professional development of beginning teachers in Lesotho school and the challenges they face. There are three types of interviews: structured, unstructured (sometimes referred to as open-ended interviews) and semi-structured interviews (Maree, 2016).

1. Structured interviews: The questions in structured interviews are detailed. They are focused and clear, demanding precise answers (Nieuwenhuis, 2020a; Van Zyl, 2014).
2. Unstructured/Open-ended interviews: The questions in unstructured interviews allow the participants to elaborate on their responses (Van Zyl, 2014).
3. Semi-structured interviews: The interviewee gives spontaneous responses (Nieuwenhuis, 2020a).

While the structured and unstructured (open-ended) interviews seem to be at the extreme ends of each other (Nieuwenhuis, 2020a), the semi-structured interviews seemed appropriate for this study. They allowed the participants to give spontaneous responses (Nieuwenhuis, 2020a). They enabled the interviewer to elicit clarification of responses in situations where participants did not provide succinct responses (Leedy & Ormrod, 2014; Nieuwenhuis, 2020a).

Van Zyl (2014) observes that semi-structured interviews gather participants’ biographical information, such as age, gender, income and educational level. This information was pivotal for the researcher to accomplish several things about the respondent. For example, Ranney et al. (2015) note that neutral information about the respondents is an ice-breaker and makes respondents feel relaxed, relevant and important. In addition, face-sheet information by the interviewer created a rapport between the two.

Semi-structured interviews allowed the interviewee to give spontaneous responses (Nieuwenhuis, 2020a). Maree (2016) states that probing is important as it helps the researcher to collect the maximum amount of data and verify what the respondents say. The researcher might ask the participants to provide some examples so that what they meant is clear to the researcher. They are flexible and allow the researcher to take any direction while not derailing from the scope of the research study (Van Zyl, 2014). According to Leedy and Ormrod (2014), interviews are informal and friendly in a qualitative study.

Semi-structured interviews provide the opportunity to get an in-depth understanding of the phenomenon. They allowed the beginning teachers, the principals and the heads of departments to follow up on ideas and probe further on the responses. The semi-structured interviews were audio-recorded to provide a reference for the researcher during transcription. Recording an interview is essential for various reasons. Firstly, it allows the researcher to check the correct wording of statements, which may later be used during the data analysis. Secondly, it helps the researcher to keep eye contact during the one-on-one conversation. Thirdly, it ensures accurate writing (Leedy & Ormrod, 2014).

To conduct semi-structured interviews successfully, the researcher formulated an interview schedule which comprised of questions that an interviewer formulates as a guide for the interaction between the researcher and the participant (Basit, 2010). The type of data that the researcher hopes to obtain influences the interview design schedule. As a result, the interview questions should address the main research questions. For example, the responses elicited from the participants should enable the researcher to answer the research question/s. Therefore, it is important that the instrument should be piloted and revised, if necessary (Basit, 2010).

The method for formulating the questions was investigated, and it was reviewed that avoiding "ambiguity and inconsistency, assumptions, recollection, knowledge, double questions, presuming questions, hypothetical questions, and offensive questions" (Biggam, 2008, p. 54) should be avoided when interview questions were articulated. As a result, the interview questions needed to be direct and concise, without leading the interviewee to respond, based on what the participant believes the interviewer is looking for. The questions were not overwhelming because answering such type of questions can be complicated for the participant.

The researcher gained the co-operation and trust of the participants by establishing a good rapport. The researcher made handwritten notes, which were used to support the recordings. This assisted him during the phases of transcription and analysis (Geschwind & Melin, 2016; Nieuwenhuis, 2020a). Even though semi-structured interviews seem to be the most appropriate technique for this study, the researcher was aware that they have some limitations. These are presented below.

- Semi-structured interviews require ample time. They require the interviewee to respond to predetermined questions (Maree, 2016; Van Zyl, 2014) and are expensive in terms of travel and accommodation.
- Maree (2016) observes that it is quite easy to be side-tracked by unimportant traits in the spontaneous responses that are not related to the study. The researcher has to be aware

of such setbacks and keep on guiding participants politely back to the focus of the interview.

- The researcher might be biased while collecting data (Van Zyl, 2014). Bias is pointed out as another disadvantage of semi-structured interviews. It originates from an unstandardised set of questions.

4.8 QUALITATIVE DATA VERIFICATION

The researcher conducted semi-structured interviews with participants. The audio-recorder was slowed down to facilitate transcription (Leedy & Ormrod, 2015). Detail-oriented, elaborative, and clarification probes were used to obtain maximum clarity of participants' responses (Maree, 2016).

4.9 DATA ANALYSIS

Flick (2014, p. 5) defines data analysis as “the classification and interpretation of linguistic material to make statements about implicit dimension and structures of meaning-making in the material and what is represented in it”. When analysing the data, the researcher has to be aware of the study's main research question. The data analysis was done using inductive thematic content analysis (Nieuwenhuis, 2012) to develop the key concepts arising from the data and make meaning of participants' feedback. The collected data were coded and then grouped thematically. The data were categorised into relevant themes, which was informed by the research questions.

Cohen et al. (2011, p. 537) highlight that “qualitative data analysis involves organising, accounting for and explaining the data. In short, it involves making sense of data in terms of the participants, definitions of the situation, noting patterns, themes, categories and regularities”. Creswell (2014) adds that qualitative analysis is concerned with meaning from observation notes and interview tapes and transcripts. After collecting the data, the researcher organised and prepared the data for analysis. It was scanned and sorted; the verbal interviews were transcribed (Nieuwenhuis, 2020b). Then data were analysed to establish how participants perceived the role of induction and mentoring in their professional life. According to Lacey and Luff (2016, p. 16), all the words of the interviews and data should be summarised and described. Cohen et al. (2011) further document that the researcher needs to merge the data collection with data analysis when analysing qualitative data. The first step was to code the data.

According to Maree (2016, p. 116), “coding is the process of reading carefully through the transcribed data and dividing it into meaningful analytical units”. Nieuwenhuis (2020b, p. 136) define coding “as making the segments of data with symbols, descriptive words or unique identifying names”. Patton (2002) also submits that inductive analysis involves an open-ended

approach that allows data dimensions to emerge from lesson observation notes rather than presupposing the important dimensions.

In order to make sense of the collected data from the interviews, the present researcher coded the raw data into pattern themes based on the conceptual framework of the study (Creswell, 2017). The transcribed data in this study were analysed through the process of inductive codes. The coding process allowed the researcher to quickly retrieve the data and collect all the text associated with the thematic idea so that the meaning units could be examined together (Maree 2016).

Each participant's interview was analysed. The literature reveals that different authors view the concept of induction and mentoring of beginning teachers differently (Bickmore & Bickmore, 2010; Martinez, 1994; Wong, 2004). The researcher elicited each beginning teacher's understanding and application of induction processes. Individually analysing each participant's data assisted the researcher in interpreting each participant's understanding of the concept and how they find it useful in professional development. In addition, the data were analysed in relation to the research questions informing this study (Maree 2016).

The researcher first listened to the audio recordings to recapture the responses from the participants and transcribed the data on the same day after each interview, to identify any inaccurate information and follow up on the interviewees for clarity, if necessary. When the transcriptions were done, the participants' responses were coded and categorised to identify the themes that emerged. This analysis is termed a systematic approach to data analysis (Cohen et al., 2011). The data were then analysed in a narrative form concerning the research questions informing this study.

4.10 PILOT STUDY

Testing the research instruments prior to performing the actual research was critical because it enabled the researcher to detect any flaws in the instruments. This was used to test trial mistakes as well as interview timing. As a result, the pilot research sample should be descriptive of the actual study in terms of approach, methodology, and methods (Bosit, 2010). In conducting a pilot study, the researcher identified four beginning teachers who joined the teaching profession in the previous 15 months in schools outside Maseru and Berea districts. This facilitated testing the interview instruments in geographically different places. The researcher also identified two principal teachers and two HODs to look for possible weaknesses so that the researcher could modify the instruments (Leedy & Ormrod, 2014). The pilot study participants were not part of the actual study to ensure consistency. The audio recording was also used in the pilot study to test

its validity and reliability. The outcomes of the pilot study gave a reflection of the possible outcomes of the actual study. From the pilot study outcomes, the researcher learned whether the data collection tools needed adjustment or not (Leedy & Ormrod, 2015).

4.11 ETHICS AND TRUSTWORTHINESS

4.11.1 Trustworthiness

The qualitative study's conclusions must be believable and recommendations must make sense. The data collection, analysis, interpretation and arguments should be compelling and supported with sound reasoning and ample evidence (Merriam, 2014). Merriam (2014) believes that the whole method should be clear and accessible to the reader's critical thinking, from research issues to consequences. This means that data must be auditable in qualitative research by checking that the interpretations are credible, dependable, transferable and confirmable. Qualitative researchers say that data trustworthiness is evidenced by credibility, dependability, transferability and confirmability (Lincoln & Guba, 1986; Merriam, 2014).

4.11.2 Credibility

One of the most critical factors in maintaining trustworthiness, according to Lincoln and Guba (1986), is retaining legitimacy. It ensures that the research study's results accurately represent the participants' or the context's experience. The recorded research results are recognised by the participants as their own personal experiences. According to Biggam (2008) and Graneheim and Lundman (2012), credibility is concerned with the research's emphasis and how well data and process analysis address the intended focus. According to them, the first question about credibility emerges when deciding on the study's focus, context, participants, and data collection method. The choice of the most suitable data collection tool is also part of the credibility equation. In order to ensure integrity, the amount of data is also essential.

The researcher ensured the research credibility by well-defined sampling and data collection (1986) methods. The credibility of the study was enhanced by having frequent debriefing sessions with his promoters. Members check was done by submitting the transcripts to the participants so that they could correct any errors. The researcher also ensured credibility by verifying the accuracy of the data with the participants during an informal conversation with them to see whether their interpretation was correct or not (Maree, 2016).

4.11.3 Dependability

Dependability is the extent to which the instrument used in data collection yields the same results on repeated trial (Shenton, 2004). Maree (2016) adds that in a qualitative study, dependability is

preferred over reliability. To address the issue of dependability more specifically, the study's procedures were detailed, allowing a potential researcher to replicate the work and obtain similar results if desired (Maree 2016). The term "reliability" refers to the degree to which data changes over time and how the researcher's decision changes during the analysis process. Therefore, the researcher documented the analysis process so that anybody may find it easy to see the decisions and interpretations that have been made (Maree, 2016).

4.11.4 Transferability

The degree to which the results can be applied to other environments or classes is referred to as transferability (Shenton, 2004). Transferability does not require generalised claims, according to Maree (2016). To ensure transferability, it is critical to provide a clear and distinct overview of the participants' culture and background, selection and characteristics, and data collection and analysis processes. The term "transferability" refers to the ability of readers of a research study report to make correlations between their own experiences and the study's elements (Maree, 2016). By improving a rich and vigorous presentation of the results and relevant quotations, the researcher ensured transferability. The researcher ensured that the results were transferable by offering a thorough understanding of induction and mentoring of beginning teachers of professional development so that other readers could examine the research documents and decide whether or not the findings could be applied to their own setting or environment (Maree, 2016).

The researcher ensured the findings' transferability by providing a detailed explanation of the context, participants, and research design, enabling readers to make their own informed decisions about transferability (Maree, 2016). Purposive sampling was used to ensure that the researcher's findings were transferable. In contrast to random sampling, which is typically used in quantitative research to obtain a representative image by aggregate characteristics, qualitative research maximises the range of unique information that can be obtained from and about a context by purposefully selecting a location and participants that are distinct from one another (Lincoln & Guba, 1986).

4.11.5 Conformability

Conformability refers to the extent to which the researcher acknowledges their own biases (Shenton, 2004). As Guba defines in Maree (2016), conformability is the degree of neutrality or the extent to which the study's findings are shaped by the participants rather than the researcher's bias, interest and motivation. The present researcher will reduce any bias by training an assistant researcher to collect the data from the participants and hand it over to the researcher for analysis.

To ensure conformability as the measure of trustworthiness in research, the research findings should be the results of the informants' experiences and ideas, not the researcher's preferences.

The researcher ensured the conformability of the study findings by using codes when interpreting the data. Each code bear only alphabetical letters and one numeral; for instance, for the principal teachers, the code is P1 to P5. The HODs are represented by HOD1 to HOD5 and the codes BT1 to BT10 were used to refer to the beginning teachers.

4.12 ETHICAL CONSIDERATIONS

Each researcher is responsible for considering ethical issues in order to protect participants from harm. Consent from stakeholders is critical for any study; in this case, it was the MoET and the participants. Additionally, participants were informed in writing that their participation was voluntary and that they could withdraw at any point during the study without incurring any consequences (Leedy & Ormrod, 2014).

Permission to conduct this study was sought from the Ethics Committee of the North-West University (Maree, 2016). A consent form was given to the participants to read and to decide whether they wanted to participate or not. Permission to collect data from the Lesotho schools was sought from the Teachers Service Department of the Lesotho Ministry of Education and Training (MoET), the principals and HODs of the sampled schools and the selected beginning teachers.

Finally, the researcher deemed it necessary to safeguard the participants' privacy and confidentiality (Maree, 2016). The researcher ensured that the participants' and schools' identities remained confidential throughout the study's writings by using pseudonyms instead of their real names to comply with these ethical requirements. To maintain confidentiality, no details of the interviews were discussed outside of the context of this study. All raw data were stored on a password-protected laptop owned solely by the researcher until they could be destroyed within the time period specified by the ethics committee.

The researcher followed the following ethical guidelines throughout the research project.

4.12.1 The principle of doing no harm

The researcher ensured that the informants did not suffer any physical discomfort, emotional stress, humiliation or embarrassment (Creswell, 2017; Leedy & Ormrod, 2014) as a result of the study.

4.12.2 Obtaining informed consent

The research assistant distributed copies of the consent letter to all prospective participants who expressed an interest in participating in the study – no one was coerced into participating. Consent was obtained before the information was used.

4.12.3 Privacy and confidentiality

The study's participants volunteered to participate. A written letter was used to obtain permission from the participants to participate in the study. A letter of consent guaranteed participants' anonymity that they may withdraw from the study and their right to withdraw from the study at any time without incurring any penalties. Additionally, the letter discussed the study's benefits and risks. The participants' data were kept anonymous.

4.12.4 Publication of findings

It is critical for the researcher to accurately, objectively, completely and with certainty document the findings (Creswell, 2014). The researcher should report all of the results and findings for this study and then make the final report available to the public via publication.

4.13 RISKS AND BENEFITS OF THE STUDY

4.13.1 Risks

A risk is something that has the potential to cause damage, discomfort, or inconvenience. It is concerned with the possibility of injury and describes the nature of the harm as well as the consequences (Cohen et al., 2011). This study is low risk, but the researcher did not ignore possible risks. The researcher kept on revising and checking that the interview schedule did not have any form of harassment or bullying (to either the beginning teachers, the HODs or the principal teachers), which might have led to the potential harm of the participants.

4.13.2 Benefits

According to Cohen et al. (2011), the benefits of research may include boosts in knowledge, insight, understanding, improved social welfare and individual well-being, and increased skills or expertise for the researcher and the institutions. This study may benefit the beginning teachers, the principal teachers and Lesotho, MoET for policymaking.

4.14 POSSIBLE CHALLENGES OF THE STUDY

Some challenges were experienced while conducting the study.

It was a minor challenge to ensure that all chosen participants continued to participate and remain active throughout the process. Some participants, such as the beginning teachers, were sceptical to reveal all information when they started the interview. They were concerned that the research would comment negatively on their management or mentors. The study's results do not reflect the entire population of beginning teachers in Lesotho since participants were only chosen from the Maseru and Berea districts, out of ten districts in the country.

4.15 REIMBURSEMENT / INCENTIVE

The researcher did not pay participants for their participation in the study, but they were offered a snack and water immediately after the interview.

4.16 SUMMARY

This chapter presented a holistic description of the entire research process. The research design for this study was discussed and the research approach was outlined. The research paradigm and strategy were also tabled. The ethical considerations of the study were highlighted. The study population, sampling and data collection techniques were discussed. This chapter also presented the data collection and analysis procedures, from the pilot stage to the actual stage.

CHAPTER 5

FINDINGS, ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

In this chapter, the study and interpretation of the data demonstrate the degree to which the mentoring and induction programme for beginning teachers' professional development in Lesotho schools is being implemented. The researcher followed the procedure outlined in the previous chapter, namely, coding the raw data into patterned themes. The researcher then analysed the transcribed data through the process of inductive codes, which allowed the researcher to retrieve the data to examine meaning units together (Maree, 2016).

The researcher analysed each participant's interview (beginning teachers, HODs and principals). The researcher then elicited each participant's understanding and application of induction and mentoring processes separately. The data collected were analysed in line with the research questions that guided this study (Maree, 2016).

The relevant authorities granted permission to conduct the research. A colleague of the researcher, as an independent person, approached the participants, explained the research details and distributed the informed consent forms. The participants were given time to read and familiarise themselves with the contents of the consent forms and then signed the consent to indicate that they were willing to participate in the study without any pressure. The independent researcher, without any disruptions, interviewed all the participants who were part of the sample.

5.2 DATA ANALYSIS

In qualitative research, the data collection and analysis process is important. Leedy and Ormrod (2015) explain that research requires logical reasoning to draw logical conclusions from it so that objectivity can be maintained. According to Maree (2016), qualitative data analysis is an ongoing and interactive process, which implies previous interactive data collection and processing. A researcher gains an insight into the meaning of the data if the data collection procedures are revised to the point where the researcher may effect certain changes in the design.

The researcher divided the data into segments of smaller units and allocated codes in the form of descriptive phrases in this study, such as beginning teacher (BT), head of department (HOD) and principal (P). Other codes were further assigned to the themes which were identified because of their significance to the study. All the codes were listed, arranged so that the researcher could

identify similar themes and relationships, which later enabled the researcher to arrive at the findings presented. The data obtained from the interviews were compared and integrated with the literature that was reviewed.

5.3 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

The demographic data of participants indicates the age group, gender, level of education and the years of teaching experience of the different groups of participants.

5.3.1 Biographical data: beginning teachers

The demographic data of beginning teachers encompass age, gender, level of education and years of teaching experience.

5.3.1.1 Age group: beginning teachers

There were ten beginning teachers who took part in the study and their ages varied. Out of the ten, six of the participants were in the first age category of 20–25. Three were between 26 and 35 years of age, while one was between 36 and 45. This, therefore, implies that the majority of beginning teachers were under 24 years of age. Figure 5.1 represents the age group of beginning teachers who took part in this study.

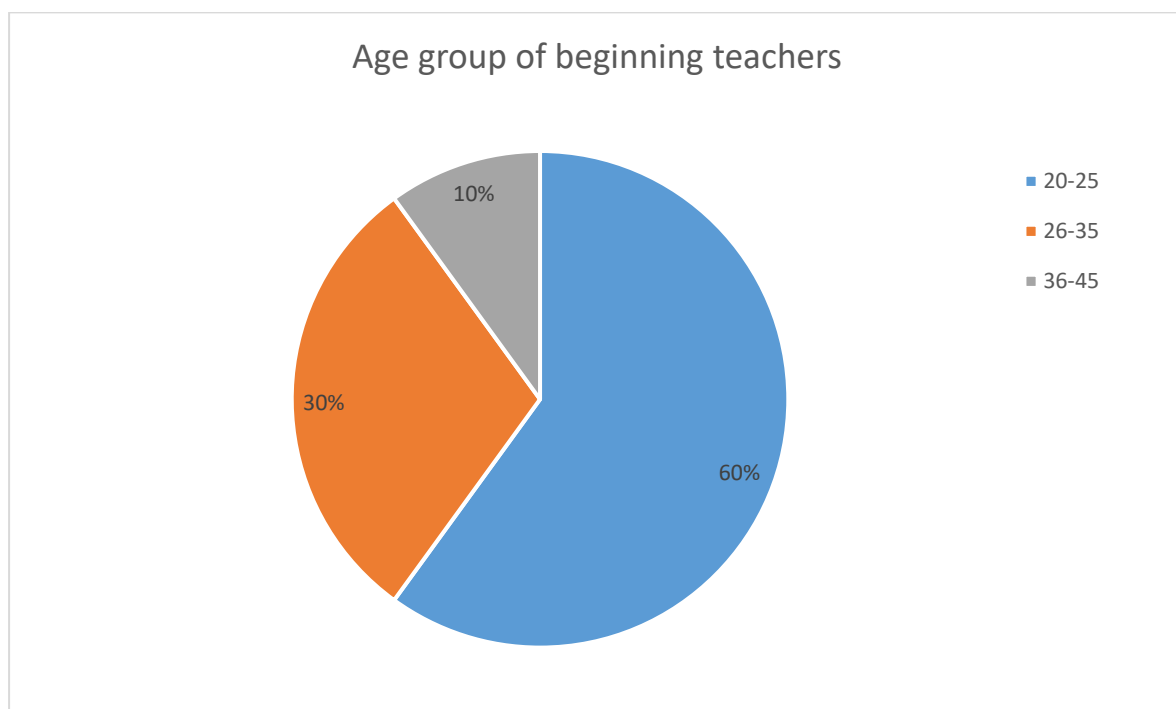


Figure 5.1: Age group of beginning teachers

Figure 5.1 illustrates that the majority of beginning teachers were aged between 20–25, as they constituted 60%. The researcher is of the opinion that most beginning teachers fall within that age group because they have just completed their university or college qualifications. According to the literature (Aldeman, 2019), beginning teachers are aged from 20–25 in most countries. Correspondingly, a survey carried out by the National Centre for Education Statistics of American public schools affirms that 85% of Kansas and Iowa states beginning teachers start their profession in their 20s.

