

**IMPLEMENTATION OF AN INDUCTION PROGRAMME FOR PRIMARY SCHOOL
NOVICE TEACHERS IN THE RAMOTSHERE MOILOA SUB-DISTRICT AREA
OFFICE.**

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DECLARATION

I, Shantal Nagel (Kassimatis), solemnly declare this thesis entitled: *“Implementation of an Induction Programme for Primary School Novice Teachers in the Ramotshere Moiloa Sub-District Area Office”* is original and the result of my own work. It has never, on any previous occasion, been presented in part or whole to any institution or Board for the award of any degree. I further declare that all information used and quoted has been duly acknowledged by means of complete reference.



Signature

7/11/2017

Date



DEDICATION

First and foremost, I want to thank the Almighty for granting me the strength, wisdom, perseverance, supportive family, supportive colleagues and courage to complete this study.

I like to thank my supervisor Dr. A. M. Pelsler who has taken the time to read my work, gave me feedback and kept me motivated. I am forever grateful for all your hard work, sleepless nights, efforts and guidance.

My special thanks goes to my lovely, and devoted husband for always being my biggest supporter and motivator. Your love, selflessness, courage, wise words and patience made this study possible and most definitely unforgettable. To my beautiful daughter, even if you are young thank you for exhibiting patience and understanding when I had to work.

Furthermore I would like to thank my parents for making sure I take my education seriously and for motivating me to always try and aspire to greater destinations. You are truly role models and big contributors to the success of who I am today.

Lastly, I want to thank each and every single teacher from pre-school to FET. You are the reason why this study was done. Your great work and commitment in the profession is seen by each and every individual. You do not get a well done very often, but yet you still persevere and continue in this profession because of your passion. Thank you for every second you are away from your family, thank you for every cent you are using of your own money, and thank you for staying committed to this incredible profession.

ABSTRACT

The severe escalation of teacher attrition rates in South Africa has never been so high. The schools of South Africa are not effectively implementing induction programmes for their newly appointed teachers. However, the lack of an induction programmes is not only a locally found occurrence but it can be seen internationally. The core of this study was to examine and evaluate an effective implementation of an induction programme within the Ramotshere Moiloa Sub-District schools. This assisted the researcher to acquire the guidelines and criteria of an effective induction programme as well as the qualities and function of the mentor teacher.

A semi-structured interview, through means of employing a qualitative research methodology, aided the researcher to obtain data from the novice teachers. The fundamental aspects of the research was to prolong the services of newly appointed teachers as well as equipping them with knowledge in order to lighten the transition from student to teacher for them. This design utilised five novice teachers from Ramotshere Moiloa Sub-District Area Office. These five novice teachers were chosen based on location, qualities and characteristics. In the chosen area office there were limited choices prevailing the selection of the participants. However, the chosen teachers adhered to all of the researcher's requirements.

The main findings of the study dwelled around the fact that the majority of the teachers did not receive a proper induction programme, which led to a slower and unforgettable transition. The majority of the schools did not care for the personal - and professional needs of a newly appointed teacher. Lastly, the different qualities and functions of the mentor teacher was discussed in relation to the criteria of an effective induction programme. This led to the conclusion that many schools as well as the teachers do not know what an induction programme entailed. In turn these teachers were unequipped to deal with the proper protocol in the teaching profession. This implies that an induction programmes will equip the novice teachers with the necessary tools in order to assist them with the transition process. This transition process will allow the teachers to shift from being a beginner teacher and developing into an experienced teacher in a smoothly and effective way.

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ABBREVIATIONS AND ACRONYMS

AO	-Area Office
Bed	-Baccalaureus Educationis
CPTD	-Continuing Professional Teacher Development
DBE	-Department of Basic Education
DoE	-Department of Education
HoD	-Head of department
PGCE	-Postgraduate certificate in Education
SMT	-School Management Team
T	-Teacher
TPI theory	-Theoretical Practical Interaction Theory
SACE	-South African Council for Educators
SAMS	-School Administration and Management System

CHAPTER ONE

OVERVIEW

1. 1 INTRODUCTION AND BACKGROUND TO THE STUDY

Induction is the logical and most important step in the human resource management process (Salau, Falola & Akinbode, 2014:47; Klein & Weaver, 2000:47). It is, a prominent facet that is included in most types of organisational training programmes. If not implemented properly the members involved experience major problems in adapting to their new working environment. According to Kearney (2010:2) and Snell (2006:32) if there is no induction provided, during the first few weeks of employment, new employees might be discouraged from continuing in their new working environment. A typical theory associated with induction programmes is known as the TPI-theory. This theory emphasises that new employees need to develop theoretical knowledge and practical skills, whilst satisfying their interaction needs among their new colleagues. If all three of these principles are satisfied, the employee is successfully integrated within any organisation (Ndebele, 2013:103).

Teacher induction is a universally used term which involves inducting a new teacher in a school. However, this is one aspect of training and development which is not successfully implemented in many education systems across the world. Ingersoll and Strong (2011:28), Cochran-Smith (2004:3) and Vail (2005:5) all view teacher induction as the starting point in dealing with new teachers' needs and concerns within the work place. In doing so, the school pays attention to the teaching quality of their newly appointed members. The most common error made by school management is based on the assumption that a qualified teacher is knowledgeable about everything within their schooling system (Steyn & Van Niekerk, 2012:250). Mazibuko (1999:594) argues that most of the principals neglect their administrative duty to properly induce a novice teacher. The responsibility of "dealing" with this teacher is, therefore shifted to another staff member. This in

turn leads to the imbalance of the novice teacher's responsibilities. All the undesirable activities, curricular and extracurricular, are "dumped" on the beginner teacher. Hence, the experienced teachers have fewer responsibilities in comparison to their newly appointed colleague (Whitaker, 2001:3).

Ingersoll and Strong (2011:201) further argue that teaching does not have the kind of support, guidance, and orientation programmes for newly appointed employees, which is common to many skilled blue- and white- collar occupations. For this reason the teaching profession has taken a backseat to other "more important" professions. This aids the impossibility of the transition from a student to becoming an adaptable teacher (Cooper & Stewart, 2009: 111). However, if an induction programme is implemented successfully novice teachers can be assisted by improving their work processes, morale and job satisfaction (Kane & Francis, 2013:363). These aspects in turn create a sense of belonging, a shared cause and enable teachers to have the necessary knowledge to make a difference (Eisenschmidt, Oder & Reiska, 2013:242).

In summary, it is clear that although the idea of induction for new teachers is widely accepted there is very little consensus on what an effective induction programme should look like (Kane & Francis 2013:364). By implication, School Management Teams (SMTs), are usually not sure which factors and essentials should be taken into account when an induction programme is compiled. This problem forms part of the aspects that are addressed in the following section.

1. 2 PROBLEM STATEMENT AND RESEARCH QUESTIONS

The study revolved around the implementation of an induction programme to assist primary novice teachers in the Ramotshere Moiloa Sub-district Area Office. There were several tasks novice teachers have to master for the teaching profession. Some of these tasks include establishing, changing and evaluating their own teaching skills and managing learners (Romano & Gibson,

2006:9). When these primary teachers have been induced correctly, the transition process from a student to a teacher becomes more evident (Romano & Gibson, 2006:10).

Kearney (2014:8) maintains that an induction has various benefits. According to him (Kearney, 2014:9) it can alleviate the pressures that the beginning teachers are faced with and decreases attrition rates. Achinstein and Athanases (2006:3) further add that Ministries of Education need to be aware that teaching has a relatively high staff turnover compared to other professions. This suggests that alternatives needed to be considered in order to retain teachers in the educational system.

Ingersoll and Smith (2003:33) further stress that between 40-50% of teachers leave the profession within the first five years of teaching. These percentages can be attributed to an array of challenges that novice teachers are faced with, within their first few years of teaching. The recurring challenges in Kane and Francis's (2013:363) study involved, unfamiliarity with the local context, policies, students, and procedures. Unfortunately, these challenges were dealt with in isolation and were commonly never addressed in collaboration with a mentor. Britton, Raizen, Paine and Huntly (2006:2) argue that educational authorities "are recognising too late the wastefulness of leaving new teachers to sink or swim, because large numbers of teachers who embark on this career sink." This leads to the notion that a proper induction programme should be given to teachers starting from their very first day of teaching in order for them to succeed.

Despite, the research background outlined in this chapter, the increasing evidence for the need for an induction programme for newly appointed teachers is still neglected. It is worrying to note that not many countries, especially in the developing world, have made concrete efforts to establish formal induction programmes for teachers in their school systems (Langdon, 2007:285). This is especially the case with South Africa. In South Africa, the attrition is much higher. Wolhuter, Van der Walt, Potgieter, Meyer and Merriam's (2012:180) study found that only 34.5% of a particular year's intake were still teachers after five years in the profession, and that 7.2% of graduates in their final year of teaching do not plan to go on teaching. Through means of the above mentioned

statistics it becomes evident that more support needs to be rendered to novice primary teachers in order to retain them in the profession. The research problem in this study enabled the researcher to gain and maintain the focus on the topic at hand.

The main research problem for this study was:

How is the induction of novice teachers, in the Ramotshere Moilola sub-district Area Office schools, implemented?