The figure shows that three beginning teachers are aged 26–35 while only one beginning teacher is aged between 36 and 45. This further shows that most beginning teachers start their profession in their 20s. The researcher is of the opinion that due to a lack of jobs for teachers in Lesotho, these teachers (aged between 36 and 45) might have graduated some years ago and were not granted any position. According to Kabi (2017), the Ministry of Education in Lesotho was to adopt a Public Service Commission system where teachers were to be employed on the basis of who graduated first as this would sort the unemployment issue of teachers who graduated as far back as 2005.

The age presentation is relevant to this study as it shows the age of teachers that the mentors are dealing with in schools. This study revealed that most beginning teachers are in their 20s, which is a good age for one to grasp some concepts that are taught during the mentoring induction process as adulthood begins at 20 and in comparison to infancy and early childhood, cognitive development is more intense (Fischer et al., 2005).

5.3.1.2 Gender: beginning teachers

Ten beginning teachers participated in the study. Six (60%) of the participants were males and four (40%) were females. The bar chart in Figure 5.2, shows the gender of beginning teachers.

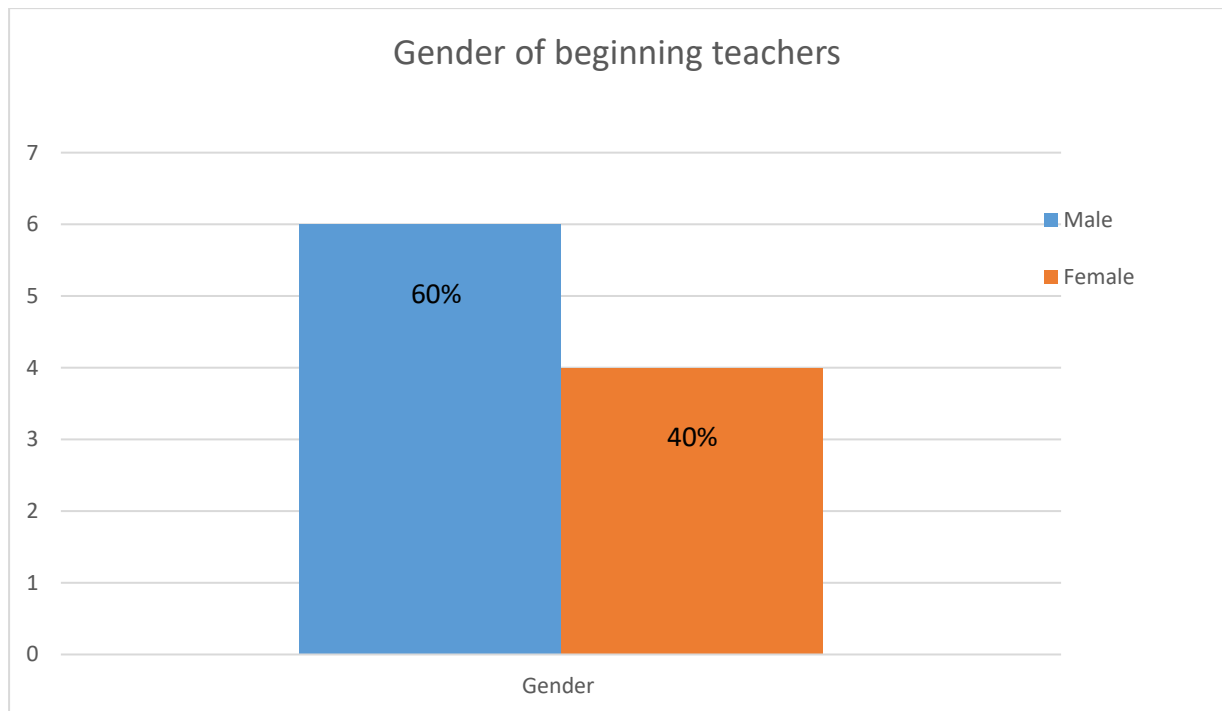


Figure 5.2: Gender of beginning teachers

According to Figure 5.2, the majority of beginning teachers were males, as they constituted 60%, while females constituted 40% of the beginning teachers. The findings of this study contradict the study of Tašner et al. (2017), who state that females dominate the teaching profession.

5.3.1.3 Level of education: beginning teachers

The level of education of participants varied. Figure 5.3 illustrates that from the ten beginning teachers who participated in the study, one teacher holds a Diploma in Education, eight have a Bachelor of Education (BEd) and a Bachelor of Science in Education (BScEd), while one holds an honours degree in Education (BEd honours). Figure 5.3 indicates that all participated beginning teachers' are qualified beginner teachers with a decent qualification in education.

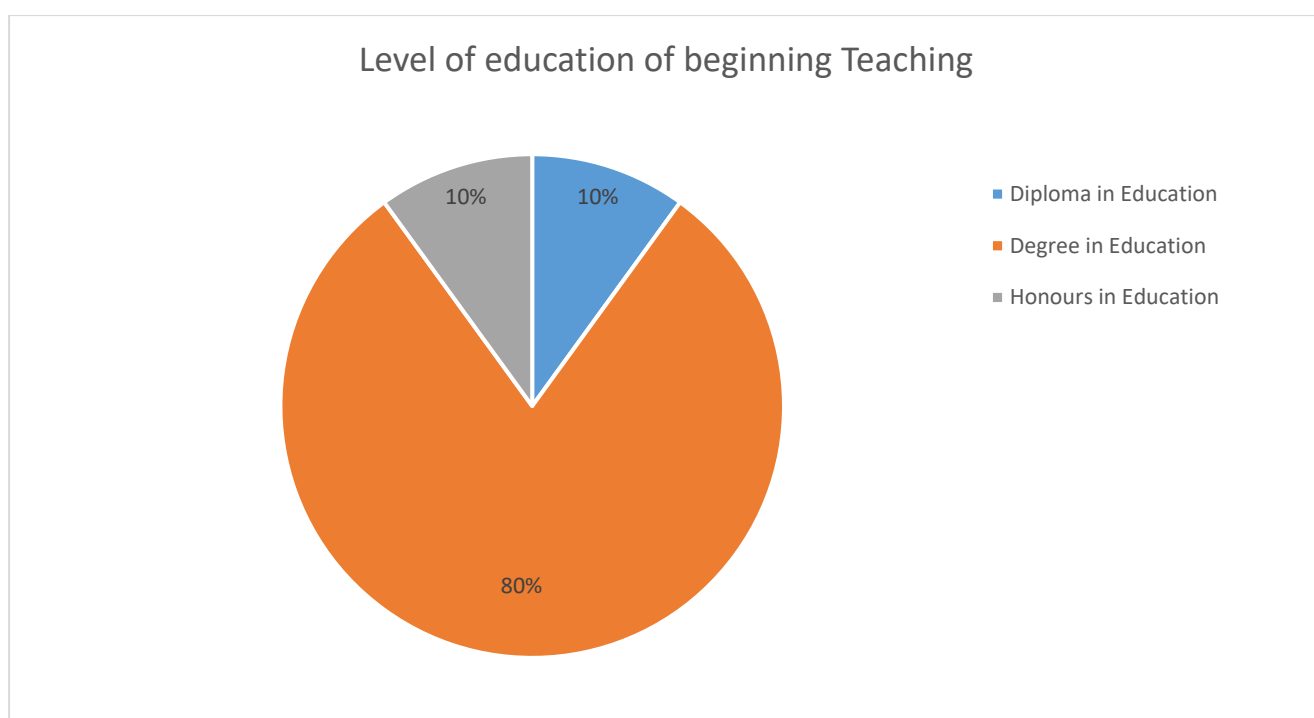


Figure 5.3: Level of education of beginning teachers

Figure 5.3 shows the level of education of beginning teacher participants, where the majority of them have a Bachelor of Education and Bachelor of Science in Education. The education level of beginning teachers is relevant (*cf.* 1.8.3) as beginning teachers are newly qualified teachers who just joined the teaching profession. The qualifications of beginning teachers inform this research on the basis of whether beginning teachers would find it unnecessary to be mentored by mentors with lower qualifications than them. The researcher's position to interview participants about their educational background was to see if the beginning teachers were qualified and compare whether mentors were more qualified than mentees. Hayden and Gratteau-Zinnel (2019) state that beginning teachers who hold more qualifications than mentors have rebellious tendencies.

5.3.1.4 Years of teaching experience: beginning teachers

Figure 5.4 represents a chart of the years of teaching experience of beginning teachers and indicates that they are junior professionals. Two (20%) of the participants have taught for a year and a few months, four (40%) for two years, three (30%) for three years, and one (10%) for four years.

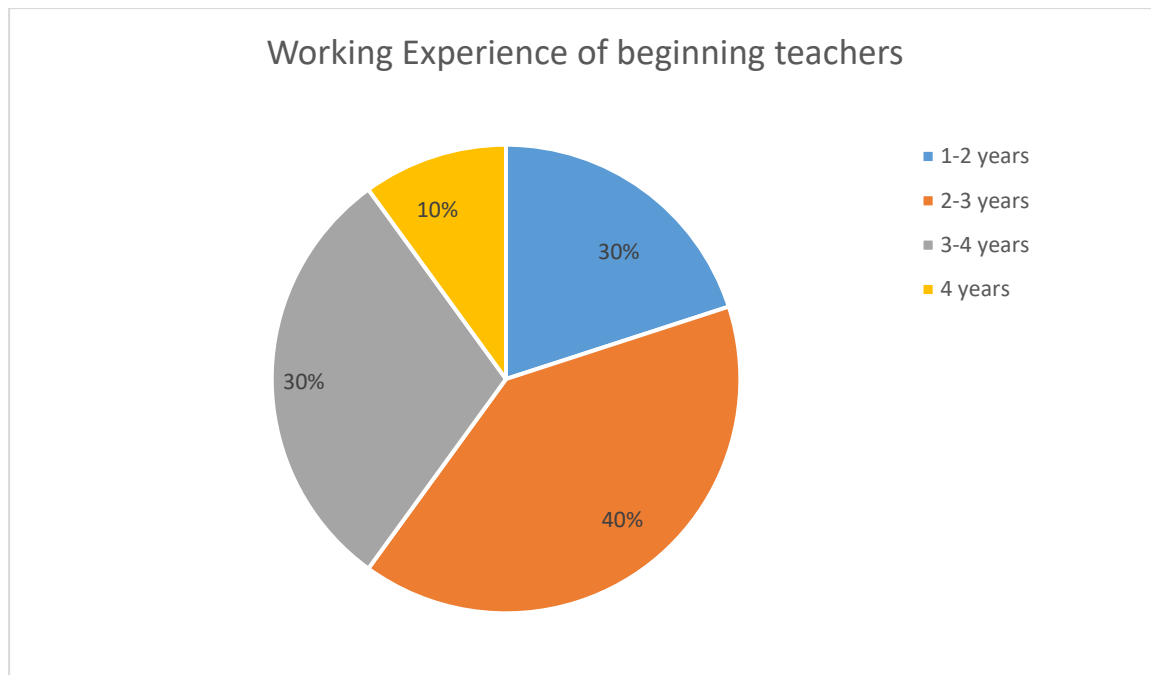


Figure 5.4: Working experience of beginning teachers

Figure 5.4 illustrates the teaching experiences range from one to four years, with the majority teaching for four years. The experience of beginning teachers is relevant as most authors define beginning teachers as newly qualified teachers with less than three years of service (*cf.* 1.8.3).

5.3.1.5 Beginning teachers' years of teaching in the current school

There is no difference between beginning teachers' general teaching experience and their experience in the current school. Almost all the participating teachers gathered experience in their current schools. Two of them had been there for one year and a few months, four for two years and three for three years. This demonstrates that the Ministry placed teachers in Lesotho at schools, and teachers remained in their assigned schools. Kabi (2017) reports that the Ministry of Education has introduced laws to discourage the transfer of teachers. This study, therefore, reveals that there is little movement as one can only leave the school when resigning or upon retirement, not through district transfers like before.

5.3.2 Biographical data of principals

The biographical data of the principals also encompasses age, gender, level of education and years of leadership experience.

5.3.2.1 Age group: principals

The total number of principal participants who took part in the study were five, and their age varied between 46 and 55 (40%), while three (60%) were between 56 and 60. This implies that senior teachers occupy the principal positions.

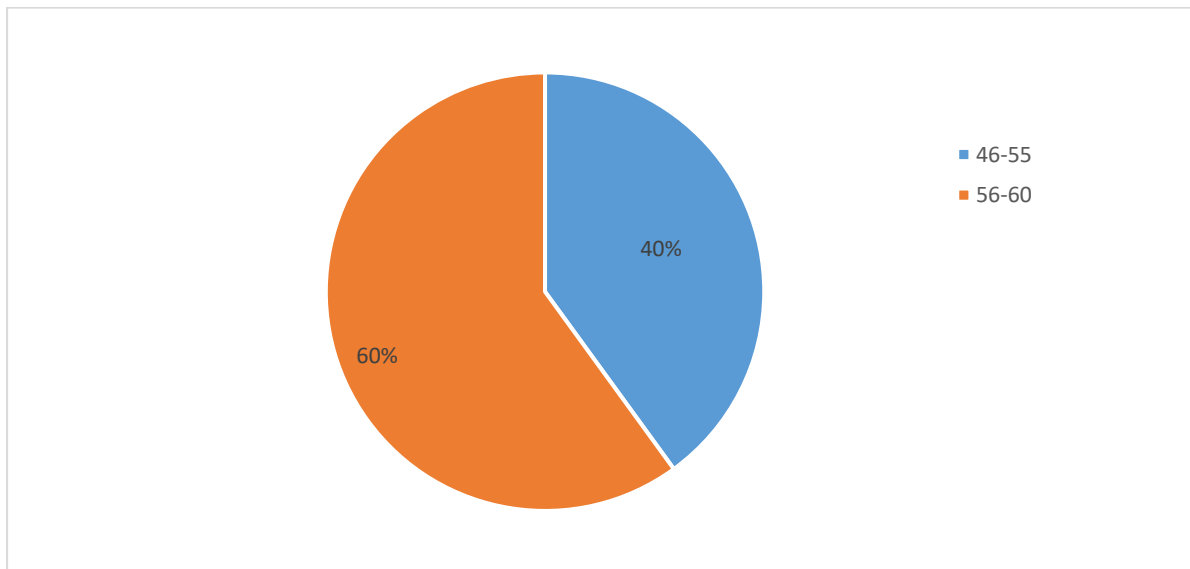


Figure 5.5: Age group of principals

Figure 5.5 depicts the age for principals, indicating that the majority are aged between 56–60 years. The researcher believes that there is a higher number of years for principals because of their leadership positions that require experience; therefore, they are awarded to people who have been serving schools for a more extended period of time. Conversely, the literature shows no relationship between age and leadership style as Sawati et al. (2013) explain that the age of the school principal does not matter, but rather the leadership style is what determines how one governs the school.

5.3.2.2 Gender: principals

Five principals participated in the study. Of these, three were male (60%) and two were female (40%). Figure 5.6 represents the gender of the principals.

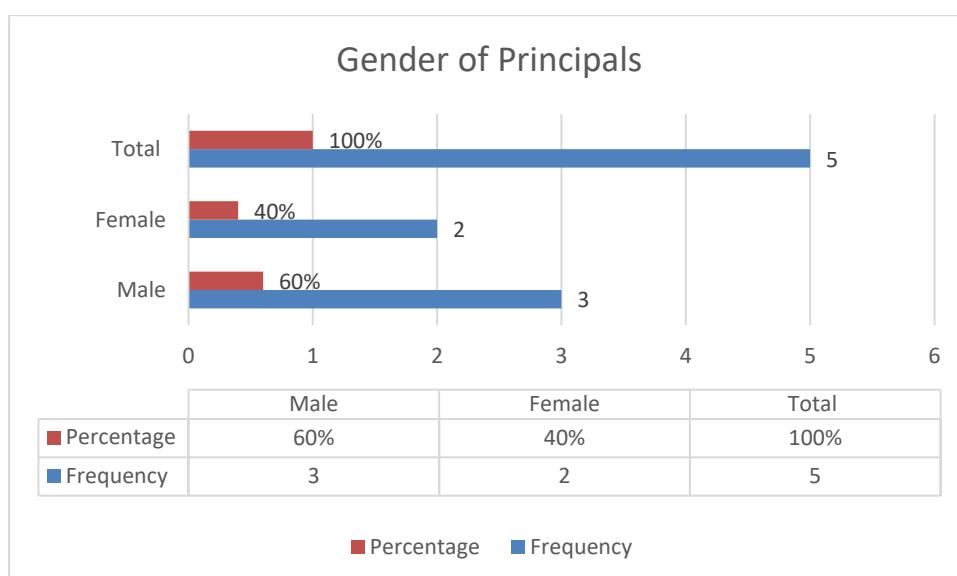


Figure 5.6: Gender of principals

Figure 5.6 shows the gender category of principals, with the majority being males who constitute 60% while female principals are only two, which is 40%. There is a slight difference between the genders of principals. The researcher is of the opinion that even though the difference is not that much, the male principals seem to occupy more leadership positions.

5.3.2.3 Level of education: principals

The level of education of participants varied from the five principals who participated in the study. One principal (20%) has a Bachelor of Science in Education (BScEd) degree, one (20%) holds an honours degree, while three (60%) have either a Master of Education or a Master of Arts in Education degree. Figure 5.7 shows that most principals have higher qualifications than HODs and beginning teachers.

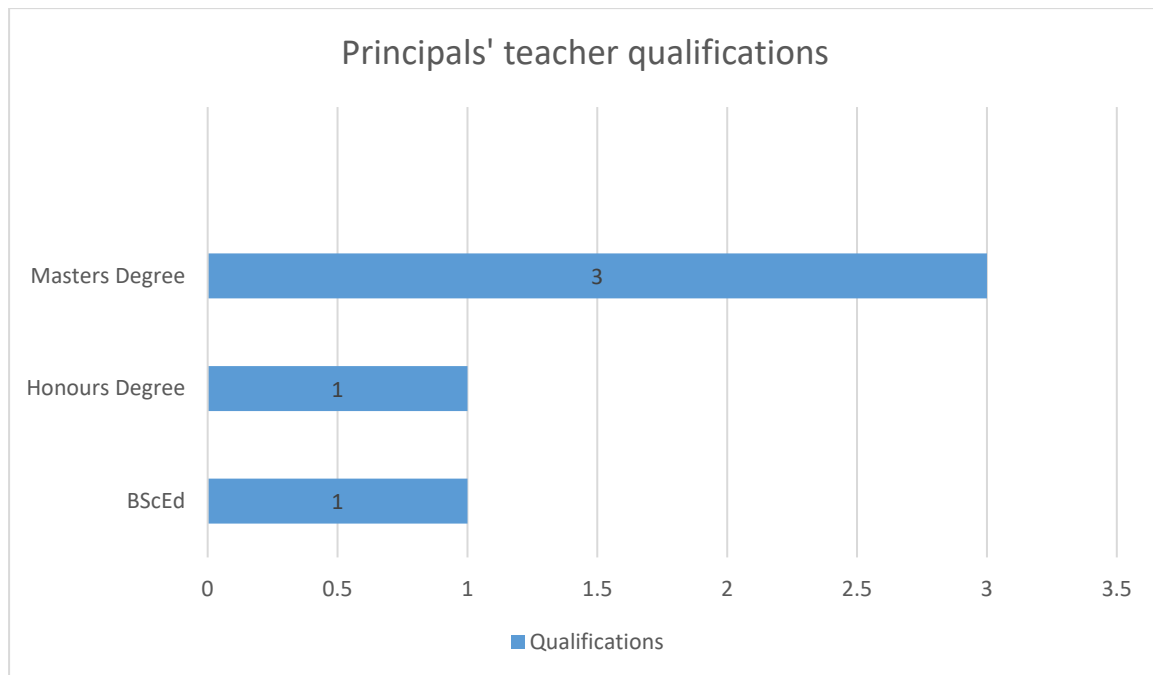


Figure 5.7: Principals' level of education

Figure 5.7 illustrates the level of education of principals. The level of education of principals in this study is significant because principals' roles range from supervision, orientation, classroom placement and guidance. The principal participants who took part in this study have higher qualifications than beginning teachers in general. Most of them, 60% to be precise, have a Master's degree in Education while one has an Honours degree and the other a BScEd. According to Bettini et al. (2020), principals should be more qualified than other staff members because they serve as leaders. The findings of this study are in line with the literature as evidence that most principals are more qualified.

5.3.2.4 Years of experience as a principal

The principals' experience varied. One (20%) principal had six years, one (20%) had ten years, two (40%) between 11–15 years and one (20%) more than 15 years of experience. The chart shown in Figure 5.8 represents the leadership experience of principals.

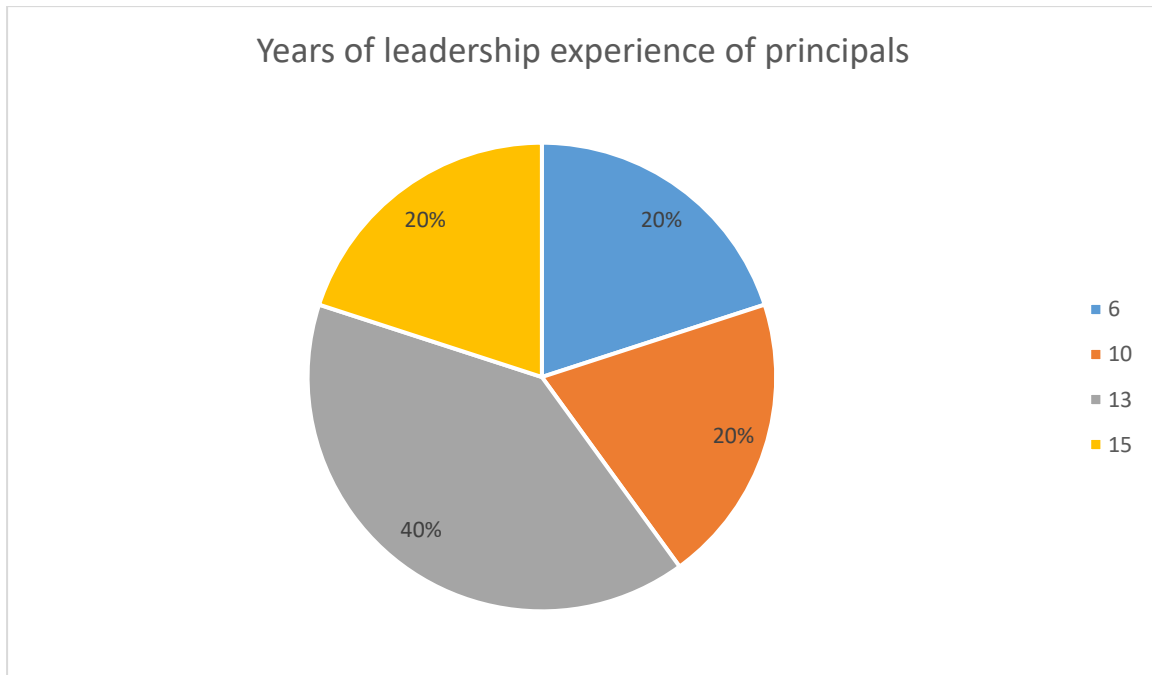


Figure 5.8: Leadership experience of principals

Figure 5.8 shows the leadership experience of principals, with 40% of participants having been in a leadership position for 10–15 years, while there was 20% for each of the other three categories. The researcher’s opinion is that the principals seem to be experienced as well as qualified (*cf.* Figure 5.7).

5.3.3 Biographical data of HODs

The biographical data of HODs encompasses age, gender, level of education and years of experience as a HOD.

5.3.3.1 Age group: HODs

The total number of HODs who took part in the study was five. Four (80%) reported that they were aged between 36–45, while one (20%) was between 46–55 years of age. Figure 5.9 shows the age of the HODs.

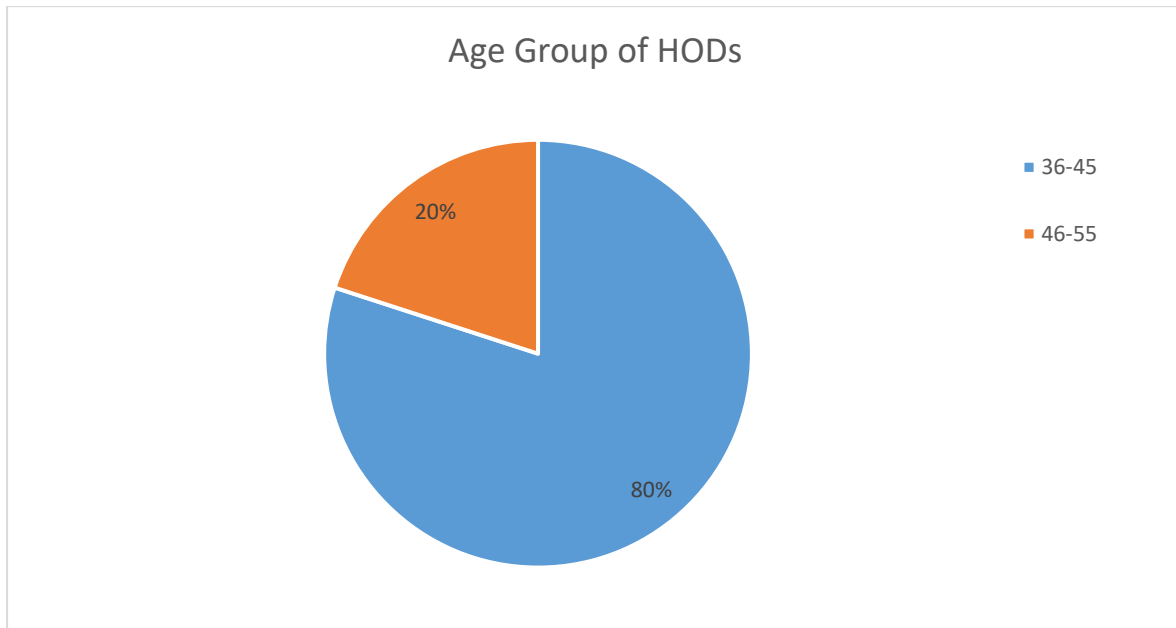


Figure 5.9: Age groups of HODs

Figure 5.9 illustrates that the majority of HODs were aged 36–45, as they constituted 80% of total participants. The researcher’s opinion is that most HODs are on transit to the principal position; hence, there are not many HODs of the same age as the principals.

5.3.3.2 Gender: HODs

Out of the five HODs who participated in the study, two (40%) were males while three (60%) were females. Figure 5.10 represents the gender of the HODs who took part in this study.

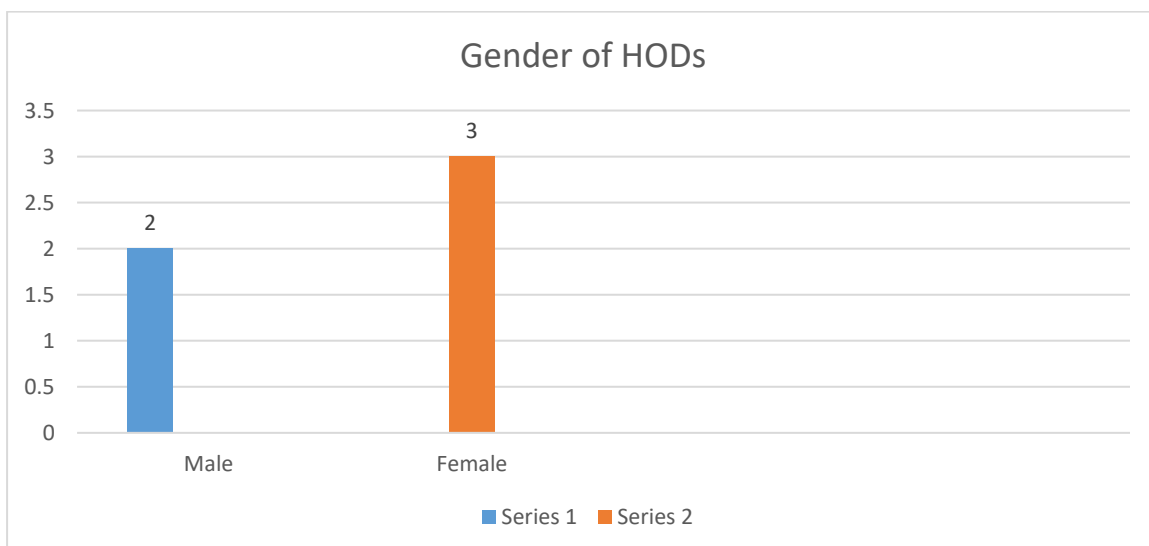


Figure 5.10: Gender of HODs

Figure 5.10 shows HODs' gender, which is made up of more females than males. There is not much difference between the male and female gender as it is two and three respectively. This, therefore, indicates that the departmental leadership position is balanced, unlike the principal position where there are more males than females.

5.3.3.3 Level of education of HODs

The level of education of the five HODs constitutes two categories. Three (60%) of the HODs have Bachelor's Degrees in Education or a Bachelor of Science in Education. Two (40%) hold an Honours Degree in Education. Table 5.1 indicates the information regarding the HODs' education level.

Table 5.1: Level of education of HODs

Qualification	Frequency	Percentage
BEd / BScEd	3	60%
Honours Degree	2	40%
Total	5	100 %

Table 5.1 shows the level of education of HODs. Sixty percent of them have a BEd and a BScEd. Two participants hold an honours degree qualification. These findings do not concur with those of Bettini et al.'s (2020) argument, namely that HODs should be better qualified than beginning teachers as we have seen that most beginning teachers acquired almost the same qualifications as HODs.

5.3.3.4 Years of experience as an HOD

Regarding the experience of HODs in the position, the results revealed that two (40%) have less than 4–6 years of experience, two (40%) have 7–10 years of experience, while one (20%) reported that she has 11–15 years of experience as an HOD. Table 5.2 present the years of experience of the HODs.

Table 5.2: Years of experience of HODs

Number of HOD participants	Years of leadership experience	Percentage
1	6 years	20%
1	10 years	20%
2	11–15 years	40%
1	More than 15 years	20%

Table 5.2 indicates the years of experience of HODs, with most having more than ten years of experience as HODs. Therefore, the researcher is of the opinion that HODs should be well equipped to mentor and induct beginning teachers due to their experience.

5.4 ANALYSIS OF THE DATA OBTAINED FROM THE INTERVIEWS

The study used thematic analysis for the data collected through the interviews. Themes emerged from the data which was collected. The researcher used a recorder and, at the same time, took handwritten notes from participants. The handwritten notes were used to support the recordings during data transcription and analysis (Nieuwenhuis, 2020a). They were then transcribed into words, and the researcher could easily come up with themes and sub-themes.

5.4.1 Thematic analysis

The study aimed to determine the extent to which mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools can be implemented. In this study, 20 participants took part, of which there were ten beginning teachers, five principals and five HODs. The researcher collected data by conducting in-depth interviews. All ethical considerations were adhered to. The interviews were conducted in schools in both the Maseru and Berea Districts. The researcher used the following codes to adhere to the ethical principle of confidentiality.

- Beginning teachers: The participants in this category are numbered from 1 to 10 and the symbol BT.
- Principals: These participants are represented by numbers 1 to 5 and the symbol P.
- Head of Departments: The participants are numbered from 1 to 5 and the symbol HOD.

5.5 THEMES AND SUB-THEMES

The results of this study are organised according to the identified themes and sub-themes. The main themes are school introductions, classroom management, school policy and teachers' regulations, the challenges, mentors' support and the relationship between the Ministry and schools. Table 5.3 shows the themes and the sub-themes that have been identified.

Table 5.3: The themes and sub-themes emanating from mentoring and induction of beginning teachers for professional development

Themes	Sub-themes
1. School introduction	1. Welcoming 2. Assigning an HOD as a mentor 3. School environment orientation
2. Policy, regulations and programmes	1. Policy and regulations provided by the Ministry 2. School policies, programmes and regulations 3. Teachers code of conduct 4. Systematic/organised induction process
3. Classroom management	1. Planning for the actual lesson 2. Lesson presentation 3. Shadowing a mentor 4. Lesson plan screening by a mentor 5. Filing and storage of marks (archiving)
4. Relationship between the Ministry and schools	1. Randomised placement of beginning teachers 2. No follow-ups on beginning teachers 3. Evaluation reports of beginning teachers
5. Mentor's support	1. Emotional support 2. Social support 3. Financial support
6. Concerns of beginning teachers	1. Class allocations

	2. Workloads of beginning teachers 3. Quality of induction and mentoring
7. Concerns of principals and HODs	1. BT refusal to get help 2. HOD workloads 3. Relationship between beginning teachers and students
8. Challenges of the beginning teachers	1. Salary delays 2. Accommodation

5.5.1 Theme 1: School introduction

Mentoring and induction have been practised in many countries around the world. Panizzon (2018) says mentoring has a massive influence on the profession of teachers. Mlindazwe (2010) observes, new employees are nervous and uncertain. This study revealed that schools introduced the beginning teachers in Lesotho schools to mentoring and induction by welcoming them upon arrival by meeting their departments' members through assigning them mentors and through school orientation to ensure beginning teachers were not nervous.

However, the findings of this study revealed that there were no proper school introductions as in other countries. As stated by the literature on mentoring and induction from different countries, beginning teachers receive formal introduction organised by the school or department of education. According to Keengwe and Adjei-Boateng (2012), beginning teachers in Ghana receive organised and formal orientation when they join schools. This study revealed that beginning teachers in Lesotho schools did not receive formalised introduction upon arrival at schools.

The findings of this research further discovered those beginning teachers, principals and HODs in Lesotho were not sure how induction of beginning teachers is supposed to be carried out as there was no uniform process that was followed. Christensen (2013) points out that beginning teachers in California in the US should participate in a mandatory orientation programme that is supposed to take three days before starting classes. The participants' views on the sub-themes of the introduction are discussed below.

5.5.1.1 Sub-theme 1: Welcoming

Most beginning teacher participants indicated that they were welcomed warmly, with smiles and remarks when they were welcomed by the principal or the school's deputy principal. They were shown the teachers' staff room and received their job specifications. One participant said:

Upon arrival here, I met the security guard at the gate and he took me to the principal's office, I introduced myself to him and he said that he was happy to meet me. He shook my hand and offered me a seat. He asked me whether I had majored in Geography and Development studies. He then showed me the teachers' staff room and handed me over to the HOD. (BT 7)

Another participant also received a very warm welcome. The principal took her to the deputy principal who then ordered the support staff to arrange furniture for her. She said:

I arrived at 7:45am and I found the students at the assembly. I waited for students and I asked for the direction to the principal's office, I introduced myself to the principal and he told me that they were pleased to have me among them. We then walked to the principal's office with him and he was equally excited to see me. The deputy principal called the support staff to arrange a seat and a table for me in the staff room. Then he accompanied me to the staff room to introduce me to the teachers. (BT 1)

Principals in schools were granted the powers (by the Department of Education and the school governing bodies) to ensure that all the school activities, such as the induction of the beginning teachers, were well executed (cf. 3.9.2). The study findings indicated that most beginning teachers received a warm welcome from principals.

Two participants' experienced their reception at their schools as negative. One beginning teacher blamed his negative reception on his recruitment, which was politically motivated as he was employed by the Minister of Education. The principal merely showed him a seat in the staff room and ordered the HOD to mentor him without introducing him properly to the HOD. This is how he puts it:

As you know how teachers are recruited lately, I am the member of the ruling party and I was placed here through the tsutsumetso of the Minister of Education, whom we come from the same political constituency with. I therefore think the principal knew that I have been sent to this school without following the proper channels, hence his reaction to me upon my arrival. He didn't even look at me in the eye or take me to the staff room to show me someone to report to. (BT 1)

A second participant who also had a negative reception experience mentioned that the principal did not look happy. He later learnt that the principal was conflicted in her employment as the principal had her own candidate in mind.

I would say I was just welcomed because it's a tradition but I could tell that the principal was not pleased with me, her facial expression could tell that she wasn't happy. I later learnt, after

some months, that the principal wanted her cousin to occupy this position but she didn't have the powers to do so, as teachers are placed by the TSD. (BT 8)

The majority of beginning teachers received a warm welcome from both the principal and the deputy principal as some arrangements had been made for them upfront. Arrangements are integral to the reception of beginning teachers to start their work focused and motivated (*cf.* 1.8.1). Therefore, beginning teachers need to receive a good reception so that they can feel at home. The beginning teachers who did not receive a warm welcome have bad memories of the day. Erasmus et al. (2010) observe that newly recruited employees who are confronted with unpleasant experiences on their initial day at work are likely to have negative attitudes and perceptions about their new employment.

5.5.1.2 Sub-theme 2: Assigning an HOD as a mentor

The beginning teacher participants stated that HODs were assigned to act as their mentors in different subject specialisations. The HODs assisted and guided the beginning teachers in different activities, which were both in the classroom and outside the classroom. The study found that the guidance provided by the HODs to the beginning teachers included academic, financial, social and emotional support. The HODs reported that as much as there are no guidelines on how they should support the beginning teachers, they make sure that they feel welcome. This is how one participant explained it:

We do not have any rules or regulations on how the beginning teachers are supposed to be supported. Each HOD uses his or her own way of interacting with new employee. We just guide a beginning teacher so that he can produce good results for the students' examination.
(HOD 5)

The principal teachers stated that they facilitated welcoming sessions for the beginning teachers by assigning each of them an HOD as a mentor until they were able to perform most of the duties on their own. One of them said:

I normally do not interact a lot with the beginning teachers, I just introduce them to the school policies and our regulations then I send them to the HOD who will work with them as a mentor.
(P1)

The findings of this study reveal that the principals' tasks in Lesotho schools include assigning HODs to the beginning teachers, particularly for mentoring activities though not formal. These findings are the opposite of what is practised by many countries where principals act as mentors for beginning teachers. Principals are the most important leaders in mentoring

beginning teachers (cf. 2.5). The findings of this study coincide with Kutsyuruba et al. (2017), confirming that principals assign mentors for beginning teachers to closely provide them with emotional support such as stress reduction and belongingness.

This study revealed that assigning HODs as mentors for students has been observed by many beginning teacher participants, who alluded that the HODs have constituted most of the knowledge they acquired. This is what two beginning teachers said:

I have been mentored by my HODs from both subject specialisations. They guided me on how to write effective lesson plans, how to use the lesson materials as well as mentoring me on how I can use my finances as a young person. (BT 10)

When I arrived here, the principal just told me that there is someone who will help me, I learned as time goes on that she was the HOD. There was no formal arrangements on how we were to work together but she helped me with content-related issues for my subject. (BT 3)

According to Sunde and Ulvik (2014), principals should scout and assign mentors who are experienced teachers and role models. The findings of this study revealed that in Lesotho schools, HODs became beginning teacher's mentors instinctively though the principal would take beginning teachers to HODs for introductions. The HODs became beginning teacher's mentors by virtue of their position.

5.5.1.3 Sub-theme 3: School environment orientation

The data from most participants showed that the beginning teachers were not orientated in terms of the school environment. The beginning teachers had to find out where the different school buildings are on their own.

When I arrived here, I received a warm welcome but I was not shown some of the school facilities. My mentor focused on content of my subject but did not show me other things such as the school library and the playground. I had to find almost everything my own way by sometimes asking students when they were playing outside. (BT 4)

Another beginning teacher participant also concurred with the previous participant on the school environment orientation and said:

The principal took me to two HODs because I teach two subjects. They both focused on helping me with classroom preparation. One only one of them showed me the classrooms where I was going to teach while the other didn't even bother to give me directions to those class-rooms. (BT 7)

These findings differed from what the HODs and the principal teachers said. This study showed that the HODs were bestowed with the responsibility to look after the beginning teachers' classroom activities like monitoring lesson plan as well as their entire welfare. This is how one HOD responded:

When the beginning teachers come into the school, we assist them with the necessary induction components such as the environment orientation, workshops, classroom observation and so on'. (HOD 1)

The other HOD participant alluded that part of his responsibility is to show beginning teachers where the classroom is located:

One of my responsibilities as the HOD is to show beginning teachers classroom location who are in my department. This is important because as they come into this school, they do not even know where classroom are located. (HOD 5)

This study revealed that there was inconsistency regarding what the beginning teachers and HODs had to say about the school environment orientation because there are no guidelines to use for the induction and mentoring of beginning teachers for professional development in Lesotho. Therefore, these findings were not the same with Northern Ireland where the beginning teachers are introduced to the environment where they practice as teachers (Langdon et al., 2016). The findings of this study further revealed that beginning teachers in Lesotho were not accorded with proper school environment orientation, unlike in Australia where beginning teachers are given a school tour as part of their induction on their first day of school regardless of their employment status; permanent employment, short-term contract or relief work (Kidd et al. 2015).

The findings of this study gave the researcher the impression that school administration assumed those beginning teachers could cope without proper environmental orientation because most schools in Lesotho are not big. The lack of proper guidelines for induction and mentoring has made school environmental orientation casual and are not taken seriously by school administrators.