This study addressed the following sub-questions:

- Which guidelines are applicable for the induction of novice teachers in the Ramotshere Moilola Sub-district Area Office?
- What theory can be used to evaluate the criteria of an effective induction programme in the Ramotshere Moilola Sub-district Area Office?
- What qualities should a mentor have in order to assist with the implementation of an induction programme in the Ramotshere Moilola Sub-district Area Office?

1.3 AIM OF THE RESEARCH, WITH SUB-AIMS

1.3.1 MAIN RESEARCH AIM

The main research aim for this study was to find out how the Ramotshere Moilola Sub-district Area Office schools implement the induction programme for primary novice teachers.

1.3.2 THE SUB AIMS

The sub aims for this study were:

- To establish which guidelines are applicable for the induction of novice teachers in the Ramotshere Moilola sub-district Area Office.

- To evaluate which theory should be used in the evaluation of an effective induction programme in the Ramotshere Moiloa Sub-district Area Office.
- To see what qualities a mentor should have in order to assist with the implementation of an induction programme in the Ramotshere Moiloa sub-district Area Office.

1.4 RESEARCH DESIGN AND METHODOLOGY

A qualitative research approach was implemented in order to facilitate an in-depth understanding of the induction of novice teachers in the Ramotshere Moiloa Area Office. This approach was chosen, because the researcher gathered, organised and interpreted the data retrieved from the participants. These participants were observed, in their natural setting, using face-to-face interviews as suggested by McMillan and Schumacher (2014:2) as well as Creswell (2013:185). The qualitative research approach further enabled the researcher to gain an in-depth understanding of the participants' feelings, behaviour and experiences as noted by McMillan and Schumacher (2014:345). This in turn assisted the researcher in gathering the data from the participants. In doing so, qualitative data were obtained which enabled the researcher to comprehend the participants' feelings, behavior and experiences in an in-depth way.

1.4.1 RESEARCH DESIGN

According to McMillan and Schumacher (2014:6), a research design is defined as a plan and structure of investigating and obtaining answers to the research questions. In other words, the research design indicates the general plan. In this study, the researcher followed a qualitative design. This helped the researcher to understand the experiences of the teachers and answer the research questions.

There are five families of qualitative research designs. These include ethnographic, case study, phenomenological, grounded theory and critical study (McMillan & Schumacher, 2014:368; Creswell, 2012:187). The case study was utilised in this study in order to collect, organise and interpret the data.

Merriam (2009:40) states that a case study “is an in-depth description and analysis of a bounded system.” In this definition the bounded system is referred to as a phenomenon which is studied involving a single person, a group, an institution, or a policy (Creswell, 2012:294). Case studies can be classified as intrinsic, instrumental or collective. During the course of the research a collective study was used pertaining to the experiences of the new teachers in the Ramotshere Moiloa sub-district area office schools. Furthermore, Lodico, Spaulding and Voegtle (2010:24) state that a collective case study compares multiple cases in order to provide insight into an issue. This type of case study was justified, because a single phenomenon was studied. The phenomenon in this study was the new teachers’ induction into the schools in which they were placed. It also provided the opportunity to obtain richly detailed descriptions of the situation, to capture the full complexity and uniqueness of the case information, and to obtain answers, that pertained to the research.

1.4.2 RESEARCH METHODOLOGY

According to Steven, Bogdon and DeVault (2016:3) “methodology” is a term that can be referred to as the way in which we approach problems and seek answers. In seeking the answers to the problems listed in paragraph 1.2, the researcher outlined the methods that were used in this study in order to acquire the answers.

1.4.2.1 SITE SELECTION

The investigation was carried out in public schools located in the Ramotshere Moiloa sub-district. Five newly appointed primary teachers in the inspectoral area were selected from the study population for this entire investigation. Presently, the researcher is a teacher in this district, therefore time was maximised, because the researcher knows the area. Appointments for the interviews and questionnaires were scheduled at a convenient time for all the participants.

1.4.2.2 PARTICIPANT SELECTION

Nieuwenhuis (2010:79) argues that the selection of participants is mainly based on the researcher’s decision, to choose the participants wisely in order to answer the stipulated research questions.

Hence, these participants were relevant to the study. The focus population in this study was newly appointed teachers, from the Ramotshere Moiloa sub-district area office.

1.4.2.3 SAMPLING

During the course of this study a non-probability sampling method was used. This type of sampling method can be defined as a sampling procedure in which the probability of selecting elements from the population is not known (McMillan & Schumacher, 2014:4; Babbie, 2015:493). More particularly in this study, the purposive sampling technique was utilised. McMillan and Schumacher (2014:152) and Babbie (2015:494) explain purposive sampling as the selection of subjects with certain characteristics that are accessible. For the purpose of the study, the researcher focused on the fact that these participants were newly appointed and that they were located in the Ramotshere Moiloa sub-district area office. The researcher only choose teachers that were registered with the South African Council for Educators, and were in their first to third year of teaching.

1.4.3 DATA COLLECTION STRATEGIES

Data collection can be defined as the technique for physically obtaining data to be analysed in a research study (Johnson & Christensen, 2014:225; Creswell, 2013:189). According to McMillan and Schumacher (2014:368) data collection can be divided into five methods of gathering data, which are observations, document and artefact collection, in-depth interviews, and field observations. During this study, two methods were chosen in order to answer the research questions. These methods were conducting in-depth interviews as well as analysing documents.

1.4.3.1 IN DEPTH INTERVIEWS

McMillan and Schumacher (2014:381) describe an in-depth interview as a one-to-one method of data collection that involves an interview discussing specific topics in depth. Maree (2010:87) further explains that interviews can be structured, semi-structured and unstructured. During this study semi-structured, individual, personal interviews were scheduled after working hours with newly appointed teachers. These interviews allowed for questions to be posed with limited

resistance, and enabled the participants to freely share their views or opinions (Johnson & Christensen, 2014:233). The case study approach using interviews was considered the best option as it allowed the researcher to discuss relevant topics in the interviewee's actual working environment. Interviews were conducted after working hours in order to accommodate the five participants' work schedules in the Ramotshere Moiloa Sub-district Area Office. The questions that were used in the interviews were divided into three sections. The first section was based on the nature and occurrence of a school induction programme within the participant's school. The second section pertained to the criteria of an induction programme and the characteristics surrounding it. Lastly, the third section focused on the qualities of a mentor teacher in the selected schools.

1.4.3.2 DOCUMENT ANALYSIS

According to Bowen (2009:28) document analysis is a systematic procedure for reviewing or evaluating documents- both printed and electronic material. It requires that the data be examined and interpreted in order to give meaning, gain understanding and develop knowledge. Furthermore, Nieuwenhuis (2010:140) and Merriam (2009:140) elaborate on this and list the common documents which include: official records, letters, newspapers accounts, poems, songs, corporate records, government documents, historical accounts, diaries, auto-biographies, reports, email messages, agendas, memoranda, faxes and unpublished documents. In this study the focus was mainly directed towards analysing newspaper articles, government documents, the selected schools' induction programmes and reports to this topic. Hence, document analysis was used in this study to explain the results of the in-depth interviews conducted.

1.4.4 DATA ANALYSIS AND INTERPRETATION

Qualitative data analysis is a systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest (McMillan & Schumacher, 2014:395). Qualitative data analysis is done by using condensation (identification of major organising ideas), meaning categorisation (thematic categorical aggregation), narrative restructuring (patterning),

meaning interpretation (generalisation) and generating meaning through ad hoc interviews (Klenke, 2016:140).

In this study the researcher kept the data separate (field notes, document analysis and interviews). Thereafter, the data was divided into sub- categories using prevailing characteristics with regard to the research questions. Each of these sub-categories were identified and coded in order to make analysis faster and find recurring themes quicker.

1.4.5 TRUSTWORTHINESS

Trustworthiness refers to the degree to which the inquirer is able to persuade the reader that the findings in the study are worth it (Maree, 2010:29; Smith, 2010:11). According to Creswell (2012:154) the criteria to ensure trustworthiness in research are credibility, transferability, dependability, and conformability. In this study these criteria were met through means of ensuring that crystallisation took place. This means a deeper understanding of the phenomenon is researched to enable the researcher to paint a picture of the collected data (Nieuwenhuis, 2008:81). The two data collection strategies, in-depth interviews and document analysis, made this possible for the researcher. The in-depth interviews validated the document analysis. For the purpose of this study all of the participants were verified in terms of their teaching experience and SACE certificate.

1.4.6 RESEARCHER'S ROLE

During the course of the study the researcher was responsible for developing interviewing questions, arranging and confirming the appointments with the newly appointed teachers, facilitating and conducting the in-depth interviews as well as recording and analysing the data as suggested by Creswell (2012:132). The researcher was bounded by all the ethical aspects in qualitative research. Lastly, recommendations were made in order to assist with future research.

1.4.7 ETHICAL ASPECTS OF THE RESEARCH

According to Brooks, Riele and Maguire (2014:27) ethics is a set of widely accepted moral principles that offer rules for the researcher, and has strict conduct procedures put in place to keep the subjects and respondents safe. Therefore, the researcher became the ethical consequentialist and considered all the consequences regarding the research as suggested by Piccolo and Thomas (2009:13).