5.5.2 Theme 2: Policy, regulations and programmes

Schools, like other organisations, are governed through policies and regulations as well as different programmes and guidelines that are followed for the smooth running of the school. Gross (2016) asserts that there are policies that the Dutch government developed to support the beginning teachers to acquire the seven key competencies for teacher certification. The

researcher investigated whether there were policies and regulations or programmes designed by the MoET in Lesotho to guide the beginning teacher, just like in Australia, where the Department of Education developed a programme for beginning teachers (cf. 2.4). Through the responses from the participants in this study, the following sub-themes emerged: the MoET's policy and regulations, the school policy and regulations, the teachers' code of conduct, and the systematic and organised induction process.

5.5.2.1 Sub-theme 1: Policy and regulations provided by the MoET

The participants stated that the Lesotho Ministry of Education and Training (MoET) (through the Teachers' Service Department (TSD) provided a policy to beginning teachers when they signed contracts. This study showed that this policy covered general information for the teachers, but it was silent on how the beginning teachers were supposed to be inducted and mentored for their professional development.

When I went to TSD to accept the offer of this position, they gave me policy with teachers' regulations like to present myself. I didn't not see anything about induction or mentoring in that handbook... (BT 8)

A HOD participant also concurred with the above quoted participant concerning the policy document which is provided by the ministry:

After I had joined the teaching profession, I realised that people who came after me are provided with the policy which I have not given myself time to read though and I assume that the induction issues are not covered in that handbook because I could have heard my HOD and colleagues talking about it. (HOD 4)

Therefore, this study revealed no communication between the principal and the MoET on the processes of induction. The findings of this study that showed that the MoET did not engage principals when they send beginning teachers to schools. The beginning teachers were only provided with a document with regulations when they were offered employment, as one participant said:

I think that the policy document that they get from the TSD covered a number of things for the beginning teachers and they should be able to explain it to them as they sign the contracts so that beginning teachers can understand it. (P2)

The findings of this study revealed that the policies or regulations from the MoET were general for all teachers, but there was nothing else related or specific to beginning teachers in Lesotho. Zuljan and Vogrinc (2017) assert that in some countries such as Slovenia, the induction process

is coordinated between the schools and the Ministry of Education, where the ministry takes full responsibility for the beginning teachers.

The research findings revealed that even though Lesotho's education is influenced mainly by South Africa because it is landlocked and enclaved by it, the process of mentoring and induction is not the same as the policies of South Africa, which are clear that principals and HODs should administer mentoring and induction (*cf.* 2.6). Unlike in South Africa, where there are outline policies for induction and mentoring, principals face massive challenges regarding induction and mentoring issues and as confirmed, in Lesotho schools there are no policies (*cf.* 2.6).

5.5.2.2 Sub-theme 2: School policies, programmes and guidelines

Some of HODs and principals participants in various schools in Lesotho confirmed that there were no policies, programmes, or guidelines to guide them regarding the mentoring and induction of the beginning teachers for professional development. The participants stated that they did not follow any programme, guideline, or model related to the beginning teacher's mentoring and induction process. This is how one participant put it:

No, we don't have any policy, programme or guidelines to use. I send beginning teachers to HODs and believe that they will conduct some research on the models that they can use. (P3)

HODs maintained that there were no guidelines or programme to follow for mentoring and induction of beginning teachers, unlike in South Africa, where the Department of Basic Education has introduced some guidelines for induction of beginning teachers (DBE, 2016). Most participants share the same sentiments that they did not even know whether they were following the correct procedures when they mentor the beginning teachers:

You know that is the problem, we do not have any guidelines or model to use when we mentor the beginning teachers. I asked one of my colleague who is a HOD in the department of science and mathematics to assist me with some guidelines. He said he uses internet to learn some of the content.... (HOD 4)

This study further showed that only two participants from one school (the principal and the HOD) had different views about the school adopting certain guidelines for induction and mentoring of the beginning teachers for the teachers' professional development. They said:

One of our colleagues attended a workshop in America and when she came back she brought along the model which is used in America for induction and mentoring of the beginning teachers and we adopted it. (HOD 3)

The principal of the same school also said:

We are using a model which we borrowed from somewhere even though I don't have an idea if HODs find it user-friendly. (P 3)

The findings of this study are not mutual with what is practised in other African countries like Kenya, where mentors induct beginning teachers following school guidelines on matters regarding maintaining discipline, a change of attitude and improved student performance (cf. 2.6). This study finding had commonalities with what is happening in Botswana, where are no policies, models or guidelines at the school level for beginning teacher's induction and mentoring (cf. 2.6).

5.5.2.3 Sub-theme 3: Teachers' code of conduct

The majority of participants in this study also stated that they had received induction on how they should dress when they come to school and how they should treat the learners even if they did not teach them. The school management, in most schools, alerts the beginning teachers, especially on how they are expected to behave:

My HOD has always been stressing the issue of the teachers' relationship with the learners, he has told me several times not to have any romantic or sexual relationship with my students even if I do not teach them because that would be the breaking of the conduct. (BT 2)

Another HOD participant also said that one of the important aspects of induction and mentoring was creating a caring environment and showing fatherly love for the learners.

The most important advice which I always provide to the beginning teachers, especially the male ones, is that of instilling good behaviour in them. Most of them are still young so you find that they have relationships with the students; so I always advise them that this is not acceptable in our school. (HOD 1)

The findings of this study indicated that some schools' leadership inspires beginning teachers to conduct themselves well. These findings are in line with Blazar and Kraft (2017), who state that a teacher with good manners is an inspiration to learners and it increases their knowledge and develops their skills and personal characteristics. The findings of this study implied that HODs believed that teachers' codes of conduct were mostly limited to how they can assist beginning teachers with their physical appearance, like how to dress.

5.5.2.4 Sub-theme 4: Systematic/organised induction and mentoring processes

The findings of this study in relation to the question, namely, whether there is systematic or organised induction and mentoring processes for beginning teachers in Lesotho schools, will now be discussed. The findings revealed that there are no organised or systematic processes of induction in Lesotho schools. The participants stated that HODs used their own strategies to mentor the beginning teachers. One participant said:

We do not follow any organised induction and mentoring process because we do not have any, it is HOD's decision on what he or she wants to do with the beginning teacher and no one can make a follow up on it. (HOD 2)

Further findings indicated that there was no time set aside for the induction and mentoring process of the beginning teachers in Lesotho. Some teachers believed that induction should take up to a year, while others believe that it can take a few months:

There are no systematic processes of induction and mentoring in this school. It depends on us as HOD how we want to assist the beginning teachers for professional development. I for one believe that a beginning teacher settles after 6 to 7 months, and I stop mentoring him or her after that time... (HOD 2)

The findings of this study revealed that there are no tools in Lesotho schools to guide or assist, unlike the neighbouring countries like Namibia, where the programmes for beginning teacher induction and mentoring are well documented to guide and assist beginning teachers in being competent and professional after acquiring their qualifications (*cf.* 2.6). However, there are similarities with how induction and mentoring in Nigerian primary and secondary schools are carried out for beginning teachers as they are also informal and unstructured (*cf.* 2.6).

5.5.3 Theme 3: Classroom management

The findings from this study revealed that the HOD interacted with the beginning teachers in terms of classroom activities. As Valencic and Marentic (2014) observe, classroom management, differentiation of instructions, discipline strategies, relationships and knowledge assessment are the main challenges facing the beginning teachers worldwide.

The researcher deducted five sub-themes from the classroom management theme, namely: planning for the actual lesson, lesson implementation, shadowing a mentor, mentor observation of lesson plans, and filing and storage of marks (archiving).

5.5.3.1 Sub-theme 1: Planning for the actual lesson

One of the major tasks of a teacher is planning for classroom activities, a component of classroom management. Dicke et al. (2015) say that beginning teachers who do not plan for lessons are likely to be frustrated when the lesson is presented. Therefore, it is necessary for them to plan for their lessons and scheme of work. The findings of this study revealed that some HODs had personal encounters with the beginning teachers as they planned lessons together. The participants stated that the HOD thoroughly examined the lesson plan template and made corrections:

The area we focused on with both of my HODs from two specialisations was mainly planning a lesson like designing lesson objectives and finding relevant content for the planned lesson.
(BT 8)

There were some participants who concurred with the previous participant that mentoring and induction in Lesotho schools focused on classroom preparation and lesson planning:

I normally concentrate on how to teach a beginning teacher to teach, how to manage class, how to discipline students and how to assess their work. (HOD 5)

Lesson planning is a key element for teachers as it is a tool that assists them to observe whether the desired learning objectives were met. It involves curriculum and syllabus interpretation, appropriate teaching methods and, more importantly, the teacher's evaluation of the lesson. With well-documented lesson plans, beginning teachers can successfully evaluate their work (cf. 2.5).

Some findings of this study were in line with what almost all mentors from different countries, who are supporting beginning teachers during their first few years in their profession, have to do. In the first three years, the beginning teachers in Germany get professional training from their mentors on competencies such as disciplining the learners and lesson planning (cf. 2.3). However, the findings of this study revealed that there is not much professional training in Lesotho for beginning teachers as the HODs do not have seminars or conferences for professional training. The beginning teacher only receives mentoring from HODs by submitting a lesson plan to them. This is how a beginning teacher put it in:

... For instance he will tell me that it is advisable to use demonstration teaching method instead of lecturer method because students will not be active. (BT 7)

The findings of this study were also inconsistent as some beginning teachers reported that they did not plan their lesson together with the HODs, but instead they took their lesson plan template to the HOD for the signature as a norm before they went to the classroom.

I give my lesson plan to the HOD before I go to class and sometimes she signs it without looking at it in detail ... (BT 3)

The inconsistencies in how HODs and beginning teachers plan the lesson together showed that some HODs were not sure of what is expected of them to mentor beginning teachers. The researcher got the impression that both mentors and mentees did not establish a need on how one would help the other due to a lack of set guidelines.

5.5.3.2 Sub-theme 2: Lesson presentation

A lesson presentation is a way of presenting a lesson in a well-organised and clear way in order to support the learners' retention and interpretation of the information (Okeke et al., 2019). The majority of beginning teachers who participated in this study alluded that mentors (the HODs) did not attend classes with them to see whether the lessons were taught as planned. Thus, the findings of this study contradict the findings of Geeraets et al. (2019), who assert that mentors should guide beginning teachers in lesson planning and should also monitor their delivery of lessons.

Lesson presentation is a difficult task where teachers put theory into practice (Okeke et al., 2019). The beginning teachers stated that they found it challenging to be on their own in the classroom, especially in the early days of their teaching. They would like the HODs to attend their classes:

One of the areas which should have received more attention is when going to class especially on the first day. I would have liked the HOD to go with me for guidance. (BT 2)

Another participant alluded that the mentor went with him to the classroom, introduced him and then left:

I think the schools should have a policy to advise the HODs to attend classes with the beginning teachers in the first 3 days so that they can give the beginning teachers feedback. My HOD went with me to class just to introduce me to the students and then he left me there. (BT 6)

The findings of this study gave the researcher the impression that beginning teachers need more help, especially in the classroom. Beginning teachers were vulnerable, as they had to present their lesson during the first days of their profession, as Makafane (2020) avers that student teachers who are practising to teach exhibit a great difficulty standing in front of the class before they get used to teaching.

5.5.3.3 Sub-theme 3: Shadowing a mentor

Shadowing an experienced person in every organisation or institution would be a great experience. It also applies to beginning teachers, as it would enable them to experience how they would apply some techniques in their own classroom settings. This study found that the beginning teacher participants are not given such an opportunity.

I think it would be beneficial for the beginning teachers to be awarded the opportunity to go to their classes with the HODs to observe how the HODs teach so that they can see how certain things are applied. (BT 5)

The beginning teachers further suggested a uniform and organised mentoring and induction process and that the schools should allow beginning teachers to observe how mentors teach so that this may facilitate learning how to teach. One HOD participant said:

We should have a uniform process of mentoring and induction so that we can have guidelines on how beginning teachers should learn how to teach from us. (HOD 1)

Kutsyruba et al. (2017) suggest that beginning teachers have an inferiority complex. They should be part of the school by working together with experienced teachers like shadowing mentors. This would remove the feeling of isolation on the part of the beginning teachers. The loneliness may lead to emotional, social, and professional isolation for the beginning teacher (*cf.* 3.6.1).

The findings of this study did not correspond with the manner in which beginning teachers should be inducted and mentored. Bliss (2013) reported that beginning teachers in the United States receive shadowing opportunities to attend classes with their mentors and see how lessons are delivered. The fact that beginning teachers in Lesotho schools are not allowed to shadow their mentors in classes make them feel like they are not a part of the teaching community. The researcher believed that mentors did not want to attend classes with beginning teachers because they did not want to be questioned about a selection of teaching methods, media and delivering content.

5.5.3.4 Sub-theme 4: Lesson plan screening by mentor

The mentor should check the necessary tools for classroom preparation with the beginning teachers (Sunde & Ulvik, 2014). The mentor should ensure that the lesson plan is well designed, with relevant teaching methods as well as whether the teaching aids are in line with the content to be taught. The participants stated that the mentors checked their lesson plans almost every day before they went to class. The majority of participants indicated that when they arrived at their schools, they found out that it is a tradition for every teacher, even if it is a veteran teacher, to

submit their lesson plan to the HOD for signature before he or she can teach the lesson. This seems to be a mere routine according to a beginning teachers' observations:

I give my lesson plan to the HOD before I go to class, sometimes she signs it without looking at it in detail while sometimes she looks at it and gives me some comments and suggests the resources or strategies to use. (BT 3)

Another participant concurred with the above finding when stating that the HOD normally focuses on areas of strength and those that are important when observing a lesson plan:

My HOD focuses on areas of strengths to boost my confidence, he normally find something positive to say about my lesson plan then he can then tell me where I can boost or improve. For instance he will tell me that it is advisable to use demonstration teaching method instead of lecture method because students will not be active. (BT 7)

The opinion of the majority of the beginning teacher participants is that they would have benefited a lot if HODs critically checked and commented on their lesson plans before they went to class. This study found that some HODs said beginning teachers lacked pedagogical and instructional skills. One HOD also observed that most beginning teachers are not well-grounded in designing their lesson plans:

Mentoring is very important for beginning teachers because you will find that some of them have the content of their subject area but they do not have strategies or skills on how to teach it... (HOD 4)

The findings of this study revealed that it is crucial for HODs to go through beginning teachers' lesson plans because they still struggle with the appropriate selection of teaching methods. Makafane (2020) claims that student teachers do not clearly understand all teaching methods and how they can be applied.

5.5.3.5 Sub-theme 5: Filing and storing of marks (archiving)

Every teacher is bestowed with the responsibility to keep student information such as marks, doctors' notes and psychiatric observation forms in a safe and secure place. This study found that the beginning teachers were not allocated files where they could keep students information confidential. They have to buy files to store student information. This is how one participant responded:

I think they should give beginning teacher lockers with files so that we can have a safe place where to keep students' information which requires confidentiality. (BT8)

The findings of this study exposed that filing and storage of marks do not form part of induction and mentoring in Lesotho schools, unlike in Namibia, where the filing of students' information is regarded as the crucial aspect of mentoring for beginning teachers (Nghaamwa, 2017).

The study also revealed that filing and storing students' marks in Lesotho schools is not given attention, as Reddy (2017) highlights that induction programmes should include storing important files. The findings of this study implied that the teachers in Lesotho schools do not have a proper filing system for student information, unlike in New Zealand, where it is a requirement for school teachers to keep information like school rules, policies, and regulations governing students and teachers (Reddy, 2017).

This study's findings concur with those of Van Tonder and Fourie (2015), who carried out studies on the perceptions of South African educators regarding their workloads. Van Tonder and Fourie (2015) found that teachers felt anxious due to the low level of support that they receive from the South African Department of Education regarding the reporting and recordings of learners' performance.

5.5.4 Theme 4: Relationship between schools and the MoET

In Lesotho, just like any other country, mentoring and induction should involve several stakeholders, such as the schools and the Ministry of Education. The Teachers' Service Department (TSD), which falls under the MoET, takes care of the teachers' needs. In some countries like Germany, the ministry is responsible for the induction of the beginning teachers even before they can be placed in schools. Teachers are trained towards the development of essential competencies in order to improve their careers (*cf.* 2.3). This study showed a different pattern from most countries where the issues of mentoring and induction are well recorded. The findings revealed that there is no link between the schools and the MoET in Lesotho, as Zuljan and Vogrinc (2017) mention that in Slovenia the induction process is coordinated between the schools and the Ministry of Education. This difference between Lesotho and countries like Slovenia and Netherlands suggest the following sub-themes: randomised placement (*petlenya*) of beginning teachers, no follow-up on beginning teachers and evaluation reports of beginning teachers.

5.5.4.1 Sub-theme 1: Randomised placement (*petlenya*) of the beginning teachers by the Government

The findings of this study showed that there is not a good relationship between the school management and the beginning teachers. The principals stated their concern that the TSD places

teachers in their schools without a proper procedure. This caused tension between the teachers and the beginning teachers. One principal said:

The biggest problem of the principal teachers is this one where the TSD dumps the beginning teachers in our schools when pushing its own corruption agenda. The initial arrangement used to be that we would interview the teachers and send three names of the preferred candidates to the TSD for an appointment. That has since changed. This is causing a lot of confusion between the school management and the teachers because sometimes they send the teachers of specialisations that we did not ask for. (P4)

Furthermore, the findings revealed that the system that is used by the MoET to recruit the teachers had caused conflict between the beginning teachers and the school management, who believed that the government is undermining the principals' skills. The principals do not only observe the problem in schools. In 2017, Kabi reported that the Chief Education Officer of the TSD has reported that the TSD must change its way of recruiting teachers. Another participant also said that the TSD does not involve the principals in the recruitment of the beginning teachers:

As you know how teachers are recruited currently, I am a member of the ruling party and I was placed here through the tsutsumetso of the Minister of Education who comes from the same political constituency as I do. I therefore think that the principal knew that I have been referred to this school without following the proper recruitment procedures hence my negative treatment by the principal teacher upon my arrival here. He did not even look at me in the eyes... (BT1)

The findings of this study revealed that the recruitment procedures in Lesotho schools are different to what is being practised in Thailand, as Saram and Phetsombat (2020) assert. The appointment and recruitment of beginning teachers in Thai schools are performed by school administrators. This is also affirmed by Dos Santos (2020) that principals and school administrators do the recruitment of beginning teachers in Hong Kong through a proper process that involves interviews and screening of qualifications.

The researcher's opinion is that there is nothing wrong with beginning teachers being recruited by the MoET, as long as it is not politically motivated. In Sweden, municipalities or independent organisers recruit teachers and the teachers' backgrounds are checked to see if they have ever been involved in crimes of violence of child pornography or sexual offences (European Commission, 2018). The HOD initiates the recruitment, which contradicts the findings of this study because, in Lesotho schools, the HOD does not initiate the recruitment.

5.5.4.2 Sub-theme 2: No follow-up on the beginning teachers

The participants said that the MoET does not follow up on the beginning teachers. It uses the TSD to place the beginning teachers in the schools, but it does not follow up to see whether they have adjusted well in the schools. The MoET places the beginning teachers and merely asks the principal to sign the forms in order to confirm that the beginning teacher has started duty:

... then the only thing they do is to give is form to sign that the beginning teacher has resumed his or her duty so that they can start to process his or her salary. (P2)

The beginning teachers want the MoET to follow up so that they can voice their concerns. BT1 says:

I think it would be best if the TSD would send their officials to see whether we were adjusting to the school environment. The ministry should be sent us to the various schools with its officials on our first day to introduce us to the principal teachers in order to avoid conflicts. (BT 1)

The findings of this study showed that the Lesotho MoET's practice is different from that in Finland. The Finnish Ministry of Education takes full responsibility to follow up on induction and mentoring of the beginning teachers through a model called Peer-Group Mentoring (PGM) to assist, support and guide beginning teachers (*cf.* 2.3).

5.5.4.3 Sub-theme 3: Evaluation report of the beginning teachers

The participants stated that the MoET does not have any form of evaluation for either the school management or the beginning teachers. Since the TSD places the beginning teachers in schools, one would think that they would ask the schools to evaluate the beginning teachers and give feedback on whether they are performing appropriately and abiding by rules. The other way would be to ask the beginning teachers to report back to the MoET on how they are being or have been inducted. The participants regretted that there was no reporting form for daily attendance or school assessment from the MoET:

It would be proper if the TSD would seek some kind of evaluation to check if we were well adopted in the schools. (BT 5)

The HOD as the mentor also raised the issue of evaluation. He focused on the beginning teachers' performance, expected behaviour and interaction with the students and colleagues. He recommended that:

TSD should come up with the strategies which will be used to assess whether the beginning teachers attend classes, have good manners and how they treat the students... (HOD 3)

The findings of this study revealed that there were no evaluation reports for beginning teachers, unlike in several countries where beginning teachers are evaluated during and after the induction process. Shacklady (2020) mentions that England has a school Teacher Performance Management Regulation (TPMR) where head teachers and appropriate bodies judge whether beginning teachers have met the standards upon completion of the induction period. Maharaj (2014) affirms that in Canada, Teacher Performance Appraisal (TPA) is an evaluation programme for beginning teachers, which is linked to the New Teacher Induction Programme (NTIP), aiming at promoting growth and development for beginning teachers.