Furthermore Strydom (2007:67) explains that the researcher needs to be aware of the possible consequences the research participants might suffer as well as ensure that participants do not suffer unwarranted physical or mental discomfort, distress, harm, danger or deprivation. The study was done solely for professional purposes; the selected participants were directly and professionally involved and remained anonymous throughout the study.

On the one hand, whereas Strydom (2007:67) lists the principles of being ethical and does not go into depth, McMillan and Schumacher (2014:129) on the other present a brief discussion, which related directly to the research:

- Full Disclosure

The researcher described the study, explained the participants' right to refuse to participate in the study and possible risks and benefits pertaining to this study to the participants. This was done in accordance to what Valencia-Go (2015:25) proposed. For the purpose of this study, full disclosure was given to the participants before their involvement in the study as well as before the interviews commenced.

- Voluntary participation

The participants were not compelled, coerced, or required to participate in the research. Each participant had the right to withdraw at any time (Valencia-Go, 2015:26). The study was explained to the participants and they had the right to accept or refuse voluntary participation in the study.

- Informed consent

An explanation of the research was given to each participant verbally before an appointment for the interview was made. Thereafter, the researcher explained the study in full detail to each participant individually and a consent letter was signed. This was done according to the suggestions of several authors that include Valencia-Go (2015:28) as well as Brooks *et al.*, (2014:81).

- Privacy

The privacy of the research participants must be protected at all times (Valencia-Go, 2015:25). This implies only the researcher was allowed to access the information collected (McMillan & Schumacher, 2014:133). Therefore, privacy was ensured through means of three practices, which include, anonymity, confidentiality and appropriate storing of data. None of the participants' names or surnames was made identifiable in print. There were code names assigned to all of the participants that ensured that all the participants remained anonymous.

The researcher adhered fully to all the above mentioned ethics.

1.5 CONTRIBUTION OF THE STUDY

The researcher attempted to render assistance to successfully integrate newly appointed teachers. This implies that the necessary steps when implementing a proper induction programme were explained and followed. Hence, by giving new teachers sufficient support, the likelihood of resignation becomes less.

1.6 DEFINITION OF CONCEPTS

1.6.1 INDUCTION

Yacob (2016:136) asserts in his research that the word "induction" is derived from the Latin word "induce," which means to guide, introduce or initiate something that is demanding, secret, or of

special knowledge. Induction is therefore vital for the survival of the novice teacher. It is Kearney's (2014:2) opinion that the induction process is the best practice to retain teachers in the teaching profession. Induction is usually performed by an experienced teacher who functions as a mentor for a novice teacher.

1.6.2 NOVICE –, NEWLY APPOINTED - OR BEGINNER TEACHER

A beginner teacher is an individual who enters the teaching profession after graduating from a training institution. These teachers have little to no classroom experience (Gatbonton, 2008:165). Smit and du Toit (2016:3) state that these teachers have less than five years teaching experience. This coincides with the Shohani, Azizifar, Gowhary and Jamalinesari (2015:448) study conducted on novice teachers.

1.6.3 EXPERIENCED TEACHER

This term is reserved for teachers who have been in the profession for more than five years (Smit & du Toit, 2016:3). These teachers have extensive knowledge and skills in numerous pedagogical and professional aspects of teaching and learning (Richards & Farrell, 2005:7). The extensive knowledge was acquired through means of interaction and integration within the Department of Education and its employees. Shohani *et al.*, (2015:448) contend that these types of teachers normally have the most to share with beginner teachers.

1.6.4 MENTOR TEACHER

Hutto, Holden and Haynes (1991:84) define a mentor as “an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship.” Eby, Allen, Evans, Ng and DuBois (2008:255) view mentor as someone who can be seen as a supervisor, or someone else within the organisation, but outside the protégé's chain of command. Yacob (2016:139) elaborates on the three activities the mentor teacher is solely responsible for. Firstly, the mentor teacher should lend a helping hand to his or her protégé by assisting them to solve problems in teaching and planning. Secondly, protégés should observe the mentor's classes. Lastly, this protégé

should then be observed and critiqued by his or her mentor in order to ensure that professional development takes place.

1.6.5 MENTORING

Mentoring is a nurturing process, in which a more skilled person (an experienced teacher), serving as a role model, teaches and encourages a less experienced person for the purpose of promoting professional development (Ingersoll & Kralik, 2004:683; Wong, 2004:638). During this nurturing process mutual growth occurs (Diaz-Maggioli, 2003:48). This is depicted in Figure 1:

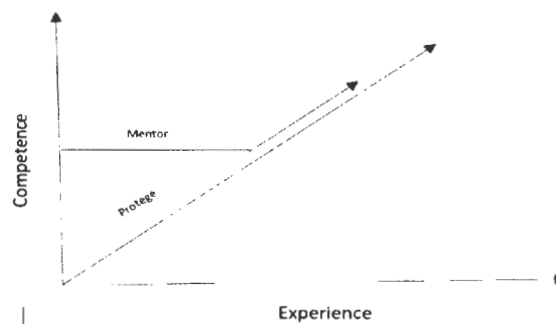


FIGURE 1: Formal Mentoring

Figure 1 illustrates how it is possible for both parties, the mentor and protégé to surpass the baseline and improve their teaching abilities. In the beginning, it is possible that the mentor can only share what he or she has and knows, but later develop materials with the novice teacher. In doing so, a scaffolding occurs on the prior knowledge. Smit and du Toit (2016:3) view mentoring as collaborative in nature. This implies that both parties, the protégé and mentor, benefit from the mentoring process.

1.6.6 TPI-THEORY

This theory consists of three principles. Each letter in the theory represents a principle. The “T” in TPI-theory represents theoretical knowledge, the “P” represents practical knowledge and the “I” represents the interaction and interaction needs of the newly appointed colleagues (Ndebele, 2013:103). According to Karade, Gankar and Sam (2015:196) the length of an induction program

solely relies on the organisational policy and the above mentioned principles. If a proper induction programme is evaluated it should be done according to these principles.

1.7 CHAPTER DIVISION

The research report consists of five chapters. Each of the five chapters was discussed under its own individual heading in this section of the research.

1.7.1 CHAPTER ONE: OVERVIEW

The following was discussed; the background and motivation for the research, the problem statement, with sub-questions, aim of research, with sub-aims, research design and methodology for a qualitative research approach, contribution of the study, and lastly the preliminary structure or chapter division.

1.7.2 CHAPTER TWO: LITERATURE STUDY

This chapter focused on the in-depth literature study on various guidelines and criteria for induction programmes, as well as the qualities of a mentor teacher. This chapter assisted the researcher in establishing a background through means of document analysis and identifying the critical questions that were asked in the in-depth interviews.

1.7.3 CHAPTER THREE: RESEARCH METHODOLOGY

The selected methodology was elaborated on in this chapter. This included the research design, research methodology, empirical study, data collection strategies, data analysis and interpretation, trustworthiness, the researcher's role, ethical aspects of the research, and finally the contribution of the study.

1.7.4 CHAPTER FOUR: FINDINGS

The empirical results of the interviews and document analysis were analysed and summarised by the researcher. In this chapter, the researcher was required to analyse each interview as well as summarise all the responses. Lastly, the results were compared to the document analysis.

1.7.5 CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

The results were discussed and recommendations made in this chapter. The researcher drew conclusions and illustrated what critical factors still need to be focussed on in this topic. This enabled the researcher to suggest further studies on the topic, so that a more in-depth understanding can be obtained to enable newly appointed teachers to become partners in education.

CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

In Chapter one, an overview of the research topic was provided. In this chapter, a review of the relevant research literature with regard to effectively implementing an induction programme for beginner teachers is undertaken. This in turn provided the context for the research. The researcher focused on the following research questions in this chapter:

- Which guidelines are applicable for the induction of novice teachers in the Ramotshere Moiloa sub-district Area Office?
- What theory can be used to evaluate the criteria of an effective induction programme in the Ramotshere Moiloa sub-district Area Office?
- What qualities and functions should a mentor have in order to assist with the implementation of an induction programme in the Ramotshere Moiloa sub-district Area Office?

Globally, there are various factors that hinder our performance when starting a new career. While new recruits are nervous and possibly underprepared for the challenges they are likely to be faced with, very few professions place as much pressure as teaching, on their new recruits (Kearney, 2014:3). It does not matter whether the teacher is a new, or experienced teacher, the responsibility remains the same. It is for this reason that a supportive environment is invaluable for the new teacher (Harrison, Lawson & Wortley, 2005:442).

Unfortunately the educational system is not very supportive. Ingersoll and Strong (2011:201) elaborate on the neglect of induction of newly teachers within this profession. This in turn creates

a problematic transition for a student to become an adaptable teacher (Boyer & Lee, 2001:81). Ingall (2006:140) refers to teaching as an occupation that “cannibalizes its young,” which is ultimately preparing these unaware, enthusiastic, beginner teachers for failure without their knowledge. Consequently, these teachers have to develop their teaching abilities through trial and error due to the lack of support upon entering the school (Freiberg, 2002:57). This implies that, by not having a mentor teacher, novice teachers have to learn the hard way from their mistakes. Freiberg (2002:56) contends that because of this haphazard development, it would take years for a novice teacher to evolve into a knowledgeable teacher, by which time they are likely to have already given up and quit.

In order to address the stated research questions, the discussion in this chapter examined two facets. The first facet is the theoretical framework utilised in order to understand the critical importance of the research. This facet elaborated on the purpose of an induction programme. The second facet dealt with the research questions directly. This facet included the guidelines that should be deliberated on before designing an induction programme, the criteria to implement an effective induction programme using the Theoretical, Practical and Interaction-Theory (otherwise known as the TPI-Theory) and lastly a comprehensive list of qualities and functions of a mentor in an effective induction programme.

2. 2 THEORETICAL FRAMEWORK

2.2.1 PURPOSE OF AN INDUCTION PROGRAMME

According to Kelly (2004:438) an induction programme entails “providing meaningful assimilation into the profession,” while Olebe (2005:159) argues that it is a programme presented to a newly appointed teacher in order to assist the teacher, in their first two years of teaching by developing them professionally.

Heyns (2000:161) argues that the main purpose of inducting new staff into a school is mainly to allow the novice teacher to integrate with the school in the shortest amount of time. According to Whitaker (2000:559) novice teachers need information about facilities and policies, and procedures need to be explained. Howe (2006:290) maintains that this enables the novice teachers to; improve their teaching performance, increase their retention, enhance their personal and professional welfare as well as, transmit the school's culture effectively.

Further research by Stirzaker (2004:33) suggests the potential value of well-designed programmes can have several advantages which include; a positive perception to be created for the novice teachers, improvement in both new and established members' commitment, motivation and efficiency, clarification of the roles and responsibilities of the parties involved and finally an overall contribution to the well-being of the school.

Ultimately, an effective induction programme changes the conditions that drive a teacher out of the school. Vail (2005:5) asserts that offering support to beginner teachers, treating novices as professionals, as well as providing a sound programme for transition not only ensures that transition is quicker, but also guarantees a decline in teacher attrition rates.

2. 3 RESEARCH QUESTIONS



2.3.1 GUIDELINES FOR AN EFFECTIVE INDUCTION PROGRAMME

In an effort to explain the guidelines along which an effective induction programme needs to function, Heyns (2000:161) identifies two essential categories, namely personal - and professional needs. These two needs are the building blocks for novice teachers to conquer their first five years of teaching. It is for this purpose that this section of the literature review has been divided into two categories; namely personal – and professional needs.

2.3.1.1. PERSONAL NEEDS

There are several support systems that a beginner teacher needs to be offered within the school. The assistance rendered from these support systems enables the novice teacher to focus all his or her attention towards being an effective, adaptable and fruitful teacher (Heyns, 2000:161).

2.3.1.1.1. Financial Support

The headline in an article in the Sowetan Live prepared by Sibanyoni and Monama (2012) reads: “Public servants’ drown in debt.” According to the article, “teachers were the worst affected.” Newly appointed teachers are the future of education. Working wisely with money is not always natural or instinctive with any newly appointed employee. This is even worse if the employee is fresh out of the university and earning their first salary. It is for this reason that assistance should be rendered to novice teachers on how to manage a budget and stay clear of being overcommitted and end up in debt. According to Heyns (2000:162) this illustrates the critical importance of a financial advisor or broker. Furthermore, in certain provinces it is not uncommon that salaries are delayed. The most common reason normally given is that it takes at least three months to be enrolled on the payroll system. Areff (2015), a news reporter for News24 wrote an article whereby a teacher had to wait for six months to be remunerated. This adds to the stress a newly appointed teacher already has, pushing them to leave the profession permanently. Thus, schools occasionally lend money to teachers until they receive their salaries and the money borrowed is paid back as soon as the teacher receives the salary. Consequently, Grant (2016) suggests in his article that the role of the school should be extended and that it needs to cater for, and support these newly appointed teachers not only financially, but on a financial advisory level too.

2.3.1.1.2. Emotional Support

Emotional support is one of the strongest needs for new teachers (Hargreaves & Fullan, 2000:53). Brock and Grady (2007:4) clarify that the following are stressors for novice teachers - a new working environment as well as the unfamiliar community and different socio-economic backgrounds of the learners. In effort to show some light at the end of the tunnel, Tyson, Hawley and McKibbin (2000:153) assert that this discomfort is an inevitable characteristic everyone has

to face, and passes with time. However, the teaching profession is extremely draining. Andrew and Quinn (2005:112) submit the notion that new teachers are often overlooked and many things about the school are unclear to them. This illustrates how consuming the teaching profession becomes for those that are newly appointed. This in turn might contribute to the fact that nine out of ten teachers are on medication in order for them to cope (Macupe, 2015). These novices want to be accepted by their colleagues and to feel that they are valuable members of the team (Wong 2004:42). Ultimately, the teachers who feel “unwelcomed” get frustrated, feel humiliated and presumably leave the profession for good (Ross, Chan & Keyes, 2017:166).

2.3.1.2. PROFESSIONAL NEEDS

The Alabama Teacher Induction and Mentoring Manual (2004:2) defines the term “professional needs” as the “understanding of school and district policies, procedures, and priorities.” An attempt should be made to fulfil these needs starting from the very first day onwards. Instructional needs form part of the professional needs that novice teachers require. According to Kempen (2010:43) instructional needs may involve the processes of “explaining, coaching, and guiding new teachers in classroom organisation and management, lesson planning, student assessment, and curriculum content and methodology.” Lazar and Reich (2016:122) concur with this, dividing these processes into three distinct areas. The first area is assessment and instruction in the subject. The second involves matching instruction to students’ diverse subject needs and lastly, the third area deals with designing balanced and culturally responsive instruction. If these three areas are not dealt with in pre-service training the novice teacher might encounter the problems listed in Table 2.1.

Table 2. 1 Problems faced by novice teachers

Problem	Characteristic
1. Reality shock	Distress experienced due to inadequate educator pre-service preparation.
2. Isolation from other adults	Spend much time alone with learners

3. Inadequate knowledge and skills base	Lack of teaching skills and knowledge required of educators in the classroom
4. Expectations	Vague and confusing expectations of principals, colleagues, parents, and learners.
5. Lack of resources	Absence of teaching material, textbooks and own classrooms.
6. Workload	These include curricular and extracurricular responsibilities.
7. Classroom Management	Decision-making and routine teaching tasks including working with learners

Although these are only a few problems beginner teachers suffer from, they are the most common. A brief definition of each of these problems will be elaborated on.

2.3.1.2.1. Reality Shock

According to Hyunjin and YoonJung (2014:68) “reality shock” can be defined as, “the collapse of the missionary ideas formed during teacher training by the harsh and rude realities of everyday classroom life.” It is crucial to remember that an incident in school cannot be researched like an assignment; instead the teacher has to act on it immediately. Hence, inadequate pre-service training can cause distress in such situations. Martin, Chiodo and Chang (2001:55) contend that the first three years in the classroom have been identified as some of the most stressful times in the teaching career of a teacher. Whitaker (2001:2) argues that this is due to the beginner teacher having to deal with unknown learners, staff, policies, procedures in an unknown curriculum and the new traditions in the classroom and school. The only way in which “reality shock” can be dealt with is by implementing an effective induction program.

2.3.1.2.2. Isolation

Isolation and loneliness are cited as some of the possible causes of reality shock. There are two types of isolation found in schools. Firstly, physical isolation which may be a result of institutional arrangements like placing novices in isolated classrooms far from the other staff members (Uugwanga, 2010:50). Secondly, there is emotional isolation. This is seen when the newly appointed teacher has feelings of being rejected or not recognised by experienced teachers (Uugwanga, 2010:116). According to Dube (2008:24), induction provides opportunities for novices to mingle and have a network with other teachers. This assists them in the socialisation process and creates a sense of belonging.

2.3.1.2.3. Inadequate knowledge and skills base.

The least desirable subjects are normally given to novice teachers (Steyn & Schulze 2005:240). This means that even though the beginner teacher did not specialise in the subject, he or she has to teach it. Thus, without pre-service training the beginner teacher is more likely to have an increase in distress. There is also a common practice of giving weaker learner groups to beginner teachers in most schools (Williams, 1999:26). However, this is not in the best interest of the learner or beginner teacher. The chance of the teacher failing is much higher and may lead to job dissatisfaction. Nowlan and Steyn (1990:12) suggest that beginner teachers should be given a class of average ability. This would enable them to grow with the class and improve their knowledge and skill base.

2.3.1.2.4. Expectations

Steyn and Schulze (2005:239) maintain that during this stage novice teachers experience a gap between the reality of the teaching practice and their ideal. The consequence of such high expectations is feelings of inadequacy. Buchner and Hay (1999:320) define this as the “practice-shock.” This term posits that only when a new teacher is appointed will he or she see the true reality of the profession. Hence, it crucial that a beginner teacher should know what is expected from them.

2.3.1.2.5. Lack of resources

The majority of novice teachers experience the absence of materials and textbooks at their school (Joeger & Boettcher, 2000:105; Steyn, 2004:87). This in turn leads to “fear, anxiety [and] stress” (Heyns, 2000:160). If a novice teacher is taking over a particular subject, the more experienced teacher should enlighten the novice teacher how the subject was taught. This enables the newly appointed teacher to be equipped with knowledge and skills on how to present the subject to the learners in that particular class.