5.5.5 Theme 5: Mentor's support

From the findings of this study, it is clear that the mentors of the beginning teachers in Lesotho schools are HODs. The schools assign HODs to be responsible for every teacher in their departments. Other veteran teachers are not recognised as official mentors of the beginning teachers who need to be provided with social, financial, emotional and academic support (*cf.* 3.6.1). Apart from the academic support, the beginning teachers receive emotional, social and financial support from their mentors.

5.5.5.1 Sub-theme 1: Emotional support

According to the findings of the study, the beginning teachers received emotional support from their mentors. Emotional support refers to a mentor being available for advice, encouragement and coaching. They explained the incidences where they were supported emotionally by their mentors. The mentors had personal face-to-face encounters with the beginning teachers. One participant said:

I have received great genuine emotional support from my HOD in almost everything I consulted her with ... For instance, as I said that when I first arrived here I could tell that the principal was not happy with me, maybe by the way I was employed. I felt real bad until when I opened up to my HOD and told her how things happened and how I was feeling at that time. She gave me great support and words of encouragement that comforted me ... (BT1)

The above findings concur with what most principals and HODs said about the emotional support they gave to beginning teachers. They stated that they always support the beginning teachers emotionally because most of them were still young and emotionally sensitive. However, some

beginning teachers misused the emotional support that they got from the school management. They miss classes and manipulate the HOD by using emotional blackmail:

There are some beginning teachers with bad manners. They do not attend classes and later they come to me and narrate all kinds of lies that they lost their relatives and they are emotional strained ... (HOD 2)

Emotional support for beginning teachers is more important than any kind of support as it serves as a baseline for mutual understanding between mentor and mentee (*cf.* 3.6.1). The findings of this study revealed that HODs have realised that some beginning teachers misuse the emotional support they get from their seniors. Fernández-Berrocal et al. (2017) assert that beginning teachers should receive adequate emotional support which will assist them to reduce stress and anxiety.

The study's findings showed that beginning teachers in Lesotho schools were not supported emotionally in comparison with beginning teachers in Namibia who received emotional support from principals and HODs (Nghaamwa 2017). The researcher is of the opinion that beginning teachers in Lesotho schools did not receive emotional support because the principal and HODs did not know what was expected of them as there were no guidelines.

5.5.5.2 Sub-theme 2: Social support

The study showed that the beginning teachers in Lesotho schools received social support from the school management and other teachers. Informal groups make it difficult for the teachers to socialise with other people (*cf.* 3.2.3). However, the majority of the participants claim that they receive a lot of support from all the teachers:

The social support is real good, almost every teacher in this school showed great social support in all the ways. Sometimes we even stay behind on Fridays to a few drinks for socialisation. (BT 7)

The findings of the study regarding social support for beginning teachers were similar to the findings of a study carried out in Jamaica, which evaluated induction and mentorship for beginning teachers (Bourne et al., 2020). According to Bourne et al. (2020), beginning teachers in Jamaica receive enormous social support not only in the classroom but also on social level by school administrators and other employees. This study supports the view of DeWert et al. (2003) who found that when beginning teachers receive social support, this helps them to improve their problem-solving strategies and ultimately help them address general problems in life.

5.5.5.3 Sub-theme 3: Financial Support

All the beginning teachers reported that they received financial support from the school management. The MoET takes up to 12 months without paying the beginning teacher's salaries (cf. 3.6.1). This study showed that the schools used their own finances to sign and lend the beginning teachers some money which they were expected to refund as soon as they got paid by the MoET with no interest. Although some teachers said that they were provided with money monthly while they were still waiting for the government to pay their salaries, others said that principals informed them that if they needed some money, they could make their requests in writing and the schools would assist them in the form of the loan without interest. However, they were expected to pay it back as soon as they got their salaries from the TSD. One participant said:

On my first day at the school, the principal teacher called me to his office after school and informed me that I could make a request for some money from the school to cover my expenses while I was still waiting for my salary which would come later, after several months, with arrears. (BT4)

The school management indicated that the beginning teachers were free to borrow some money upon arrival at the schools to avoid misbehaviour by the beginning teachers not to claim that they did not go to school because they did not have money for transport or other personal financial needs.

We give the beginning teachers compulsory loans amounting to 30% of their salaries to prevent excuses such as lack of transport fares, groceries and cosmetics because the ministry delays to put them into the financial system. The beginning teachers are expected to pay it back as soon as they get their lump sum salaries from the government. (P5)

The findings revealed that beginning teachers in Lesotho schools were given financial opportunities to maintain their daily expenses. The researcher is of the opinion that the beginning teachers were offered financial assistance because the MoET could not process beginning teachers' salaries in time as some participants alluded that they had to wait for more than six months to receive their salaries. The findings of this study contradicts Walker and Kutsyuruba's (2019) study, which points out that beginning teachers in Canada cited little or no financial support from school administrators, which made beginning teachers consider leaving the profession (Walker & Kutsyuruba, 2019).

5.5.6 Theme 6: Concerns of the beginning teachers

The beginning teachers expressed some concerns during the interviews. These were centred around class allocation, beginning teacher workloads and the quality of induction.

5.5.6.1 Sub-theme 1: Class allocations

The beginning teacher participants revealed that they were allocated big classes with enormous numbers of students. This made it difficult for them to carry out class activities. Heads of departments were the ones responsible for class allocations and this study found that beginning teachers were not only allocated classes with high numbers of students, but they were also allocated classes with slow learners. Furthermore, the findings revealed that in some schools, learners were allocated classrooms based on their previous performance. Those who performed poorly in primary school were categorised in one classroom. One of the new teachers said:

My recommendations would be directed to the HODs not to give the beginning teachers classes of slow learners ... In our school we categorise students on how they perform, students in Form A1 are the smart students while A2 are the average students, then those in A3 are the slow learners. You will find that the beginning teachers are allocated Form A3, Form B3 and Form C3. This is not fair for beginning teachers as most students in slow learning classes are also troublesome. (BT 8)

The researcher's opinion is that beginning teachers were allocated big classes because veteran teachers did not want to work with many students as it is strenuous to prepare, teach and assess their work. The researcher's opinion corresponds with findings of an Indonesian study on the teaching of migrants. According to Wahyuni (2016), teachers who were teaching migrant learners found it challenging to manage and assess overpopulated classes. Through the findings of this study, the researcher concluded that beginning teachers were also given lower grades like Form A, B and C because those are the populated grades.

5.5.6.2 Sub-theme 2: Workloads of the beginning teachers

The beginning teachers were also concerned about their workloads, according to this study's findings. They had to teach many classes as well as take on many responsibilities for extra-mural and after-school activities such as coaching soccer or basketball players. This is how one participant voiced his concerns:

When I arrived here, I was allocated eight classes, four of which were religious education classes in the secondary and in the high school while the other four were the literature in

English and English language classes for both secondary and high school. I had to assist the students with sports such as football and basketball after school. (BT4)

The beginning teacher requires constant support and precise forms of professional development like mentoring, guidance and assistance, classroom observations, distribution of materials and reduced workloads (cf. 3.2.5). This is not the case in Lesotho, according to the present study, the beginning teachers were overloaded with many classes and other responsibilities. When all the Lesotho teachers went on strike in 2019, one of their grievances was the heavy workloads (Phakela, 2019).

The researcher is of the impression that issues of work overload do not only affect beginning teachers in Lesotho schools, but it is a universal problem for all teachers. The researcher thought that due to teachers' overload, the HODs allocated more work to the beginning teachers. The study's findings revealed that beginning teachers were trusted with more teaching loads, unlike in South Africa, where intern teachers were assigned light work like photocopying, filing registers, and examination invigilation reports (Van Tonder, 2012).

5.5.6.3 Sub-theme 3: Quality of induction and mentoring

The findings of this study indicated that mentoring and induction processes that are offered in Lesotho schools were not up to standard or of good quality; there was no consistency within the school, across the district and across the country. The participants stated that there were no designed guidelines or programmes to follow for the beginning teachers. However, Nghaamwa (2017) observes that the programmes of induction are drawn up according to the needs of the beginning teachers. The participants stated that they received low quality mentoring and induction. This is what one participant said:

I have gone through induction and mentoring which I believe it were not of good quality because they were not formal or structured. It would be useful for the TSD to design a structure which would be followed for the beginning teachers and HODs while they are going through the induction and mentoring. (BT 3)

Another participant said that the MoET should provide the mentors with training on mentoring the beginning teachers in Lesotho schools. He said:

It is the responsibility of the Ministry of Education to take the HODs through training so that we can have a uniform way of conducting the induction and mentoring of the beginning teachers. (HOD 3)

The findings of this study indicated that HODs believe that they are not fit enough to mentor beginning teachers without any training. There are no recorded proceedings on mentoring and induction. Mentoring is perceived as guiding newly recruited employees into the existing culture. The findings of this study do not correspond with the findings of Sunde and Ulvik (2014), as they believe that mentoring and induction should be led by a teacher who is not only experienced but someone who has participated and finished mentoring in education.

According to Fredericks (2017), for induction to be complete, it should encompass two phases: the orientation phase and the professional learning phase. The researcher believes that Lesotho's induction and mentoring process are not of good quality because they are not organised, they have neither an orientation nor a professional learning phase. As stated earlier in this chapter, findings revealed that mentoring of beginning teachers in Lesotho schools were run by HODs using their own undocumented and unstructured guidelines.

5.5.7 Theme 7: Concerns of principals and HODs

From the findings of this study, it emanated that the principals and HODs have been registering their concerns about welcoming the beginning teachers every year. The principals' and HODs' concerns were presented based on their views; the beginning teachers refused to get help, the workloads of the HODs and the beginning teachers' romantic relationships with the students.

5.5.7.1 Sub-theme 1: Beginning teachers refusal to get help

The HODs are concerned about some of the beginning teachers in Lesotho schools, as it became clear in this study. Beginning teachers did not want to get help from the HODs because they clashed over the content of the lessons or instructional teaching methods. Once they decided on what they have selected to be suitable for a particular lesson, they rejected the HODs' input completely. This is how one participant expressed his disappointment:

There are some beginning teachers who do not want to get help from the HODs. For instance, there was a time when I argued with a beginning teacher who refused when I told him that the teaching methods he selected for that topic were not applicable. He insisted that he wanted to use the lecture method. The argument went on until I called the HOD from the other specialisation to explain to him that we cannot use the lecture method for that topic. His students needed to be active. (HOD 2)

The researcher's judgement on beginning teachers' refusal to get help is that beginning teachers want to put the theories that they have been taught at university or college into practice. There are many theories and models which were taught while beginning teachers

were still student teachers. Makafane (2020) maintains that student teachers spend most of their micro-teaching on lesson planning, which involves interpreting syllabi and selecting teaching methods. Beginning teachers were eager to see if what they have been taught makes sense in the real teaching situation and as a result they push their mentors away to test theories on their own.

5.5.7.2 Sub-theme 2: HOD workloads

The findings of this study showed that the principals in Lesotho schools have little to do with induction and mentoring of the beginning teachers. They referred the beginning teachers to the HODs, as is the case in Sweden, where the role of the principal is to appoint a mentor (*cf.* 2.3). The HOD is requested to closely monitor beginning teachers in all aspects of induction and mentoring, increasing the HOD's job specification. This study found that the HODs also have classes to teach. They also have other responsibility to check every teachers' lesson plan template in their department. They attend management meetings and sometimes act as the principal when the incumbent is away. One HOD says:

It is not easy to give the beginning teachers full attention because as HODs, we have a lot of work to do. For example, I have to attend to every teacher's lesson plans in my department, to plan and teach my own classes, to attend meetings with the principal and other HODs every week, to attend students' disciplinary hearings almost every week. Sometimes I have to represent the principal in some of the meetings outside school. (HOD 4)

The findings revealed that the HODs have a lot of work. Nghaaamwa (2017) also found that HODs are overwhelmed with the enormous workload that hinders them from achieving their goals. The HODs in Lesotho schools are responsible for a number of daily duties, which are primarily administrative. Teachers are frustrated by the piling and unsupportable increase of their unbearable administrative workload (*cf.* 3.2.5). The researcher's opinion is that the principals do not want to work with beginning teachers and therefore pass the duty of induction and mentoring on to the HODs without proper follow-ups.

5.5.7.3 Romantic relationship with students

From the biographical data collected in this study, it is clear that most beginning teachers are still young and have recently graduated from college or university. This study found that some beginning teachers are involved in romantic relationships with students. It is not clear whether the students or the beginning teachers are the ones who initiate the romantic relationships. In a 2014 article, Serabele stated that the Lesotho Minister of Education is against teachers who are engaged in romantic relationships with students. Although it is a common practice for some

teachers to have romantic relationships with students in Lesotho schools, this study found that beginning teachers have more romantic relationships with students because of their mutual age category:

Like I mentioned earlier, our induction is mainly to alert beginning teachers that we will not play games with them if we find that they are having sexual relationship with students. (P5)

In the same manner, HOD 1 mentioned that some beginning teachers have romantic relationship with students. She said:

Induction is very important to the beginning teachers. It helps them to be responsible professionals. When they arrive here, they are still young and they regard students as their peers then they start to have romantic relationships with them. It is through induction, even though it is not a formal one, that we teach these teachers that “tichere ha e je mohlapeng”. (HOD1)

The researcher believes that, since the teachers think that the students are their peers, they initiate and enter into romantic relationships with them and thus disregard the fact that it is unprofessional.

5.5.8 Theme 8: The challenges of the beginning teachers

This study identified the challenges which the beginning teachers face during their induction and mentoring process in Lesotho schools. When the beginning teachers are not given proper mentorship on the way in which they should deal with social, cultural, economic and environmental challenges, their work becomes complicated (*cf.* 2.3). The challenges of the beginning teachers in Lesotho differ greatly from the beginning teachers' challenges around the world. Beginning teachers face numerous challenges upon joining a learning institution like classroom management, differentiation of instructions, discipline strategies, relationships, and knowledge assessments (*cf.* 2.3). Some of the challenges of the beginning teachers in Europe started with the influx of the immigrants, where the teachers have to be dynamic to sustain tolerance (*cf.* 2.3). The challenges of the beginning teachers in Lesotho result from administrative issues, the most significant of which are salary delays and accommodation for the beginning teachers.

5.5.8.1 Sub-theme 1: Salary delays

This study revealed that one of the most significant problems that beginning teachers encountered in Lesotho schools is related to salary delays. Almost all the participants highlighted that they

were neglected by the MoET, who sometimes takes months to pay them their salaries. There was no consistency in how the beginning teachers get their first salaries. Some of them stated that they received their salaries after six months while others waited for longer than a year to receive their first salaries. Although the MoET backdates the payments, the delay inconveniences the teachers: One beginning teacher participant complained:

I got my salary after 14 months; it was really stressful for me as I kept on going to the TSD to inquire about my payments. Even though they have paid the arrears, I find it really inconveniencing. I wish they could use a different strategy. (BT 9)

Four principals provided possible reasons for the beginning teachers' salaries delay. One of them said:

The problem is that the Ministry of Education employs teachers before it requests for the extra budget from the Ministry of Finance. This is why the process of requesting for the extra money takes longer as the Finance Ministry requires to see the contracts of the beginning teachers. Therefore, I do not think that it could be solved easily. (P4)

Even though there are no studies on salary delays for beginning teachers in Lesotho schools, there are reports that there are a few teachers who leave the profession due to financial problems, as Kidd et al. (2015) point out that teacher attrition is caused by environmental, psychological, social, organisational and financial factors.

The researcher is of the opinion that the MoET personnel were not only incompetent when dealing with financial issues of beginning teachers but they also lacked proper planning. They are supposed to advertise a vacant position only after adequate planning to avoid salary delays for beginning teachers.

5.5.8.2 Sub-theme 2: Accommodation for the beginning teachers

The finding of this study indicated that another significant challenge faced by the beginning teachers in Lesotho schools are accommodation. Most schools have teachers' residential areas inside or just outside the campus, near the schools. Davidson (2007) observes that teachers are provided with houses in Tanzania by the Department of Education as a way of motivation. In South Africa, there is no practice at all, though teachers get a housing allowance as a motivation (UNESCO, 2016). The beginning teachers in Lesotho schools stated that they were not given houses upon their arrival because all the houses were occupied. Others highlighted that there were some vacant houses, but it took months for principals to allocate those houses to them. One participant complained that:

The financial support was OK but I spend 4 months here before I was allocated a house, there were two vacant houses but the principal teacher delayed to allocate one for me. (BT 1)

The majority of the participants state that they did not find accommodation because the houses were fully occupied. Davidson (2007) said that the Tanzanian government has pledged to provide accommodation for teachers, but the challenge is that there are not enough houses to accommodate teachers and the conditions of the houses are extremely poor. The findings of this study indicated that beginning teachers in Lesotho view accommodation as the biggest challenge because they have to go around looking for accommodation upon their recruitment. According to Kidd et al. (2015), some of the factors that lead to teacher attrition in Australia is environmental factors which involves accommodation for beginning teachers.

The conclusions made by the researcher through the findings of this study was that beginning teachers believed that it is necessary for them to get accommodation. When the MoET recruited beginning teachers there was no obligation that one would receive free accommodation in or near the school where they would be placed. The principals also were supposed to have sensitised beginning teachers upon their arrival that accommodation would only be available if one teacher vacates the school's staff village.

5.6 SUMMARY

The chapter discussed the findings of the study. From the data analysis and interpretation, it is clear that, although some practices of mentoring and induction are present in Lesotho schools, there are still a lot of discrepancies between what is happening in Lesotho and in other countries, as indicated by the literature. From the findings it is apparent that there are no consistent programmes, guidelines or models which are being followed for the mentoring and induction of beginning teachers in Lesotho for professional development.

The HOD participants responsible for mentoring beginning teachers in Lesotho have different views and procedures on how they mentor beginning teachers as there is no follow up from the authorities. Based on the findings of this study, particularly of policy, regulations and programmes for the beginning teachers coupled with the challenges which the beginning teachers face, the researcher has decided to compile a programme which the schools can use for the mentoring and induction of beginning teachers in Lesotho schools.

Therefore, the next chapter is based on the development of a suggested programme that could assist beginning teachers and school administrators in mentoring and induction of beginning teachers in Lesotho schools for professional development.

CHAPTER 6

AN INDUCTION AND MENTORING PROGRAMME FOR LESOTHO'S BEGINNING TEACHERS

6.1 INTRODUCTION

Induction and mentoring processes are fundamental to the professional development of newly recruited professionals (Gjedia & Gardinier, 2018; Kutsyuruba & Walker, 2020; Sandvik et al., 2019). There should be established guidelines to follow when mentoring and inducing beginning teachers by authorised mentors. Fredericks (2017) asserts that induction programmes provide opportunities for beginning professionals to engage in networking relationships to become familiar with the institutional context. However, it has been evidenced by the findings of this study that there are no formal, organised programmes for induction and mentoring of beginning teachers in Lesotho schools.

This study's last objective is to develop an induction and mentoring programme to assist and support beginning teachers in Lesotho schools with professional development. The findings of this study also revealed that principals and HODs, as beginning teachers' mentors, use different strategies for induction and mentoring of beginning teachers in Lesotho schools. The proposed programme might assist the MoET through the office of strategic planning in the formulation of a policy that will guide the implementation of induction and mentoring programmes.

Chigeza et al. (2017) describe a programme as a collection of linked activities with a clear, and often long-term, purpose. Various programmes in the teacher education spectrum strive to prepare aspiring teachers to acquire and demonstrate the skills, knowledge and dispositions needed to be an effective and efficient teacher (Creasy, 2015). This chapter focuses on programme design as it should assist the researcher in designing an induction and mentoring programme for beginning teachers in Lesotho schools.

6.2 PROGRAMME DESIGN

There are several ways to develop programmes. According to Hill (2014), and Kirkpatrick and Kirkpatrick (2006), the following factors should be considered when designing a programme.

1. Needs determination
2. Setting objectives
3. Subject content determination

4. Best schedule determination
5. Participant selection
6. Selecting appropriate instructors
7. Programme coordination
8. Programme evaluation

6.3 TYPES OF PROGRAMMES

Worldwide, the programmes for teacher education vary, as some focus on beginning teachers while others focus on veteran teachers. For the purpose of this research, two programmes of teacher development will be discussed together with an induction programme that is not teacher-oriented, but relevant to the development of an induction and mentoring programme for beginning teachers in Lesotho. The programmes include the Georgia mentoring and induction programme, the Alberta Teachers' Association mentoring programme and the Induction Programme for England General Practitioners.

6.3.1 The Georgia mentoring and induction programme

The first programme to be discussed is from the state of Georgia in the USA. The Georgia mentoring and induction programme has been developed with the vision of providing beginning teachers with meaningful experiences where they collaborate with their colleagues in their first year of teaching.

This programme has the following goals for adequate mentoring and induction.

1. Determine the roles and obligations of all partners in the Quality Mentoring and Induction Programme, including mentors, beginner teachers, and administrators.
2. Assist beginner teachers in meeting their professional duties and cultivating a professional attitude that supports the teaching profession.
3. Improve teachers' academic knowledge and skills to help students succeed.
4. Assist beginner teachers in placing professional development into practice.
5. Assist beginning teachers in implementing and practising the Quality Plus Teaching Strategies, as well as instructional preparation and assessment.
6. Assist beginning teachers in fulfilling their responsibilities and adjusting to the demands of educating diverse students.
7. Have intensive mentor instruction to promote the growth of mentor teachers and coaches.

6.3.1.1 Mentor selection for this programme

The Georgia programme has specifications for the selection of mentors. According to Cushman (2019), mentors should have the following skills and qualifications if they are to be considered for the selection of mentoring and induction of beginning teachers:

1. Must be a person who completed a mentoring and induction programme in the last two years.
2. An individual who is dedicated to the department's mentoring and induction programme's goals and vision is needed.
3. Must have at least three years of experience as a certified teacher.
4. Must be able to run a classroom effectively and have excellent content knowledge.
5. Extensive experience working with linguistically and ethnically diverse students is needed, as well as a positive attitude toward enhancing students' academic performance.
6. Should be able to participate in formative assessment procedures, such as non-evaluative, reflective discussions with beginner teachers.
7. Should exhibit desire and commitment for continuous learning and the improvement of the existing knowledge of beginning teachers.
8. Should have practical interpersonal communication skills and collaboration with colleagues.
9. Should exhibit leadership capacity and demonstrate the ability to consider and honour multiple perspectives.

Different professionals in the school are responsible for the mentoring and induction of beginning teachers. The most appropriate professionals are administrators, mentors and beginning teachers themselves (März & Kelchtermans, 2020). The Georgia programme specifies roles for different stakeholders in the mentoring and induction of beginning teachers. The roles of stakeholders are subsequently summarised.

6.3.1.2 Role of administrators

1. Facilitate and process the entire mentoring and induction programme at local schools.
2. Select and allocate experienced teachers to mentor beginning teachers.
3. Offer release time for mentors (mentoring teachers) and mentees (beginning teachers for mentoring activities).
4. Obligated to meet with mentors as well as beginning teachers three times a year.

6.3.1.3 Mentor's roles

1. Interact with beginner teachers every week.
2. Perform four experiments per year.
3. Send mentor logs to the office of staff growth on a monthly basis.
4. Mentor and assist beginner teachers with curriculum development, instructional strategies, classroom management, and student performance assessment.
5. Take part in and lead professional development opportunities at school.

6.3.1.4 Roles of beginning teachers

1. Meet with mentors every week.
2. Observe the mentor teacher or other veteran teachers' lesson presentations twice a year.
3. Contribute to professional development opportunities throughout the school year.
4. Take time to consider curriculum development, classroom management, instructional strategies, student achievement evaluation, and all other facets of their professional development.

6.3.1.5 Role of the office of staff development

1. Construct a well-organised framework to aid the work of beginner teachers and mentors.
2. Offer professional development for the rest of the staff members.
3. Provide remuneration to mentors who participate in the mentoring and induction programme.

In conclusion, this programme has been employed for many years in Georgia while being reviewed from time to time to suit beginning teachers' needs and expectations for professional development. The reason for deliberating on this induction programme will be discussed later in this chapter. The next programme to be discussed is the Alberta Teachers' Association mentoring programme.

6.3.2 The Alberta Teachers' Association mentoring programme

In the Alberta province of Canada, teacher organisations play a central part in the professional development of beginning teachers. Alberta has designed a mentoring programme for beginning teachers through the teachers' association (Osmond-Johnson et al., 2019). The developed programme is used across the province with the purpose of assisting beginning teachers in becoming acculturated to the teaching profession by pairing beginning teachers with veteran teachers (Brown et al., 2020). This Alberta Teachers' Association's (ATA) mentoring programme

was developed from a model on mentoring and induction (1996–1998) where the ATA collaborated with Red Deer City Local No 60 and Red Deer School District No 104 (Alberta Teachers' Association [ATA], 2018; Pungur, 2007).

The programme, which was developed by the ATA, and is supported by Alberta Department of Education, has established structures and roles concerning mentee support (Kutsyuruba & Treguna, 2014). The programme also has clear goals that guide how mentees should be supported during their first years of joining the profession. The programme provides a mentoring handbook that captures new teacher development stages, projections of mentoring and an induction programme structure (Osmond-Johnson et al., 2019). This programme further has components of the Georgia mentoring and induction programme, which was discussed above, for example, beginning teachers' needs and roles as well as administrators' roles. This will be outlined below.

The programme has an established circle of planning for beginning teachers. Figure 6.1 illustrates this circle of planning and indicates that beginning teachers need assistance regarding professional, instructional, emotional and personal support.

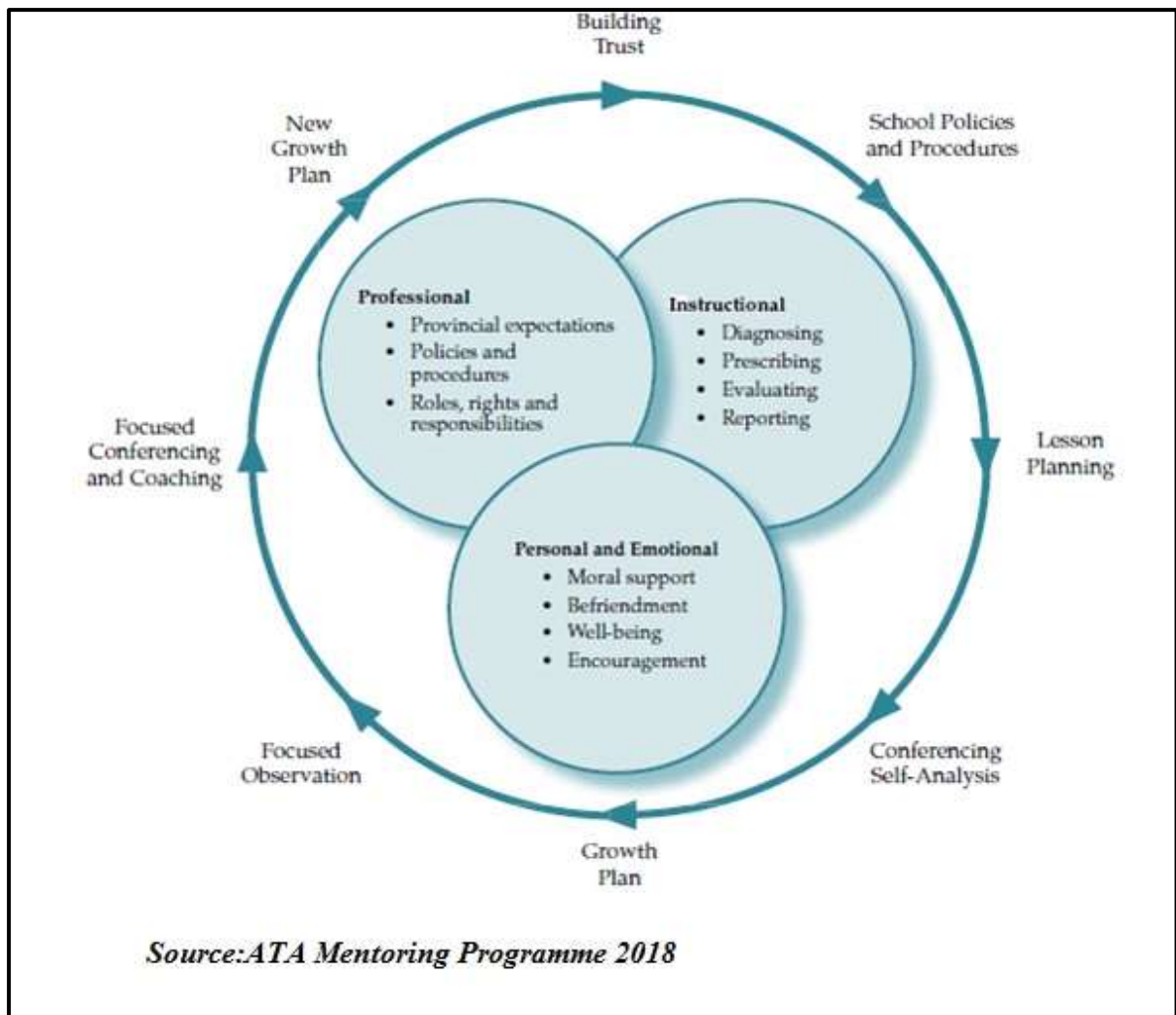


Figure 6.1: The circle of planning for beginning teachers

6.3.2.1 Roles of mentors

The programme suggests that mentors provide adequate school-based support for beginning teachers by fulfilling the following roles (ATA, 2018):

1. Continue with their teaching activities while serving as mentors.
2. Familiarise themselves with the challenges and needs of beginning teachers.
3. Arrange appropriate one-on-one clinical supervision with individual beginning teachers.
4. Develop and make use of different strategies to help beginning teachers.
5. Assist beginning teachers by focusing on their efforts in areas known to be complicated.

6.3.2.2 Responsibilities of mentors

Mentors have the following responsibilities (ATA, 2018):

1. Maintain a professional relationship with the beginning teacher following the professional code of conduct.
2. Observe and provide constructive feedback to the beginning teacher as well as illustrating and presenting successful teaching techniques.
3. Identify individual skills and make plans for professional development.
4. Support beginning teachers with instructional planning and curriculum interpretation.

6.3.2.3 Roles of beginning teachers

The programme outlines the following roles of beginning teachers, which are regarded as the key principles of this programme (ATA, 2018):

1. Learn to put their knowledge into practice which means to merge theory with practice.
2. Develop and improve their desired teaching styles through observation and analytic strategies.
3. Be committed to the code of collegial reflective practice.
4. Provide support, assistance and guidance in analysing teaching that boosts the effectiveness of their classroom practices.
5. Move through well-defined stages of development as a way to show growth in managing responsibilities in their profession.

6.3.2.4 Responsibilities of beginning teachers

This programme suggests two specific responsibilities of beginning teachers (ATA, 2018):

1. They are responsible for the preparation and implementation of a joint-mentorship growth plan with the mentor.
2. They are further responsible for relationship maintenance with the mentor consistent with the code of professional conduct.

6.3.2.5 Roles of school administrators

According to the ATA (2018), the school administrators' roles are vital in developing a mentorship programme. The school principal has power to approve mentors and to assign them to the mentee. The following are the roles of school administrators in the facilitation of successful mentorship:

1. Initiate and facilitate mentorship programmes based on the needs of the staff members.
2. Assign mentorship teams at the beginning of the year or in the current year for the following academic year.

3. Inform qualified mentors and incoming mentees about the programme and its processes.
4. Facilitate the resources and the use of time for the mentorship programme.

6.3.2.6 Responsibilities of principals

The following are outlined as the responsibilities of principals who are involved in the mentoring programme (ATA, 2018):

1. To facilitate joint development planning for the mentor and mentee.
2. To provide and allocate expected release time for mentor and mentee.
3. To recruit mentors who are meeting the requirements established by the mentoring committee.
4. To arrange costs and resources for mentor-mentee to participate in the large programme's group sessions.

6.3.2.7 Roles and responsibilities of school districts

The APA (2018) listed the following as roles and responsibilities of school districts:

1. Organise and deliver the following programme of events:
 - orientation for all participants (principals, mentors, mentees);
 - workshops and mini-conferences for all participants; and
 - evaluation and wind-up for all participants.
2. Contributing financial resources to support mentorship programme.
3. Establish an influential steering committee.
4. Identify criteria for the selection of mentors.
5. Link up the mentor and mentee if not done at the school level.
6. Do programme evaluation.

In summary, the ATA mentoring programme has established structures, roles and responsibilities for beginning teachers, principals and mentees that each category follows when implementing mentoring for beginning teachers. The justification in considering this programme will be discussed later in this chapter.

6.3.3 Induction Programme for England General Practitioners

The Induction Programme for England General Practitioners (GP) was developed in the UK. The reason behind the design of this programme was to respond to the crisis of an inadequate labour force to meet patients' needs as most practitioners were opting for early retirement (Lambert et al., 2002). The programme was developed by the Department of General Practice and Primary

Care in April 2001, who was approached by the Lambeth, Southwark and Lewisham Health Authority in response to the difficulties in recruiting and retaining practitioners in the UK (Hastings & Rashid, 2013).

6.3.3.1 The programme's key role players

Ballard and Laurence (2014) posit that key role players in the induction of general practitioners include the Continuing Professional Development (CPD) team (representatives of academics, management and administration) and the Southwark Primary Care Trust (identifies job vacancies and training practices) (Anderson et al., 2017). The induction for general practitioners runs for four consecutive weeks and has the following key objectives:

1. Identify the general practitioners' clinical concerns and support developmental needs.
2. Improve the general practitioners' communication (both spoken and written), which allows them to carry out consultations effectively.
3. Facilitate a supportive environment that promotes the transition into employment in general practice and social aspects.
4. Improve the general practitioners' knowledge of the National Health Service (NHS) infrastructure.
5. Provide information to general practitioners about employment issues like taxation, sickness benefits and national insurance.

The roles and responsibilities of various primary care members and how they should work together will now be discussed.

6.3.3.2 Roles and responsibilities of different stakeholders

6.3.3.2.1 General Practitioner's roles and responsibilities

1. Avail themselves to spend five sessions a week on clinical placement.
2. Mandated to work together with an assigned supervisory doctor to deliver primary care and referral to secondary care.
3. Consult under an assigned supervisory doctor during the induction programme even when the GP runs his or her own surgery.

6.3.3.2.2 Primary Care Trust's roles and responsibilities

1. Assigning of supervisory doctors for a general practitioner and identify training practices.
2. Identify job vacancies for general practitioners.
3. Support the England general practitioners through the employment-seeking process.

4. To monitor supervisory doctors in completing of the general practitioners.

6.3.3.2.3 Supervisory doctors' roles and responsibilities

1. Teaches general practitioners the organisational structure of the practice.
2. Supervise general practitioners regarding the roles and responsibilities of different primary care members (including nurses, receptionists, dietitians, psychiatrist and physiotherapists) and how they function together.
3. Inform general practitioners about the referral procedure to secondary care.
4. Lecturing general practitioners procedures for requesting investigations, prescribing medicines and certification like sickness and death.
5. Teaches general practitioners about the purpose of practise guidelines and protocols and how they are used in managing chronic diseases.

This induction programme has established structures, roles and responsibilities for general practitioners, supervisory doctors and primary care trust in the United Kingdom. The details of this induction programme will be discussed later in this chapter.

The researcher has considered the above three programmes by taking some of their fixtures and elements to develop an induction and mentoring programme for the professional development of beginning teachers in Lesotho schools. The advantages of each programme are discussed below.

6.4 A SUMMARY OF THE THREE INDUCTION AND MENTORING PROGRAMMES

6.4.1 The Georgia mentoring and induction programme

Induction is defined by Langdon et al. (2016) as the process of incorporating a newly recruited employee into the workplace. Smith (2015) defines mentoring as consisting of more than just assisting or guiding actions; it is a way to support professional growth in any discipline to create a career vision for the development of knowledge. The advantage of this programme is that it has combined both induction and mentoring processes. The most outstanding element of this programme is that it provides criteria for selecting mentors. The Georgia programme articulates that the mentor must be a qualified teacher who completed a mentor programme in the last two years (Cushman, 2019). The proposed Lesotho Induction and Mentoring Programme proposes that HODs will serve as mentors for beginning teachers in Lesotho schools. Such HODs should have more than five years of teaching experience and should have completed a mentoring training course.

The two phases of the proposed Lesotho Induction and Mentoring Programme, namely the orientation and clinical supervision and professional development phase, is motivated by the Georgia mentoring and induction programme's phases of teacher development.

6.4.2 The Alberta Teachers' Association mentoring programme

The ATA's mentoring programme mainly focuses on mentoring of beginning teachers and not much is mentioned about induction. However, the programme's advantages are clear as it stipulates the precise roles and responsibilities of participants (mentor, mentee and administrator). These could be of significance for the Lesotho programme because everyone will have documented roles and responsibilities. This study found no recorded roles and responsibility of stakeholders in the induction and mentoring of beginning teachers in Lesotho schools. The suggested Lesotho programme's success is also intended to focus on the roles and responsibilities of beginning teachers, the MoET, HODs and principals. This will link with the APA's mentoring programme.

6.4.3 Induction Programme for England General Practitioners

This programme is aimed at general practitioners and the researcher found most of its aspects applicable to the proposed programme for beginning teachers in Lesotho schools. The advantages of this programme is that it focuses more on recruitment criteria in response to the retention of general practitioners. The proposed Lesotho programme will merge those key points while addressing the issue of nepotism and corruption of beginning teachers' replacement in Lesotho schools, as the findings of this study revealed that some teachers are recruited by nepotism and corruption (*cf.* 5.5.4.1).

The researcher suggests that all three programmes are most appropriate for establishing an induction and mentoring programme for beginning teachers in Lesotho schools.

6.4.4 Lesotho

As this study revealed in chapter 5 (*cf.* 5.4) there are no recorded programmes, models or guidelines for beginning teacher's induction and mentoring. Furthermore, HODs and principals do not even know how the others carry out their work in terms of induction and mentoring in their departments and schools. Beginning teachers, principals and HODs have no instrument or guidelines to follow for proper induction and mentoring. As the data from this study revealed, there is no consistency on issues of induction and mentoring in Lesotho schools. The researcher therefore found it necessary to develop an induction and mentoring programme for beginning

teachers in Lesotho schools. This programme could be used as a guiding tool for induction and mentoring

6.5 DIFFERENCES AND SIMILARITIES BETWEEN GEORGIA, ALBERTA AND ENGLAND PROGRAMMES.

Figure 6.2 provides a diagram representing the differences and similarities of each of the programmes from which the Lesotho Induction and Mentoring Programme was developed.

Similarities: Georgia, Alberta & England

- Set objectives
- Assigned mentors/supervisors.
- Manuals stipulating stakeholders' responsibilities.
- One-to-one meetings between the mentor/supervisor and the beginning teacher/general practitioner.

Alberta – Differences

- Programme focuses solely on mentoring of beginning teachers.
- There are clear roles and responsibilities of beginning teacher, mentors and administration.
- It is founded by the teacher association of Alberta though funded by the school districts and locals.
- Pays more attention on beginning teacher's professional, instructional, personal and emotional support.

Georgia – Differences

- Mentoring and induction programme combined together.
- There are criteria for selection of mentors.
- Qualifications and skills are considered for the appointment of mentors.
- The programme has phases for mentoring and induction.

England – Differences

- It is mentoring programme for GPs.
- Mandated to identify job vacancies for general practitioners.
- Induction content stresses the improvement of GPs' knowledge of National Health Service (NHS).
- Governed and funded by primary health care.
- It only focuses on an induction aspect.
- Puts more focus on recruitment criteria.

Figure 6.2: Differences and similarities between Georgia, Alberta and England programmes

6.6 THE PROPOSED LESOTHO INDUCTION AND MENTORING PROGRAMME FOR BEGINNING TEACHERS

6.6.1 Introduction

Mentoring and induction of beginning teachers is a critical element of the teaching profession as it connects theory with practice, helps with the professional development of beginning teachers as well as providing opportunities for mentor teacher growth (Billingsley et al., 2019). The researcher has developed this programme for beginning teachers in Lesotho schools for professional development. This programme is intended to assist beginning teachers and the Lesotho MoET, the principals and the HODs as mentors by stating clear roles and responsibilities for all parties.

The programme has two phases: 1) the orientation phase and 2) the clinical supervision and professional development phase. Figure 6.3 illustrates the proposed Programme for Beginning Teachers in Lesotho Schools. During the orientation phase the beginning teacher should be introduced to school policies, administration and the teachers' code of conduct. The beginning teacher will then go through mentoring by the professional who will focus on curricula, syllabi, lesson planning and actual teaching. The programme suggests different roles and responsibilities for all involved stakeholders.