2.3.1.2.6. Workload

The balance between curricular and extracurricular activities is crucial for a beginner teacher. Heyns (2000:162) emphasises the administrative workload a teacher carries on a constant basis. These administrative responsibilities include, attendance registers, assessment forms and classroom stocktaking. Mazibuko (1999:594) argues that although principals should balance the novice teacher’s responsibilities, this is not the case as all the undesirable activities, both curricular and extracurricular, are “dumped” on the beginner teacher. In many cases the experienced teachers give their responsibilities to their new peers (Whitaker, 2001:3).

2.3.1.2.7. Classroom management

Maintaining classroom management and discipline are two serious problems for novice educators (Joeger & Boettcher, 2000:104; Mazibuko, 1999: 599). According to Brock and Grady’s study (2007:75) it is the principal’s role to assist all teachers in the development of classroom managerial strategies that provide an orderly learning environment. However, new teachers are normally assigned the most difficult classes in the school (Dube, 2008:31).

Another important aspect of professional needs is the acquiring of new vocabulary, which is an indispensable part of any learning process. In the teaching profession there is a certain vocabulary that needs to be grasped by novice teachers in order to make transition easier and more efficient.

There is an array of acronyms and abbreviations that are used within the teaching profession that cause the novice teacher to feel overwhelmed. Devonshire (2016), explains that she had to use Google to comprehend some of the abbreviations used in a simple staff meeting. Experienced teachers have the tendency to forget about the novice teachers and simply conduct their staff meeting without explaining the acronyms and abbreviations they are using.

To conclude on professional needs, it is obvious that without these types of support, new teachers lack the knowledge and tools to operate effectively within the school, which is mainly due to the poor pre-service training they receive (Steyn, 2004:85).

2.3.2 CRITERIA FOR AN INDUCTION PROGRAMME

The theory that underpins this study is the TPI-theory. This theory is based on the idea that newly appointed teachers observe experienced teachers and learn from them. This serves to enhance their effectiveness in teaching. In doing so, theoretical knowledge and practical skills are cultivated from a mentor teacher as this further enables these novice teachers to satisfy their interaction needs as new employees and make transition quicker and more effective (Ndebele, 2013:103). In this section of the literature review the criteria of several induction programmes were analysed by using the TPI-theory in order to establish prevailing criteria of an effective induction programme. It is for this reason that the principles of the TPI-theory were firstly outlined. Secondly, each induction model was analysed individually and common induction programmes were discussed under each model, and thirdly, prevailing criteria were listed and discussed.

2.3.2.1 PRINCIPLES OF THE TPI-THEORY

“TPI” in the TPI-Theory refers to Theoretical, Practical, and Interaction; these are the principles the theory is built on (Ndebele, 2013:103). Weiler (2005:1) argues that it is critical to distinguish between theoretical and practical knowledge. He defines theoretical knowledge as knowledge that is rated by how well it explains a wide range of phenomena (Weiler, 2005:1). He further explains that this type of knowledge is the easiest to achieve. However, implementing the theoretical knowledge is where most beginner teachers need assistance, which leads to practical knowledge.

Katajavuori, Lindblom-Ylannes and Hirvonen (2006:440) define practical knowledge as the manifestation of knowing how to do something. According to this definition practical knowledge occurs and develops in specific situations. Consequently, practical knowledge is more contextual and social in nature. Another principle of the TPI-theory is that represented by the letter “I.” As mentioned in the preliminary research it stands for Interaction. However, it is seen as an essential principle in ensuring the psychological wellness of a beginner teacher. Ndebele (2013:104) states that interaction leads to integration through socialisation. According to Ards and Jansen (2001: 160) integration within a school, for a beginner teacher, is more effective and efficient if socialisation occurs sooner. They further elaborate that socialisation is seen as a learning process whereby newcomers develop attitudes and behaviours in order to function in their new working environment. Inducting a new teacher using these three principles ensures that they survive their first few years of teaching (Ndebele, 2013:103).

2.3.2.2 EXISTING INDUCTION PROGRAMMES UNDER THE THREE BASIC MODELS

According to Hewitt (2009:12) there are three models of new teacher induction programmes. Each model is discussed below with examples of induction programmes within the teaching profession. These three models are further divided into two approaches, namely informal and formal induction (Kleynhans, Markharm, Meyer, Pilbeam & Aswagen, 2006:107).

2.3.2.2.1. Basic Orientation model

The first model is the Basic Orientation Model. Implementing this model, the induction programmes would induct a new teacher in an informal manner. This implies that a random mentor would be assigned. In this way little attention is given to the newly appointed teacher (Hewitt, 2009:13). Due to its informal nature there are no induction programmes that can be used as examples for this type of model. According to Gerber, Haasbroek, Nel, Schultz, Sono, and van Dyk (2001:165) this approach is seen as “poorly planned and haphazard.” These type of inductions are normally used by schools that do not have any induction programme in place. In this sense it is rather informal and does not cater for the needs of the newly appointed teacher. Addition, it does

not adhere to all of the TPI-theory's three principles either. The only principle that is applicable in this programme is the theoretical knowledge that would be offered by a mentor in an informal way. Hence, this type of induction programme would be the least effective of the three models, because the only purpose it serves is to assist new teachers to settle in their new environment and understand their responsibilities (Vanatta, 2012:37).

2.3.2.2.2. Instructional Practice model

A second, more intensive model is called the Instructional Practice Model (Hewitt, 2009:13). This model generally covers topics such as classroom management issues, policies and procedures with the assistance of a skilled mentor (Hewitt, 2009:13). According to Vanatta (2012:35) this enables the teacher to transition from a student to a teacher sooner. The reason behind this quick transition is that through means of studying, doing, collaborating, and reflecting together with mentors the newly appointed teachers develop the necessary skills much faster than in the basic orientation model (Vanatta, 2012:35). A great example here would be Steyn and van Niekerk's induction programme (2012:6). This induction programme consists of five steps. The first step is to welcome the beginner teacher. This is followed by allocating a mentor teacher to the newly appointed teacher. Thereafter, an orientation phase should be implemented. Afterwards, the needs of the newly appointed teacher should be assessed. The last step in the induction programme is to provide an ongoing assistance and development.

Steyn and van Niekerk's induction programme adhered to all three of the TPI-Theory. Newly appointed teachers socialised with their mentors teachers, which ensured interaction, and prevented isolation. Practical and theoretical knowledge was gained through means of the class observations and workshops provided in order to ensure that the novice teacher had a proper foundation. Various documents and policies were dealt with in order to equip the new teacher in transitioning in the new school more efficiently and effectively. The induction programme of Gless (2006:165) has steps that make up three core components. These three components include; a vision of the programme being communicated to the newly appointed teacher, the mentor's purpose and responsibilities being outlined and ongoing support from the mentor.

Like Steyn and van Niekerk's induction programme this programme enables the newly appointed teacher to receive the necessary support in making a good and quick transition. It also complies with the three principles of the TPI-Theory. The mentor provides theoretical knowledge in their contact sessions, as well as practical knowledge when the mentee can observe them during a lesson. Interaction occurs throughout the induction programme (Gless, 2006:170).

2.3.2.2.3. Transformation model

The last model is known as the Transformational Model, which incorporates both the instructional and basic model. The two aforementioned connected models promote continuous learning for the newly appointed teacher. The purpose of this model is to ensure that the novice teacher becomes part of the "community of learning." This enables the entire school to work together and focus on the needs of the learners (Hewitt, 2009:13). Feiman-Nemser's (2012:10) induction programme aspired to follow this model. This programme has multiple components which include; a reduced workload or a team teaching assignment, professional mentoring programme for at least two years, intergenerational learning teams to support the new teachers as well as administrative involvement.

Not only does this induction programme adhere to the three principles of the TPI-theory, but it also acknowledges the need that the newly appointed teachers has for knowledge and skills as well as their ability to influence the conditions in which they teach. Unmistakably, this entails that the newly appointed teachers are assisted by skilled mentors and coaches which promotes the professional development of newly appointed teachers (Hewitt & Wilhelm, 2010:106).

Another example of an induction programme that shares the characteristics of the Transformation model is Hunt's induction programme. According to Ezenne (2012:91), Hunt addresses the common plight a new teacher has when entering the teaching profession. Hunt (1968:131) suggests that beginner teachers cannot be prepared by institutions on the amount of responsibilities they might encounter throughout their first year of teaching. According to Hunt (1968) there are crucial factors that need to be attended to by the mentor teacher. These factors include; classroom

management, subject didactics, grouping of learners, handling of individual learners, evaluation, homework, maintaining of discipline, school and subject policy, supporting services and, parents and the community.

A prominent feature of Hunt's programme is reducing the amount of teaching responsibility a new teacher might have. This assists the beginner teacher in "bridging the gap between the theory of the teacher training institutions and the reality of the everyday classroom situation (Hunt, 1968:131)." Along these lines he compiled an induction programme suitable for a beginner teacher to not only ease into the profession, but enjoy it too. Another prevailing feature is the fact that the new teacher not only has his or her mentor teacher at their disposal, but all the other experienced teachers too (Hunt, 1968:132). This is centred on the practical knowledge novices need for their survival according to the TPI-theory. Interaction is integrated through socialising with the mentor or experienced teacher. Lastly, theoretical knowledge is also made available, by assisting and supporting the beginner teacher with the acquisition of resources (Hunt, 1968:132). Hunt's programme, therefore shows adherence to the TPI-theory, whereby all three principles are present. Although the effectiveness of this model is the highest of the three aforementioned models is also the most costly, and therefore the least used (Vanatta, 2012:35).