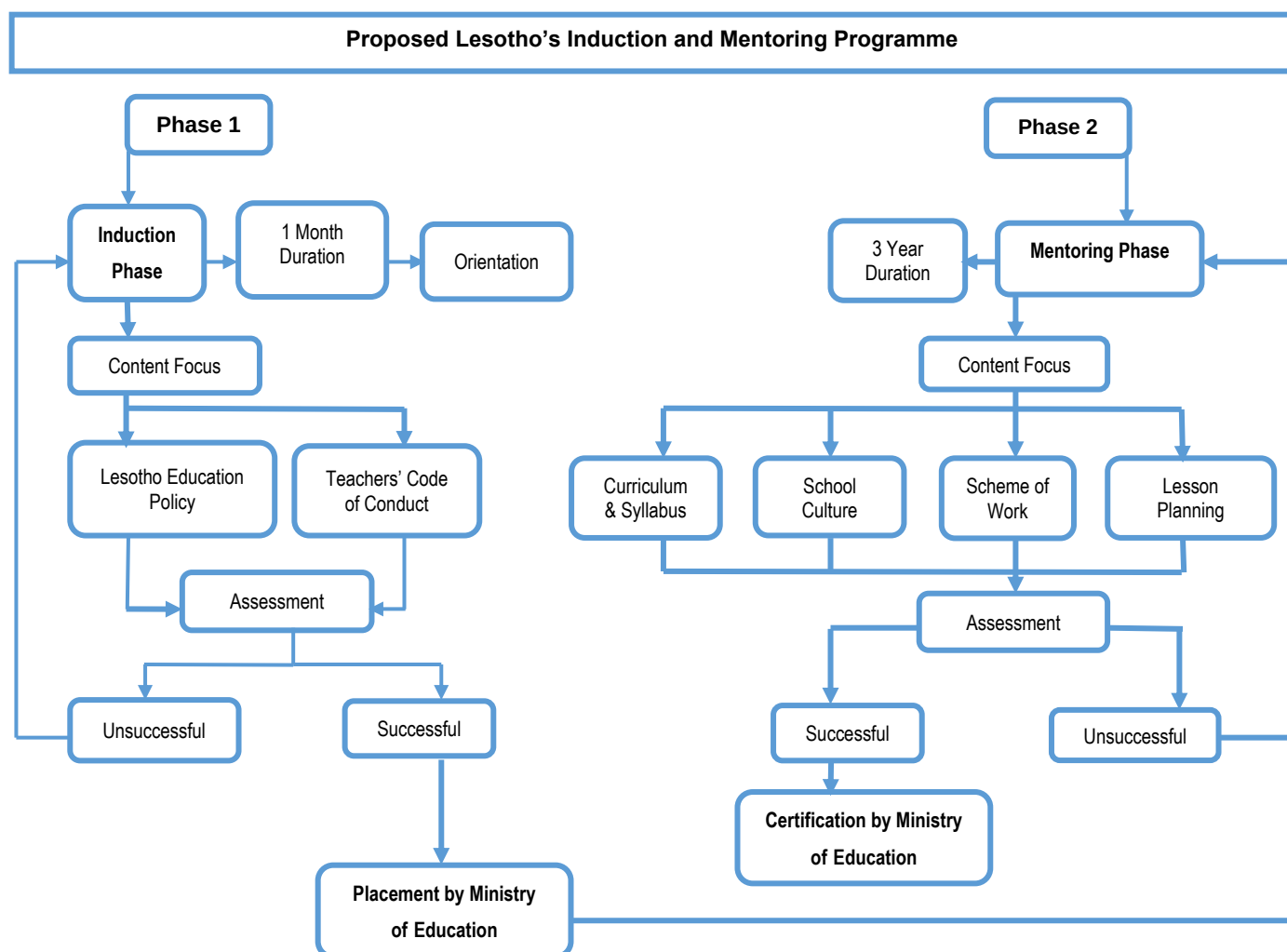


Figure 6.3: Lesotho Induction and Mentoring Programme

6.6.2 Induction of beginning teachers: Orientation

This phase is intended to provide orientation for beginning teachers. The main driver of this phase is the MoET through the Teacher Service Commission. The orientation phase should focus mainly on assisting beginning teachers to understand Lesotho's legislation and acts that affect teachers. The focus should also be on teachers' code of conduct, and rules and regulations that guide teachers in schools. Beginning teachers should be assessed by taking a psychometric test to evaluate their cognitive ability and personality. The beginning teacher will be allocated to a school once they have met the requirements of the orientation phase. The stakeholders in this phase will be discussed below.

6.6.2.1 Implementers

1. MoET through the Teachers Service Department (TSD)

2. Principals
3. Heads of department

6.6.2.2 Roles and responsibilities of the MoET

1. To assure that the beginning teacher is grounded with all necessary information on Lesotho's educational policies.
2. To provide the beginning teachers with rules and regulations that guide teachers.
3. To inform beginning teachers of the necessary steps they have to take when they are being mistreated in schools, and how they can report abuse from their superiors.
4. To assist beginning teachers to fully understand Lesotho's legislation and acts significant to them:
 - *Education Act* of 2010
 - *Teaching Service Regulation* of 2016
 - *Codes of Good Practice* of 2011
 - *Teacher Pension Act* of 1994
 - *Lesotho Public Service Regulation* of 2008
 - *Labour Code* of 1992

6.6.2.3 Roles and responsibilities of principals

1. To assist beginning teachers by providing them with necessary information like the daily workings of the school and cultural norms of the school community.
2. Appoint mentors for beginning teachers to assist them with pedagogical and other related classroom activities.
3. Assist beginning teachers with finances by providing free interest loans while the MoET is still sorting out teachers' remunerations, as beginning teachers face financial problems.
4. To select an appropriate HOD as a mentor for the beginning teacher and make monthly follow-ups of mentoring activities.
5. To assure a spirit of collegiality between beginning teachers and HOD.

6.6.2.4 Roles and responsibilities of HODs

1. To support the school induction and mentoring programme by supporting both the principal and the beginning teacher with emotional support and encouragement.
2. To mentor any beginning teacher in their area of specialisation without judgement and discrimination.

6.6.2.5 Objectives of the induction programme

1. To reduce beginning teachers' stress and assist them financially, emotionally and socially.
2. To assist beginning teachers in merging the gap between their university/college and school.
3. To improve communication between schools and the MoET.

6.6.2.6 Time and duration

The induction starts at the MoET when the beginning teacher is offered a possible position before commencing at a school. During this phase, the MoET will communicate the content, as discussed below, in the form of a contract as paper-based communication will occur. Induction takes place for one month.

6.6.2.7 Content and focus

Lesotho Education Policies

There is a number of Lesotho education legislations that a beginning teacher should be aware of. They should understand its relevance to the teaching profession. Education legislation in Lesotho includes the following:

(i) *Education Act of 2010*

The aims of the *Education Act* of 2010 are as follows:

1. "Make provision for free and compulsory education at the primary level.
2. Align the education laws with the decentralisation of services.
3. Make provision for education for all under the provisions of section 28 of the constitution.
4. Clarify roles and responsibilities of persons tasked with the administration of education".

(ii) *Teaching Service (Amendment) Regulation of 2016*

The aim of the *Teaching Service Regulation* is to administer the conditions of services of teachers efficiently and effectively.

(iii) *Code of Good Practice of 2011*

The aim of the *Code of Good Practice* of 2011 is to maintain discipline in the teaching service and ensure orderliness in the workplace and efficient service delivery to the learners and the public.

(iv) *Teachers' Pension Act of 2011*

This act aims to provide for the fair payment of pensions, gratuities and other allowances to retired teachers.

(v) *Public Service Act of 2005*

The *Public Service Act* of 2005 aims to develop and maintain a stable, efficient and effectively managed public service.

(vi) *Labour Code Amendment Act of 2006*

The *Labour Code Amendment Act* of 2006 aims to declare and define the employees' fundamental rights in Lesotho under the constitution and international labour law.

6.6.2.8 Assessment

In this phase, assessment involves a medical certificate to prove that the beginner teacher can fulfil the necessary roles and responsibilities. This programme makes provision for diversity, especially beginner teachers with a physical disability. There will be the assessment of beginning teachers during the implementation of the programme, which will focus on Lesotho educational policy and teachers' code of conduct or teachers to acquire full certification. The programme will be evaluated after every five years to determine if goals and outcomes are achieved.

6.6.2.9 Successful candidates

After assessment successful beginning teachers will be placed at schools where there is need a for their relevant specialisations.

6.6.2.10 Unsuccessful candidates

The beginning teachers who do not succeed after being assessed will repeat the induction phase of the programme. The same content will be repeated.

6.6.2.11 Placement letter

Once the beginning teacher has completed the induction process successfully, the chair for the MoETTSD signs the placement letter and submits it to the school where the principal will be responsible for the mentoring phase, which will be done in schools.

6.6.3 Clinical supervision, professional development and mentoring phase

The mentoring phase focuses on clinical supervision and professional development. Clinical supervision in education refers to an organised, structured and democratic process, which

involves the supervisor and the supervisee (Falender & Shafranske, 2017). The researcher's opinion is that this programme will assist beginning teachers to work with HODs as their mentors to achieve the goal of mentoring by clinically supervising them and modelling them for professional development. The proposed programme suggests that HODs should assist, guide, counsel, evaluate and assess beginning teachers. The components of this phase is presented below.

6.6.3.1 Implementers

1. MoET (TSD)
2. Principals
3. Heads of departments
4. Beginning teachers

6.6.3.2 Roles and responsibilities

6.6.3.2.1 Roles and responsibilities of the MoET through TSD

1. Provide annual remunerations to HODs.
2. Provide a short supervisory course offered by the University of Lesotho or specialised consultants to HODs and principals. This will provide professional development opportunities for HODs and principals.
3. Evaluate the induction and mentoring programme.
4. Identify criteria for the selection of mentors.
5. Establishing an effective steering committee.

6.6.3.2.2 Roles and responsibilities of principals

1. Facilitate the process of mentoring by allocating a beginning teacher to an HOD in their subject specialisations.
2. Meet mentors and the beginning teacher at the end of the quarter (four times a year) to monitor the mentoring process.
3. Allocate HODs with a manageable class load so that they can spend adequate time with beginning teachers.
4. Responsible for creating a structured and organised schedule to assist HODs and beginning teachers.
5. Responsible for facilitating a transparent selection of HODs who will work as mentors for beginning teachers.

6. Responsible for facilitating the resources, like finances and signing leave forms, for both mentors and beginning teachers.

6.6.3.2.3 Roles and responsibilities of HODs

1. Schedule ample time to meet with beginning teachers once a week.
2. Coach beginning teachers with syllabi interpretation, curriculum interpretation and general classroom management.
3. Report to the principal in writing and verbally about the beginning teacher's progress.
4. Attend the three first classes with the beginning teacher. The first class should be taught by the HOD as a model. The subsequent two should be taught by the beginning teacher and the HOD providing clinical feedback.
5. To supervise the beginning teacher's lesson plan template by screening it before they attend the class. This will involve a critical assessment of teaching methods to be employed, curriculum and syllabi interpretation, teaching aids to be used and assessment forms to be completed.
6. Sit down with the beginning teacher for a few minutes immediately for reflection and beginning teacher's self-evaluation.

6.6.3.2.4 Roles and responsibilities of beginning teachers

1. Meet with the HOD weekly.
2. Observe the HOD's lesson in class twice a quarter.
3. Participate entirely in the coaching by the HOD, which will involve syllabi interpretation, curriculum development and general classroom management.
4. Take time to reflect on students' performance.
5. Reflect on other aspects of their professional development.
6. Work towards good consistent relationship with the HOD for promotion of professional conduct.
7. Develop desired teaching styles through classroom observation and analytical strategies to improve teaching skills.
8. Move through well-defined stages of development to show growth in managing responsibilities in the profession.
9. Commit to the code of collegial reflective practice.
10. Consider curriculum development, classroom management, instructional methods, student performance evaluations, and all other facets of their professional development.
11. Learn to put their knowledge into practice by merging theory with practice.

6.6.3.2.5 Objectives of the mentoring programme

1. This programme is intended to assist beginning teachers in Lesotho schools during their first three years by assisting them with teaching strategies, content and classroom management.
2. To improve communication between beginning teacher, principal and HOD.

6.6.3.3 Time and duration

Mentoring starts on the second day of school for the beginning teacher and lasts for a period of three years.

6.6.3.4 Content and focus

1. Curriculum and syllabi interpretation
2. Scheme of work
3. Lesson planning
4. School culture

6.6.3.5 Assessment

During this phase, assessment involves the curriculum and syllabi, school culture, scheme of work and lesson planning. The programme will be evaluated every five years to determine if the goals and outcomes are being achieved.

6.6.3.6 Successful

Beginning teachers will be assessed and when they are successful, they will get a mentoring certificate from the school.

6.6.3.7 Unsuccessful

The beginning teachers who are not successful during the assessment will repeat the mentoring phase of the programme.

6.6.3.8 Certification

The HODs will compile a professional development profile to describe a range of activities (Education and Training Foundation, 2017), including recommendations. The profile will be sent to the office of the principal. The school principal will then submit the evaluation and the

professional development profile to the TSD. The principal will make recommendations to the TSC, who will award certification to the beginning teacher.

6.7 SUMMARY

Most of the processes like induction and mentoring can easily be followed through programmes. In this chapter, the researcher discussed the suggested Lesotho Induction and Mentoring Programme by considering the factors to take into consideration when developing programmes. Three types of induction and mentoring programmes were discussed, namely: the Georgia mentoring and induction programme, the Alberta Teachers' Association's mentoring programme and the Induction Programme for England General Practitioners. Although these programmes had benefits and limitations, the researcher decided to use elements of these programmes to design an induction and mentoring programme for beginning teachers in Lesotho schools. The final chapter will present the conclusion, limitations of the study and recommendations for further research.

CHAPTER 7

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter presents a summary of the study, conclusions on the findings regarding the research aim and objectives, recommendations and limitations of this research, as well as the recommendation for areas of further research.

7.2 SUMMARY OF THE STUDY

Chapter 1 outlined the background and the rationale for carrying out this study. The statement of the problem, research questions and research aim and objectives were also presented. Research design and methodology, including methods of data collection, were briefly discussed.

Chapter 2 focussed on induction and mentoring programmes, guidelines and models around the world. The researcher used the funnel approach by discussing induction and mentoring in the United Kingdom, Europe and America. The discussion further extended to African countries, including Lesotho, which is the context where the study was conducted. The literature revealed that there is limited literature on induction and mentoring in Lesotho and there are no recorded models, programme and guidelines on the professional development of beginning teachers in Lesotho schools.

Chapter 3 presented the theoretical framework underpinning the study. A definition of terms, problems experienced by beginning teachers, types and benefits of induction, as well as components of induction and mentoring were explored. The chapter further reviewed the literature on responsible personnel for beginning teachers' induction and mentoring.

Chapter 4 narrated a holistic description of the entire qualitative research process where epistemological and ontological foundations, which informed the study, were discussed. Methods of data collection and analysis were also discussed. This chapter further looked at ethical considerations for research.

Chapter 5 presented the data findings, analysis and interpretation of the data. The data were presented thematically and the sub-themes were explored and interpreted.

In **Chapter 6**, the researcher looked at how three other programmes are designed as well as the components of programmes. Different types of programmes that were helpful in assisting the

researcher to come up with his programme were tabled. The suggested programme for beginning teachers in Lesotho schools was developed and the programme was discussed in detail.

The next section presents the conclusions on the findings regarding the aim and objectives of this study.

7.3 CONCLUSIONS ON THE FINDINGS

7.3.1 Aim and objectives of the study

The study focused on determining the extent to which mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools can be implemented. Thus, finding the possible guidelines which could be followed and the programme was developed which could be used to assist in induction and mentoring of beginning teachers in Lesotho schools.

Objectives of the study were:

- To establish how essential is mentoring and induction process in the teaching profession in Lesotho schools.
- To determine how beginning teachers perceive induction in the teaching profession in Lesotho schools.
- To establish how the absence of induction and mentoring processes in Lesotho schools affect beginning teachers' professional development.
- To identify the challenges that beginning teachers face during the first year of teaching.
- To develop an induction and mentoring programme to assist and support beginning teachers with professional development.

Chapter 4 of this study narrated how data for this research was collected. After the data collection, the researcher aimed to make meaning of the newly collected data in the Berea and Maseru districts. The researcher analysed the data immediately after collection and it helped to gain a deeper understanding of the data, which led to the emergence of meaning and interpretation (*cf.* 1.10.5).

The biographical data from the participants were analysed. Since the data were collected through individual, face-to-face interviews to establish rapport with the participants, the researcher gained successful cooperation, which yielded the highest response rate. The researcher read the transcribed data several times to familiarise himself with the meaning of the data. It is important

for researchers to concentrate more on the data while transcribing to evade missing vital issues (*cf.* 1.10.5). The researcher created meaningful units from the raw data and sorted them into categories which were coded with different labels and analysed using thematic analysis. The total number of themes that the researcher generated from the raw data was eight. Furthermore, they were further divided into subthemes. The themes of the data analysis were: schools introduction, policy, regulations and programmes, school management, the relationship between MoET and schools, mentors' support, concerns of beginning teachers, concerns of principals and HODs and challenges of the beginning teachers.

Objective 1: How essential is mentoring and induction in the teaching profession in Lesotho school

The first objective was looking at the essentiality of mentoring and induction in the teaching profession in Lesotho schools. In this instance, the researcher desired to ascertain if beginning teachers, principals, and HODs found mentoring and induction as essential elements for teachers' professional development. In the study, the objective was met as all participants alluded that induction and mentoring would be a significant process for beginning teachers as they join the profession. The study revealed that even though there are no guidelines for induction and mentoring in Lesotho schools for professional development, most participants registered its necessity.

According to the literature, most European countries have recognised the positive impact of introducing teacher induction and mentoring (*cf.* 2.3.1). The data analysed indicated that the three categories of participants (beginning teachers, principals and HODs) supported both the induction and mentoring process although some beginning teachers experienced negative feelings during the induction process. The data revealed that the principal's unpleasant and unwelcome gesture was the result of corruption caused by the MoET's placement of beginning teachers.

Objective 2: How beginning teachers perceive induction in the teaching profession in Lesotho schools

Determining how beginning teachers perceive induction in the teaching profession in Lesotho schools was the second objective. The findings of this study revealed that beginning teachers were not well-orientated in terms of the school environment. Most beginning teachers had to navigate their own way around their new schools. School induction serves as an effort of the school (*cf.* 3.2.1) to enable and assist beginning teachers to the school setting as soon as reasonably practicable, with the minimal level of interruption applicable, so that the school's operations can run as smoothly as possible. The findings of this study revealed that most

beginning teachers had to find out most of the school of teaching services on their own. The induction process viewed by previous research is a platform for sharing and communicating the policies, objectives, procedures, and values of the organisation to the new employees while connecting the new employees to the current staff members (*cf.* 3.2.1). Beginning teachers in Lesotho schools revealed no proper guidelines that were followed while they were being inducted into the school system.

In other countries like Australia, beginning teachers are given school tour orientation as part of their induction on the first day of school (*cf.* 2.3). The findings of this study revealed that the beginning teachers in Lesotho school were not accorded proper school environmental orientation and not taken seriously by school administrators. This did not only happen at the school setting but even at the MoET level (TSD), where there were no proper induction processes from the authority, according to the findings of this study.

Objective 3: How the absence of induction and mentoring processes in Lesotho schools affect beginning teachers' professional development?

Based on the findings of this study, the beginning teachers' responses indicated that there are no formal induction and mentoring processes on Lesotho school for professional development. Beginning teachers appreciated that there were efforts to carry out mentoring by the HODs though there were no standardised programmes to follow. The findings revealed that there were induction and mentoring processes in Lesotho school though they cannot be compared to those in other countries, like Namibia, where the programmes for beginning teachers' induction and mentoring are well documented (*cf.* 2.6).

The findings of this study revealed that the absence of programmes or guidelines for induction and mentoring processes in Lesotho schools affect beginning teachers' professional development. The HODs use their own strategies on how they mentor beginning teachers, which are not formalised and unstructured, just like in Nigerian primary and secondary schools (*cf.* 2.6). Teacher mentoring is comprised of shadowing a mentor, among other things. This study's findings revealed that beginning teachers in Lesotho are not accorded the same opportunities as beginning teachers in the USA where beginning teachers receive shadowing opportunities to attend classes with their mentors and see how lessons are presented (*cf.* 5.5.3.3).

Objective 4: To identify the challenges that beginning teachers face during the first year of teaching

The study identified several challenges faced by beginning teachers throughout their first year of teaching. The findings of this study publicised challenges raised by the beginning teachers as

mostly being about financial support. This study revealed that beginning teachers received emotional support from the HODs. The emotional support from the HODs came in the form of advice, encouragement and general coaching. However, there was also concern from HODs who revealed that beginning teachers misused their emotional support by blackmailing them. Some beginning teachers manipulated HODs' support according to the study findings. The study findings further revealed that beginning teachers received social support from not only their mentors but from the rest of the colleagues at the school. The social support came in many ways, which included informal groups which incorporated beginning teachers.

However, challenges arose when it came to financial support for beginning teachers. The MoET takes up 12 months to pay beginning teachers' salaries. Though the findings it was revealed that some schools supported beginning teachers financially with some loans for daily expenses, however it was not standard for all beginning teachers. The salary delays were the most common findings on challenges of beginning teachers in Lesotho schools. This study further discovered that one of the challenges of beginning teachers was class allocation, where beginning teachers were allocated big classes with large numbers of students.

From the findings, it emanated that beginning teachers also had challenges concerning workloads. They complained about the number of classes they had to teach and responsibilities for the extra-mural and after-school activities like sports. According to this study, the other challenge for the beginning teacher in Lesotho schools was accommodation. Unlike in Tanzania, where teachers are provided with accommodation (*cf.* 5.5.8.2), beginning teachers in Lesotho schools had to find their own accommodation as there were no available houses.