2.3.2.3 PREVAILING CRITERIA OF INDUCTION PROGRAMMES

According to De Cieri, Kramar, Noe, Hollenbeck, Gerhart and Wright (2003:165) the entire induction programme should consist of three stages, namely, the anticipatory stage, encounter stage and lastly the settling stage. These three stages are prominent in the abovementioned induction programmes. In each stage the newly appointed teacher is faced with one of the three TPI-theory's principles.

During the first stage the mentor assists the teacher in adjusting their expectations of the teaching profession (De Cieri *et al.*, 2003:166). Another criterion that should be considered in this stage is the welcoming of the newly appointed teacher. Hicks, Peters and Smith (2006:45) observe that those employers that make a genuine effort in welcoming, teaching and encouraging their newly

appointed employees ensure the likelihood of the teachers making a long-term commitment to their employer. This implies that by making newly appointed teachers feel at home during the course of this stage, the school ensures that it retains that teacher for the duration of their teaching career.

The second stage is known as the encounter stage. During this stage the newly appointed teacher are provided with the tools to manage and control their stress within the profession (De Cieri *et al.*, 2003:166). In this stage the newly appointed teachers are therefore briefed on the policies, documents and procedures that are meant to make their life easier. All of this is done before the teacher is taken to the class to teach.

Settling-in stage is the third stage. During this stage a mentor is allocated to the newly appointed teacher who can assist with anything. In this stage De Cieri *et al.*, (2003:166) explain that the newly appointed teacher's needs are assessed and catered for. It is also quite important that during the course of this stage the novice teacher observes the mentor teacher in their classroom, in order to improve their own classroom management skills. The mentor teacher also observes the novice teacher and assists him or her in reflecting on the lesson they taught as well as providing constructive feedback (Hewitt & Wilhelm, 2010:107). This enables the teacher to make a successful transition from student to teacher.

2.3.3 THE KEY FUNCTIONS AND QUALITIES OF A MENTOR TEACHER

A mentor serves as a stepping stone to the beginner teacher's success and survival in the teaching profession. Sadker and Sadker (2003:111) state that "one learns a skill better in the place where that skill is used," Alluding to the importance of practical knowledge. However, there are numerous characteristics these mentors should possess in order to assist with the implementation of an induction programme. It is for this reason that Ganser (2002:51) argues that not all experienced teachers make excellent mentors, and goes on to explain. The key qualities and functions of a successful mentor. DeJong (2016:10) asserts that mentoring differs from teaching in the sense that it is an activity that goes beyond effort; he further explains that mentoring is a

behaviour that seeks “to enhance the education of protégés outside the traditional supervisory or advisory context (DeJong, 2016:11).” This implies that mentoring is not only a responsibility, but an illustration of the passion of the mentor. It is for this reason that the mentor teacher is a responsible party in determining whether the beginner teacher survives their first five years of teaching or not.

2.3.3.1 FUNCTIONS OF A MENTOR TEACHER

Daresh (2003:7) argues that mentoring serves various functions for the newly appointed teacher. Mentoring does not simply assist the teacher to transition faster, but it also helps these teachers to develop new insights into the profession as well as offering support. This support that a mentor provides can be in the form of materials, resources, advice or simply hand-holding in order to assist the newly appointed teacher (Vikaraman, Mansor & Hamzah, 2017:158). This is done through means of finding productive ways in which these newly appointed teachers can plan and reflect on their own teaching (Ginkel, Verloop & Denessen, 2016:102). If done correctly this plays a critical role in teacher development (Izadinia, 2016:387). Daresh (2003:7) and Hewitt and Wilhelm, (2010:109) mention that through means of contact with the mentor teacher; isolation is reduced and collegial networking among professional colleagues can be built. Therefore, a mentor teacher can help move the beginner teacher from a level of mere survival to initial success (Van Ginkel *et al.*, 2016:101). This can be done by meeting with the newly appointed teacher and monitoring and reviewing their progress (Hangül, 2017:192).

To summarise, Vikaraman (2017:158) argue that mentor teachers provide space, care, personal coaching and appropriate settings for beginner teachers to build strong personalities as they embark on the teaching profession. It is therefore obvious that the role of a mentor teacher is one of the most important parts of an induction programme’s success. However, principals should look for certain qualities when assigning a mentor to a mentee.

2.3.3.2 QUALITIES OF A MENTOR TEACHER

Van Ginkel *et al.*, (2016:103) define a mentor as a teacher that is seen as an experienced teacher. However, mentor teachers are not just experienced teachers, they have several prevailing qualities. (Ganser, 2002:51). A few of the qualities that can make the transition from student to teacher much easier and effective are discussed below.

Algozzine (2007:256) indicates that a fundamental quality of a mentor should be their willingness to work with a new teacher. In addition to this quality a mentor teacher would also need to be committed and respected by their peers (Alhija & Fesko, 2014:163; Van Ginkel *et al.*, 2016:103). This would illustrate to the newly appointed teacher that their mentor is approachable and committed to assisting them where it is necessary (Rogers, Luksyte & Spitzmueller, 2016:2010; Alhija & Fresko, 2014:163).

Langdon (2017:529) does not deem an experienced teacher a great mentor, instead he argues that to be a great mentor there should be a proper knowledge base. This implies that the mentor teacher should be able to assist the novice teacher in translating policies, resources and content knowledge in an efficient and productive manner. This can only be done if the mentor teacher is extremely knowledgeable in their field (Alhija & Fresko, 2014:163).

Mentor teachers are also perceived as problem-solvers and psychological supporters, who listens attentively (Langdon, 2017:530). Hence, through means of regular contact sessions mentors should be attentive listeners, while analysing problems which the novice teacher might be experiencing, and rendering support based on that assumption (Hudson, 2016:40). This concurs with Van Ginkel *et al.*'s., (2016:101) belief that mentor teachers are “co-thinkers,” in assisting the novice to solve their problems in a creative way. It also illustrates their quality of being reflective, open-minded and focused on what can be changed in order to move forward (Alhija & Fresko, 2014:163). Therefore, coaching capabilities and the deep understanding of how adults’ learn are key qualities mentor teachers should possess (Vikaram *et al.*, 2017:160). Possessing these qualities would further enable the mentor to be a “co-learner.” In this way not only does the beginner teacher

benefit from this relationship, so does the mentor, by acquiring new skills (Van Ginkel *et al.*, 2016:101).

The aforementioned qualities are the tip of the iceberg. However, the most prevailing quality is the enthusiasm and optimism of a mentor teacher (Hudson, 2016:34). All of these qualities rely on the mentor teacher's enthusiasm to teach and assist a new teacher, thereby transmitting that passion directly to them (Hudson, 2016:30).

2.4 CONCLUSION

In this chapter the critical importance of an effective induction programme was shown. It became apparent that if ill-prepared induction programmes continue, the outcome will be new teachers continuing to leave before their five year teaching cycle is over. The major aim of an induction programme is to develop confidence and ensure security in beginner teachers so that they remain in the profession. This enables them to be effective and productive teachers. Challenges faced by newly appointed teachers were discussed. Lists of professional and personal needs were explained in order to establish the necessary support needed from a mentor teacher. Important terms were defined to prevent confusion. In Chapter three, a description of the research empirical investigation are provided. The interviews and document analysis are discussed and the direction of the research is briefly indicated.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The significance of the study and literature review was set out in chapter one and two. In the abovementioned chapters details on the critical importance of implementing a well-designed induction programme for beginner teachers, were discussed. In using such programmes, the new teacher's teaching career is not only prolonged, but the professional - and personal needs of novices are also catered for. Chapter three describes and justifies the research methodology chosen to answer the major research question: *How is the induction of novice teachers in the Ramotshere Moiloa Sub-district Area Office schools implemented?*

The manner in which the research strategy, methods of data collection and data processing techniques were used is fully described in this chapter. Further, the validity, reliability, credibility and ethical considerations are discussed. A suitable research approach was then chosen which not only answered the research questions, but achieved the aims of the study.

3.2 DEMARCATION OF THE STUDY

This study was conducted at five selected primary schools in the Ramotshere Moiloa sub-district Area Office in the North West province. Each school was represented by one newly appointed teacher. These chosen participants were interviewed by the researcher. However, the study did not simply rely on interviews only, but document analysis too. The selected schools were asked to submit their induction programmes for reviewing.

The researcher constructed the research design, selected the methodologies and considered the limitations and ethical issues, which clarified the actions of the entire research as suggested by Hofstee (2015:112).

3.3 RESEARCH METHODOLOGY

Leedy and Ormrod (2012:12) posit that research methodology can be defined as the general approach in carrying out the study. However, Mouton (2001:56) further elaborates on this by stating that it focuses on the research process, tools and procedures used in the study. Methodology is therefore a process that outlines what the researcher intends to do throughout the study. This part of the study is a reflection on what research methods were used in order to investigate the implementation of the induction programme for beginner teachers. In broad terms participant selection, data collection strategies and data analysis are discussed in this section.

3.3.1 PARTICIPANT SELECTION

According to McMillan and Schumacher (2014:377) before participants can be selected, the area of the study must first be mapped out. Babbie (2015:115) expounds this idea by stating that after the area has been chosen, then only can participants be chosen in order to assist in obtaining fruitful data and draw conclusions from the targeted population. It is for this reason that the researcher first chose the Ramotshere Moiloa Sub-District Area Office and thereafter the population of study or target group which were newly appointed teachers from that area office. Newly appointed teachers were chosen for this study as they have an impact on the attrition rates.

In any qualitative study the information-rich participants should be selected in an appropriate manner; this is known as sampling (Leedy & Ormrod, 2014:154). Jain (2013:5) suggests that the purpose of sampling is to secure a sample which represents the characteristics of the entire population. In this study the researcher focused on the following characteristics: all the participants in this study were newly appointed teachers, working for the Department of Education and were

registered members of SACE; each participant was also qualified and had no more than five years teaching experience.

Sekaran and Bougie (2013:245) identify two major types of sampling as probability and nonprobability. In this research nonprobability sampling was used. McMillan and Schumacher (2014:4) defines this type of sampling as the sampling procedure in which the probability of selecting elements from the population is not known. This study used the purposive sampling technique, an example of non-probability sampling, to select the newly appointed teachers for interviews in the Ramotshere Moiloa sub-district Area Office. Palinkas, Horwitz, Green, Wisdom, Duan, and Hoagwood (2015:533) defined this type of sampling as the selection of information-rich participants for the most effective use of limited resources such as time and money. This type of sampling works best if the researcher is looking for particular characteristics and is able to identify them in participants from a sample. The study was conducted in this way, newly appointed teachers with limited teaching experience, were chosen as participants. This was because they obviously needed the implementation of an effective induction programme the most. Ramotshere Moiloa Sub-District Area Office is located in the Ngaka Modiri Molema District. A total of five newly appointed teachers in this area were interviewed. Eatough, Smith and Shaw (2008:1777) affirm that five participants are enough to make a generalisation because the “pool” of characteristics the researcher might focus on limits the choices available in the chosen area. This was the case in this study. The availability of potential newly appointed teachers was extremely limited and so was the time and money of the researcher.

3.3.2 DATA COLLECTION STRATEGIES

Leedy and Ormrod (2014:143) reveal that in qualitative research there are multiple data collection methods. According to Cooper and Schindler (2011:183) these methods include, interviews, observations, content analysis or document analysis. Hofstee (2015:57) suggests that the researcher should identify how data was collected. Given the extent and purpose of this research interviews and document analysis were used to collect data.

3.3.2.1 INTERVIEWS

Interviews are very prominent in qualitative research (Sachan, Singh & Sachan, 2012:8). This method of gathering data generally comprises of a researcher asking a set of questions and observing the behaviour of the interviewee (Sachan *et al.*, 2012:9). Leedy and Ormrod (2014:156) elaborates by suggesting that the nature of the researcher's set of questions should be a choice among structured, semi-structured and unstructured. In this study semi-structured questions were asked during the interviews. Furthermore, Creswell (2014:191) elucidates the various types of interviews the researcher needs to choose from which include; face-to-face, telephonic, internet, focus groups as well as one-on-one. For this study face-to face interviews were chosen and utilised. This enabled the participant to communicate and confide to the researcher without hesitation. This technique allowed the researcher to ask questions face-to-face; the questions were opened-ended and effective for the study (McMillan & Schumacher, 2014:6). The participants expressed their viewpoints in a recorded session in a manner they would not have be able to do in a non-face-to-face questionnaire. These recordings were only done once the participant signed a permission letter which gave the researcher permission to record it. Thereafter, these recordings were transcribed by the researcher and kept safe to ensure anonymity of the participants. Therefore, the researcher gained a deeper understanding in the investigation.

3.3.2.2 DOCUMENT ANALYSIS

Data that was analysed by previous researchers can be either quantitative or qualitative (Hofstee, 2015: 128). There is a huge amount of data scattered all over world, however, the quality and quantity must be appropriate to the envisioned usage (Hofstee, 2015:129). The documents that were analysed were necessary to elucidate the information obtained from the interviews conducted. In this manner important issues were picked up during the interviews. Before the commencement of the interviews the newly appointed teachers were asked for their induction programme. This was done in order to analyse the programme, compare it to the principles stipulated in the TPI-theory and gain insight into the newly appointed teacher's working environment. In addition to this, other resources were also used during the course of the study. These resources include newspaper articles, government documents and any reports concerning induction programmes for newly appointed teachers.

3.3.3 DATA ANALYSIS

According to Johnson and Christensen (2014:588) data analysis can be defined as the process of “creating meaning from raw data.” Creswell (2014:186) expands this definition by suggesting that qualitative researchers build their patterns, categories and themes by organising information in appropriate units of information. Leedy and Ormrod (2014:143) depicts five steps of analysing data. During the course of the study these steps were used. Step one is the organisation of detail in a logical order. The researcher transcribed each semi-structured interview as well as analysed the induction programmes in order to organise the information in a logical way. This enabled the researcher to cluster the data into meaningful pieces. Step four entailed interpreting the obtained data by using the meaningful pieces in step three. The fourth step therefore involved the identification of any patterns and underlying themes and categories. In this step the researcher identified prevailing themes, categories and sub-categories. Finally, the researcher concluded with step five. This step entailed the synthesis, generalisations and conclusions drawn from the identified data.

In this study the researcher did not only use these steps but also verified them by using an inductive and deductive process in analysing the obtained data. The inductive process entailed the researcher’s to place the information in the correct theme. Thereafter, deductive reasoning was used to analyse whether more evidence or support was needed (Creswell, 2014:186). Johnson and Christensen (2014:664) call this cyclical process of collecting and concurrently analysing data “interim analysis.” A colour strip was used for each prevailing theme. This enabled the researcher to construct information and themes that reflected meaning and experiences of the novice teacher.

The data analysis therefore not only categorised the personal accounts of participants into themes, but it also gave a narrative reconstruction of each interview. The facts that were observed were also connected to the background in which they occurred. No conclusion was drawn before all the relevant data was gathered in the field.

3.4 RESEARCH DESIGN

Research design can be seen as the plan that describes the conditions and procedures for collecting and analysing data (McMillan & Schumacher, 2014:6). In this study an overall plan which described the procedures for obtaining and analysing the data was outlined. This in turn ensured that quality procedures were used, for example validity, objectivity and accuracy when the research was conducted.

There are three main research designs as stipulated by McMillan and Schumacher (2014:19), namely, qualitative, quantitative, and mixed method. The qualitative design was used for this study.

3.4.1 QUALITATIVE RESEARCH

There are two broad categories of research namely, quantitative and qualitative (Leedy & Ormrod, 2014:97). As the heading suggests, for the duration of this study the qualitative research design was chosen. Flick (2014:542) claims that qualitative research can be defined as “analysing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than numbers and statistics.” This type of design refers to questions being answered about the complex nature of phenomena. Its sole purpose is to describe and understand the phenomena from the participants’ point of view (Leedy, 2010:101), which enables the researcher to gather more descriptive data than compared to quantitative data (Leedy & Ormrod, 2014:142). This implies that each participant gave their own description of being a newly appointed teacher, instead of just simply answering yes or no (McMillan & Schumacher, 2014:185). By listening to the participants the researcher created a meaningful and rich picture of a multifaceted and complex situation.

Yin (2011:3) further elaborates on qualitative research by suggesting that this type of research is selected if the researcher wants to study a real world setting. Silverman (2006:43) argues that “the

greatest strength of qualitative research is its ability to study phenomena which are unavailable elsewhere and to analyse what happens in naturally occurring settings without being influenced by the researchers' preconceptions." According to Gay, Mills & Airasian (2009:12) "all meaning is situated in particular perspectives and contexts." In this study the researcher was interested in exploring how beginner teachers are inducted in their respective schools. In doing so, the researcher observed the participants in their natural setting and they were comfortable when answering the questions.

3.4.1.1 COLLECTIVE CASE STUDY

The term "case study" can be defined as a "bounded system over time in detail, employing multiple sources of data found in a setting" (McMillan & Schumacher, 2014:1). Creswell (2014:13) posits that a case study is a viable way to conduct qualitative research. Leedy and Ormrod (2014:143) elaborates on this definition by suggesting that a case study creates an in-depth analysis of individuals. Since case studies are bounded by activity and time (Yin, 2012:10) the researcher collected data from various procedures over a sustained period of time. During the course of this research the newly appointed teachers were interviewed and documents were collected that were relevant to the study. The case study was chosen because it focuses on core characteristics exhibited by the participants, the most important characteristic being that they were newly appointed teachers with less than five years teaching experience.