Objective 5: To develop an induction and mentoring programme to assist and support beginning teachers with professional development

The study identified three programmes for induction and mentoring, namely: the Georgia mentoring and induction programme, the Alberta Teachers' Association mentoring programme, and the Induction Programme for England General Practitioners. Although these programmes had benefits and limitations, the researcher decided to use elements of the three programmes to design the Lesotho Induction and Mentoring Programme for beginning teachers in Lesotho schools, which has two phases: orientation, and clinical supervision and professional development.

The programmes established roles and responsibilities for beginning teachers, HODs, principals and the MoET in both phases of induction and mentoring of beginning teachers. The developed programme will assist beginning teachers in Lesotho schools with professional development. The

certification will be awarded to beginning teachers who completed all the phases of the programme. The programme suggests a collaborative approach between all implementers involved.

7.4 RECOMMENDATIONS

According to the results of this research, especially where it was highlighted that there are no models, guidelines, or programmes followed for induction and mentoring of beginning teachers in Lesotho schools, several measures can be suggested to assist beginning teachers, HODs, principals and the MoET.

7.4.1 Organised and standardised induction and mentoring programmes

The most important aspect of teachers' professional development is establishing the rules for induction and mentoring applied to every beginning teacher without compromising set content. Beginning teachers need to be welcomed and orientated about the school's culture and environment as they arrive at the school.

7.4.2 Beginning teachers' and HODs' workshops

Both beginning teachers and HODs should attend continuous workshops or refresher courses whereby beginning teachers and HODs will have the opportunity to develop professionally. Beginning teachers will meet with their peers at the workshop and share their experiences, and have the chance to develop their teaching skills. The HODs will have the opportunity to meet with their colleagues and share their experiences and apply the latest supervision models, which are beneficial to all. Their workshops should be held at the district and cluster level; the district level will ensure that there is good attendance while the cluster level will assist participants in knowledge and skills sharing.

7.4.3 Financial support for beginning teachers

From the findings of this study, beginning teachers have mentioned that their other challenge was financing as they moved to the new environment and new culture. The MoET should have a fund where they put aside some money which may come in the form of a loan for beginning teachers. Beginning teachers can pay back the money once their remunerations are dispensed. This would minimise the financial stress which beginning teachers face in the first year of employment.

7.4.4 Fair allocation of work load for beginning teachers and HODs

There should be an appropriate allocation of classes for both beginning teachers and HODs as this study revealed that both parties have alluded that they were being overloaded. The MoET has to develop strategies to decrease workloads of beginning teachers and HODs, and such strategies should include hiring more staff so that teachers can raise standards and produce quality teaching.

7.4.5 Beginning teachers' welfare in school

Allocation of accommodation for beginning teachers should be taken into consideration. Most of the beginning teachers are placed in areas foreign to them. The principal should provide beginning teachers with a conducive environment, and this could be done by allocating school housing as the first priority. In the case where the houses are occupied, the principal should use school funds to rent a nearby place for the beginning teacher for the period of nine to 12 months while the beginning teachers are still orientating themselves to their new environment.

7.4.6 Implementation of the programme

The MoET can implement the Lesotho Induction and Mentoring Programme to assist beginning teachers, HODs, and principals with the roles and responsibilities they are supposed to execute. The programme should be used also as a collaborative and teamwork approach among implementers.

7.5 LIMITATION OF THE STUDY

It should be noted this study was by no means without limitations. The first limitation is that this study was confined to only two districts of Lesotho, whereas Lesotho has ten districts. The study was characterised by ten beginning teachers, five principals and five HODs limited to Berea and Maseru districts. As a result, the findings of this study cannot be applied to the essence of induction and mentoring in other districts, nor can they be generalised.

Second, beginning teacher participants may not have shared all of the relevant details about their interactions, which may have been a possible restriction.

The fact that beginning teachers view principals and HODs as their 'bosses' means that they might fear being victimised despite them being given assurance of privacy and anonymity of the data collection (*cf.* 1.11.6).

7.6 RECOMMENDATIONS FOR FURTHER RESEARCH

This research focused on the particular schools in both Berea and Maseru Districts. The study concentrated on the small geographical area of Lesotho and a comprehensive study covering all ten districts to focus on induction and mentoring of beginning teachers in Lesotho schools for professional development could be undertaken. The study, therefore, proposes the following recommendations for further research:

- Conduct a similar quantitative study with beginning teachers, principals and HODs in all districts of Lesotho. This would allow for comparison between the districts.
- There should be further research on the MoET's roles and responsibilities on execution induction and mentoring of beginning teachers.
- Further research on the effectiveness of the implementation of the suggested programme.

7.7 SUMMARY

This study investigated the administration of induction and mentoring in Lesotho schools for the professional development of beginning teachers. Being placed in a new environment as a beginning teacher calls for proper induction and mentoring programmes that will assist and guide them. Beginning teachers mostly go through trauma and stress due to inadequate induction and mentoring (*cf.* 3.2.1). An excellent way of assisting, supporting and guiding beginning teachers for smooth adjustment into the work setting is to have organised and structured induction and mentoring programmes. As this study narrated in Chapter three, there are fruitful benefits of induction and mentoring and such could be achieved if concerned stakeholders correctly follow processes and procedures.

The researcher summarised all the aspects discussed in the previous chapters. This chapter presented the study's summary, conclusions and the findings. Based on the objectives, recommendations were made following the general conclusions from the study. The limitations of the study and recommendations for further research were discussed.

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APPENDIX 1



17 June 2020

To Whom It May Concern

I hereby confirm that the ethics application, as stated below, is approved by the Ethics Committee of the Faculty of Education at the meeting on 28 May 2020.

Ethics number: NWU-01221-20-A2

Project head: Prof JE Fourie

Project team: DT Makafane (PhD student - 28129210); Dr D van Tonder

Title: Mentoring and induction for the professional development of beginning teachers in Lesotho schools

Extended period: 28 May 2020 – 28 May 2021

Risk level: Low

Should you have further enquiries in this regard, you are welcome to contact Prof Jako Olivier at 018 285 2078 or by email at Jako.Olivier@nwu.ac.za or Ms Erna Greyling at 018 299 4656 or by email at Erna.Greyling@nwu.ac.za.

Yours sincerely

Prof J Olivier
Chair Edu-REC

APPENDIX 2



MINISTRY OF EDUCATION AND TRAINING

BEREA P.O. BOX 561 TEYATEYANENG

MR DAVID MAKAFANE

NATIONAL UNIVERSITY OF LESOTHO

DEAR SIR

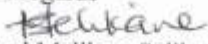
**RE: PERMISSION TO CONDUCT A RESEARCH STUDY IN THE
BEREA SCHOOLS**

Your request to carry out Research Study "INDUCTION AND MENTORING
FOR THE PROFESSIONAL DEVELOPMENT OF BEGINNING TEACHERS
IN LESOTHO SCHOOLS" bears reference

Your request has been approved on the following conditions:

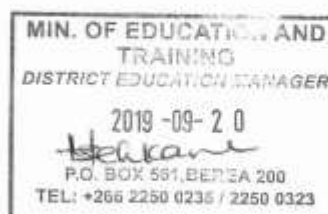
- Teacher participation should not be mandatory
- Teaching and learning should not be interrupted
- Principals be approached for logistical matters such as dates and mode of
conduction

Kind regards


Mopei Malijane Selikane

DISTRICT EDUCATION MANAGER – BERA

58855708/22500325



APPENDIX 3

Interview Schedule for Principals

My name is Teboli David Makafane, I am a PhD candidate at North-West University in South Africa. I am conducting research on **Mentoring and Induction for the professional development of beginning teachers in Lesotho schools.**

The aim of this research is to determine the extent to which mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools can be implemented.

I assure and guarantee that this information, which you are going to provide as a participant, will be confidential. I will not disclose this information to anybody whatsoever; hence you are not expected to tell me your names so that the findings cannot be linked to you.

If you have any further questions regarding this study, you are free to contact my supervisor Prof Fourie at Elsa.Fourie@nwu.ac.za

Interviewer: Teboli David Makafane

School Name: Date:

Part: Biographical information

1. Age group:

(i) 20 – 25

(ii) 26 – 35

(iii) 36 – 45

(iv) 46 – 55

(v) 56 – 60

2. Gender

- (i) Male
- (ii) Female

3. Level of education:

- (i) Teacher's Certificate
- (ii) Diploma in Education
- (iii) Bachelor of Education/ Bachelor of Science in Education
- (iv) Honours Degree in Education
- (v) Master of education/ Master of Science in Education/ Master of Arts in Education
- (vi) Other

4. Years of experience as a principal or Head of Department:

- (i) 1-3
- (ii) 4-6
- (iii) 7-10
- (iv) 10-15
- (v) 16 upwards

Part: 2

1. Are you aware of any policies, programmes or guidelines on mentoring and induction that exist in this school?
2. Does your school have structured mentoring and induction programmes for beginning teachers?

3. Is it systematic/ organised process?
4. Please specify on the previous question
5. Are these processes formally conducted? Please motivate your answer
6. Are these processes informally conducted? Please motivate your answer
7. How long do they take? Please specify
8. Which areas does mentoring focus on?
9. Which areas does induction focus on?
10. What challenges have you experienced in inducting beginning teachers?
11. What challenges have you experienced in mentoring beginning teachers?
12. In your opinion, do you think mentoring is beneficial? Please motivate your answer
13. In your opinion, do you think induction is beneficial? Please motivate your answer
14. Are those supposed to be involved in mentoring and induction in your school part of the process? Could you please elaborate on your answer
15. Has mentoring led to teacher development growth in your school? Explain how or why not
16. Has induction led to teacher development growth in your school?
17. Please explain further on the previous question
18. Has mentoring led to teacher development growth in your school?
19. Please explain further on the previous question
20. Do you have any other comments or recommendations on the mentoring and induction of beginning teachers at your school?

Thank you for your time

APPENDIX 4

Interview Schedule for Head of Departments

My name is Teboli David Makafane, I am a PhD candidate at North-West University in South Africa. I am conducting research on **Mentoring and Induction for the professional development of beginning teachers in Lesotho schools.**

The aim of this research is to determine the extent to which mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools can be implemented.

I assure and guarantee that this information, which you are going to provide as a participant, will be confidential. I will not disclose this information to anybody whatsoever; hence you are not expected to tell me your names so that the findings cannot be linked to you.

If you have any further questions regarding this study, you are free to contact my supervisor Prof Fourie at Elsa.Fourie@nwu.ac.za

Interviewer: Teboli David Makafane

School Name: Date:

Part: Biographical information

1. Age group:

(i) 20 – 25

(ii) 26 – 35

(iii) 36 – 45

(iv) 46 – 55

(v) 56 – 60

2. Gender

(i) Male

(ii) Female

3. Level of education:

(i) Teacher's Certificate

(ii) Diploma in Education

(iii) Bachelor of Education/ Bachelor of Science in Education

(iv) Honours Degree in Education

(v) Master of education/ Master of Science in Education/ Master of Arts in Education

(vi) Other

4. Years of experience as a principal or Head of Department:

(i) 1-3

(ii) 4-6

(iii) 7-10

(iv) 10-15

(v) 16 upwards

Part: 2

1. Are you aware of any policies, programmes or guidelines on mentoring and induction that exist in this school?

2. Does your school have structured mentoring and induction programmes for beginning teachers?
3. Is it systematic/ organised process?
4. Please specify on the previous question
5. Are these processes formally conducted? Please motivate your answer
6. Are these processes informally conducted? Please motivate your answer
7. How long do they take? Please specify
8. Which areas does mentoring focus on?
9. Which areas does induction focus on?
10. What challenges have you experienced in inducting beginning teachers?
11. What challenges have you experienced in mentoring beginning teachers?
12. In your opinion, do you think mentoring is beneficial? Please motivate your answer
13. In your opinion, do you think induction is beneficial? Please motivate your answer
14. Are those supposed to be involved in mentoring and induction in your school part of the process? Could you please elaborate on your answer
15. Has mentoring led to teacher development growth in your school? Explain how or why not
16. Has induction led to teacher development growth in your school?
17. Please explain further on the previous question
18. Has mentoring led to teacher development growth in your school?
19. Please explain further on the previous question
20. Do you have any other comments or recommendations on the mentoring and induction of beginning teachers at your school?

Thank you for your time

APPENDIX 5

Interview schedule for Beginning Teachers

My name is Teboli David Makafane, I am a PhD candidate at North-West University in South Africa. I am conducting research on **Mentoring and Induction for the professional development of beginning teachers in Lesotho schools.**

The aim of this research is to determine the extent to which mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools can be implemented.

I assure and guarantee that this information, which you are going to provide as a participant, will be confidential. I will not disclose this information to anybody whatsoever hence you are not expected to tell me your names so that the findings cannot be linked to you.

If you have any further questions regarding this study, you are free to contact my supervisor Prof Fourie at Elsa.Fourie@nwu.ac.za

Interviewer: Teboli David Makafane

School Name: Date:

Part: Biographical information

1. Age group:

(i) 20 – 25

(ii) 26 – 35

(iii) 36 – 45

(iv) 46 – 55

(v) 56 – 60

2. Gender

(i) Male

(ii) Female

3. Level of education:

(i) Teacher's Certificate

(ii) Diploma in Education

(iii) Bachelor of Education/ Bachelor of Science in Education

(iv) Honours Degree in Education

(v) Other

4. Years of teaching experience

5. The number of years that you have been teaching at this school

Part: 2

1. Describe your experiences regarding mentoring and induction

- Did someone meet you at the gate/door to welcome you?
- Were you assigned a mentor upon arrival?
- Were you provided with the school policy and regulations?
- Were you provided with the general teachers' regulations and conduct that govern teachers in this country?
- Who was involved in this process?
- Did you have weekly, bi-weekly or monthly meetings with the person responsible?

2. Can you name an area that was the main focus of the mentoring and induction which you went through?
3. Which areas do you think should have received more attention?
4. Explain how mentoring and induction helped in your professional development.
5. Who were involved in your mentoring and induction programme (Teachers in your specialisation, HODs, Principal, School board, Inspectors, etc.)?
6. Explain the social support you got from your supervisor.
7. Explain the emotional support you got from your supervisor.
8. Explain the financial support you got from your supervisor.
9. Describe the mentoring and induction programme you went through for your professional development.
10. How would you advise other beginning teachers to ask for an effective mentoring and induction programme?
11. Do you have any other comments or recommendations regarding mentoring and induction programmes at this school?

Thank you so much for your time.

APPENDIX 6

Roma, HaMaama

P.O Box 427

Roma 180

20th August 2019

The District Education Manager

Ministry of Education and Training

P.O. Box 47

Maseru 100

Dear Sir/Madam

Request: Conducting an Educational Research in Secondary Schools in Maseru district.

My name is Teboli David Makafane. I am a PhD student (student number: 28129210) at the North-West University, in the Faculty of Education. As part of my PhD degree, I am conducting research within the field of school management. The study is entitled: **Induction and mentoring for the professional development of beginning teachers in Lesotho schools.** Information on how beginning teachers are inducted and mentored in Lesotho schools is scarce and little is known about it. My study therefore seeks to investigate how beginning teachers are inducted and mentored for professional development. The information that will be established by this study could be used by those who are interested in understanding how beginning teachers are given supported as they start their teaching career. This information will also be important because the

policy makers and professional development personnel such as Ministry of Education, could use it to develop programmes or guidelines for teachers induction and mentoring. For this reasons, I wish to request your permission to collect data from ten secondary schools in the Maseru district.

Participation will require two principals, three Head of Departments (HODs) and ten beginning teachers. The ten participants will be interviewed in semi-structured interviews which are estimated to take 30 to 40 minutes per participant. The interview process will take place in the school premises, at a time that will not interfere with teaching and learning or any other duty of the principals, HODs and teachers. The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their consent to participate at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participation in this study is voluntary and so participants are not going to be paid for taking part in this study.

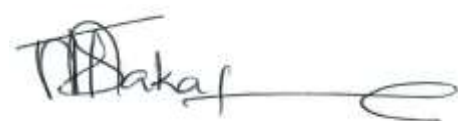
The data that will result from this study will be documented in a research report and it is envisaged that the research findings be used for academic purposes including academic conference presentations and publications. All research data will be stored in a safe place and it will be destroyed after 5 years after the research has been completed. The research is proposed to take place in September and October 2019, and the research process is estimated to be conducted over a period of two weeks.

I have attached consent form which will be signed by the participants so that they will be informed before they agree to take part in the study.

If you have any queries or questions you would like to ask, please don't hesitate to contact me at; (+266) 58944419 or email me at dtmakafane@gmail.com

I look forward to your response as soon as it is convenient.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Teboli David Makafane', followed by a long horizontal flourish.

Teboli David Makafane (Mr)

APPENDIX 7

PARTICIPATION INFORMATION AND CONSENT FORM

Title of research study:

Induction and Mentoring for professional development of beginning teachers in Lesotho schools

Researcher:

Teboli David Makafane

Address:

Roma Ha Maama

Maseru

Lesotho

Contact Number:

+266 58944419 or +266 62044419

Email Address:

dtmakafane@gmail.com

You are kindly invited to participate in a research study. This research is for academic purposes for Mr Makafane who is doing PhD with the North-West University (NWU) in the Republic of South Africa.

Please take some time to go through the information presented below, which will assist in explaining in detailed the aims of this research. You are welcome and free to ask the researcher any questions, clarifications and queries about any part of this project where

you may not fully understand. It is therefore vital that you are fully satisfied that you clearly understand what this research entails, its significance and how you could be involved as a beginning teacher.

Although you have been selected to participate in this research, please note that your participation is entirely voluntary and you are free to decline to participate. When you decline to participate in this research, you will not be affected negatively in anyway whatsoever. If you decide to participate to take part in this research, you are also free to withdraw from the study at any point, when you feel like you do not want to continue anymore.

Information on the research

I, therefore, wish to conduct an interview with the aid of digital recorders during September and October 2019. You will not travel to where I am but I will come to your school at your scheduled time.

What is the research study all about?

The main objective of this study is to determine the extent to which mentoring and induction programmes for the professional development of beginning teachers in Lesotho schools can be implemented.

Why have you been invited to participate?

You have been selected as a participant because you are a beginning teacher who has just joined the profession and this study wants to investigate your experiences on professional development.

What are your responsibilities?

You will be requested to attend one individual interview. Please be informed that the interview will be digitally recorded and it will be approximately 40 minutes in duration.

Are there benefits to taking part in this research?

The benefits directed to you, as a participant is that you will have opportunity to share your views on how beginning teachers are inducted and mentored for professional development in Lesotho schools. There will also be massive benefits for schools in Lesotho as well as the Ministry of Education.

Are there risks for taking part in this research?

This research is regarded as very low risk. The data collected will only be used for scientific purposes and to advance research in our country and particularly in the education sector. The researcher will take precautionary measures to ensure that participants will not feel upset or uncomfortable. The participant's rights to privacy and dignity will not be compromised during the interview.

Who will access data?

The researcher will transcribe data and it will be coded to ensure that there will be no link which can be made to a specific participant. The data will be captured in a confidential way and the digital recordings will be destroyed once the data has been transcribed.

The confidential form will be signed with the person who will be transcribing data. The researcher will keep data in a safe and locked cupboards at researchers home while electronic data will only be accessed by the researcher through password protection and fingerprint protection. The reporting of findings will be anonymous. Upon completion, I, as the researcher, therefore, undertake to provide you with feedback and share some results of the study if requested.

Will you be paid? Are there any costs involved.

No, there is totally no payments to take part in this study. There will also be no costs for you if you take part in this study.

If there is anything you want to know, you can contact Prof Fourie and Dr Van Tonder at +27 (0169103060/66) and +27 (0169103059), respectively if you have further questions because they are my promoters for this study.

You will receive copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study titled: "Mentoring and Induction for the professional development of beginning teachers in Lesotho schools".

I therefore declare that:

- I have read this information and consent form and it is written in the language, which I understand, and I am comfortable with.
- I was given a chance to ask questions and my questions were all answered adequately
- I understand that I volunteer to take part in this study and I have not been pressurised
- I may choose to withdraw from taking part in this study and I will not be victimised, penalised or prejudiced in any way

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

Signature of participant

Researcher

APPENDIX 8



WL Barrow
Language Practitioner
MA (Translation Studies), NWU
Member: South African Translators' Institute (1002324)
Member: Professional Editors' Guild (BAR002)

9 September 2021

EDITING CERTIFICATE

This certificate serves to confirm that I am a qualified editor and translator. I confirm that the thesis with the title *Induction and mentoring for the professional development of beginning teachers in Lesotho schools* by Mr TD Makafane, has undergone a language edit (including the checking of spelling, grammar, register, punctuation and referencing according to the APA referencing style (7th edition)).

The onus rests on the client to work through the proposed changes after the edit and accept or reject these changes. The client is also responsible for the quality and accuracy of the final document.

Yours faithfully

Wendy Barrow

Professional
EDITORS
Guild

Wendy Barrow
Associate Member
Membership number: BAR002
Membership year: March 2021 to February 2022
082 776 0852
rooipen@gmail.com
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