However, the researcher had to choose between two types of case studies. Starman (2013:33) refers to these case studies as single or multiple case studies. When one case is studied it is referred to as a single case study, whereas a multiple case study refers to multiple cases being studied. This would entail studying multiple individuals instead of just one, in order to give a clear understanding of "how" and "why" it is necessary to effectively implement an induction programme. Yin (2003:47) argues that a multiple case study can be used to either predict similar results or predict contrasting results. However, Stake (2006:6) maintains that by utilising the multiple case study the similarities and differences can be noted in various cases; in so doing, it enables the researcher to gain a better in-depth understanding of the phenomenon. A clear advantage is therefore seen in the

ability to use multiple cases to confirm the importance of “how” and “why” a new teacher should be inducted. This enabled the researcher to productively gather an in-depth understanding by basing the multiple case study on Yin’s (2003:6) four characteristics. These characteristics of a multiple case study is that it answers questions such as “how” or “why,” it cannot manipulate the behaviour of the participants, the contextual conditions are covered because it is relevant to the phenomenon under study and lastly, the boundaries are not made clear between the phenomenon and the context.

All four of these “characteristics” applied to the study. The main research problem starts with “how” and the literature in chapter two clearly suggest “why” an induction programme is necessary within a school for a beginner teacher. Participating teachers were not manipulated, and a clear explanation of this study was given to them. The above mentioned characteristics of the study, clearly illustrates the suitability of utilising a multiple case study.

3.5 DATA TRUSTWORTHINESS

Trustworthiness refers to the level of believability of the researcher’s findings (Litchman, 2013:292). The four criteria that ensure trustworthiness include credibility, transferability, dependability and confirmability. However according to Maree (2010:80) trustworthiness is boosted by triangulation. In this section of the research the four criteria as well as triangulation are discussed in order to ensure data trustworthiness.

3.5.1 CREDIBILITY

Moon, Brewer, Januchowski-Hartley, Adam and Blackman (2016:17) consider credibility as the “truth of the findings of a particular inquiry.” According to Starman (2013:41) procedures should be explained to the participants, the data collected should be explained and ready to be reanalysed, any negative instances must be reported, biases should be acknowledged, the fieldwork analyses

should be documented, the methods should be devised to check data and the relationship between assertion and evidence should be clarified.

When the participants were interviewed the procedures were explained in detail in order to ensure that there were no misunderstandings of the purpose and rights of each participant. The collected data was not only analysed, but reanalysed again to categorise it in recurring themes. Thereafter, there were methods enlisted to verify the obtained data. All negative instances and biases were acknowledge and reported. Hence in this study credibility therefore, demonstrated that the research was conducted in such a way that the implementation of the induction programme for novice teachers was truthfully described.

3.5.2 TRANSFERABILITY

Transferability is the ability to apply the data to a different context (Mertens & McLaughlin, 2004:107). Induction programmes are universal and their applicability is worldwide. The manner in which an induction programme is implemented can be applied within any school in the world. It is for this reason that the researcher chose this topic to study. Due to the fact that induction has such a profound impact on any individual the applicability was prominent in all the participants' schools. Each newly appointed teacher needs to be assisted and directed in making the transition from student to teacher easier.

3.5.3 DEPENDABILITY

According to Moon *et al.*, (2016:17) dependability is the “consistency and reliability of the research findings and, the degree to which procedures are documented.” The data retrieved can be replicated with other newly appointed teachers employed in the teaching profession. The study's findings were consistent and reliable. This implies that the data obtained can be duplicated using the same procedures that were utilised by the researcher. Hence, the results will always remain the same.

3.5.4 CONFIRMABILITY

Moon *et al.*, (2016:17) suggests that to achieve confirmability the researcher must demonstrate that the results are clearly linked to the conclusions in a way that can be followed and, as a process, replicated. In this study the obtained results were linked to the conclusion and recommendations were made. Furthermore, these results can be duplicated by following the same process.

3.5.5 TRIANGULATION

Simply put, triangulation is the “process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation” (Maree, 2010:298). During this study the researcher utilised interviews and document analysis to establish how an induction programme can be effectively implemented in schools. In doing so, a better understanding of the phenomenon was given.

3.6 ETHICAL CONSIDERATIONS

Creswell (2014:92) argues that ethical issues which may arise during the course of the study should be anticipated. It is for this reason that McMillan and Schumacher (2014:359) suggest that researchers should make strategy choices in the manner in which the data is obtained. An elaboration of some of the moral principles the researcher followed are discussed below.

3.6.1 FULL DISCLOSURE, VOLUNTARY PARTICIPATION AND INFORMED CONSENT SESSIONS

Creswell (2014:258) suggests that a few safeguards can be put in place to protect the informant’s rights. These safeguards include that the research objectives is explained to the participants, verbally as well as in written form, and consent should be given. Secondly, a research exemption form should be filed with the Institutional Review Board. Thirdly, the participants should be made aware of the collected data and the results from it. Finally, the participants’ rights should be

considered and looked after at all times, therefore each participant will have the right to stop the interview at any time.

In this study, a letter of request to interview the participants and analyse the induction programmes of the study participants was written to the district office. The letter clearly stipulated conditions in terms of the participation of newly appointed teachers. The researcher had a session before the commencement of the interviews, whereby the intention of the research, the nature of the research, the involvement of the participants in the research and their rights were explained to them and general questions were answered about the research. All participants were made aware that this study was purely voluntary and that at any time they could withdraw. Thereafter, the induction programme of the school was handed over to the researcher for scrutinization, and a contact time to interview the beginner teacher was scheduled. Therefore, the researcher attempted to maximise disclosure in order for the participants to feel at ease and answer the questions asked in the interview with honesty. There was a consent form given to each participant to complete before the interview commenced.

3.6.2 PRIVACY

According to Strydom (2007:61), privacy refers to “the element of personal privacy.” This is ensured through means of three practices; anonymity, confidentiality and appropriate storing of data (McMillan & Schumacher, 2014: 133). Each practice is discussed below.

- Anonymity

According to McMillan and Schumacher (2014:133) anonymity can be defined as a non-existent link between data and participants. Each participant was given a code name and questions were asked in such a manner, that the participants’ responses were objective.

- Confidentiality

Confidentiality was ensured by granting only the researcher and supervisor access to the data and participants' names as suggested by McMillan and Schumacher (2014:134). This was accomplished by collecting the data anonymously and asking participants to use their code names.

- Appropriate storing of data

Creswell (2014:139) maintains that it is important to release the details of the research so that the readers can see whether the results are credible. However, he continues to state that after five years, the data should be destroyed (Creswell, 2014:140). All the data was secured on the researcher's laptop. The researcher took extra precaution by using locks and making sure the laptop was never unattended. In addition the files were hidden and needed an access password to be seen.

3.7 CONCLUSION

In this chapter, a description of the investigation was provided. Each of the necessary components was elaborated on, in order to give trustworthiness to the study. The researcher's qualitative study focused on how an induction programme can be implemented, for newly appointed teachers, in order to prolong their teaching profession. The participants explained in their own words their experiences as newly appointed teachers and what assistance was rendered to them that made transition easier.

The research methods were divided into participant selection, data collection and data analysis. The participants were chosen by using a purposive sampling method. However, the criteria that each of the five participant had to satisfy included, no more than five years of teaching experience and that the novice teachers had to be registered with SACE.

The data collection strategies involved a detailed document analysis as well as a semi-structured individual interview. These five selected participants were given full disclosure of the research as well as a consent form they had to sign before the commencement of each interview. An arrangement was made for the researcher to go through any induction programme that was filed in the school's office building. The data obtained that was then transcribed, coded, categorised and interpreted for easier summary. Thereafter, triangulation was utilised through means of the interviews and document analysis.

The next chapter deals with the results and discussions of the collected data.

CHAPTER FOUR

ANALYSIS OF RESULTS

4.1 INTRODUCTION

Through this study, the researcher has developed a picture of the typical challenges experienced by beginner teachers, during their first five years of teaching. In the previous chapter the design and methodologies used in this research were stipulated and elaborated on. In Chapter four, the results of the data analysis, are presented. Interviews were conducted and induction programmes taken from the five selected participants and their respective schools and checked. The interview's questions were divided into three sections. The different sections dealt with the following information:

- Section A: Questions on the nature and occurrence of a school induction programme.
- Section B: Questions on the criteria of an induction programme.
- Section C: Questions on the characteristics of a mentor.

These sections centred on the requirements and importance of an effective induction programme in order to prolong the services of a newly appointed teacher. The researcher intended to present the information as it was found in the field. One of the main aims of this chapter was to provide an overview of the data analysed. This enables the researcher to assist the reader in understanding the significance of an effective induction programme. Another aim was to answer the sub-questions, that were stipulated in chapter one. They were as follow:

- Which guidelines are applicable for the induction of novice teachers in the Ramotshere Moiloa sub-district Area Office
- What theory can be used to evaluate the criteria of an effective induction programme in the Ramotshere Moiloa sub-district Area Office?

- What qualities should a mentor have in order to assist with the implementation of an induction programme in the Ramotshere Moiloa sub-district Area Office?

4. 2 REALISATION OF THE ETHICAL MEASURES

The information obtained from the documents such as, newspaper articles, government documents, induction programmes as well as research and reports on this topic was diligently read through and extensive notes were made. Throughout the research process, the researcher noted everything down that was in line with the experience of a newly appointed teacher.

The structure of the interview questions assisted the researcher in obtaining the data from the participants. These questions were used to guide the researcher during the interview sessions to give surety that all of the participants were asked similar questions. Hence, these question were used to guide the researcher in the interviews that were conducted.

An appointment was made with each principal and the research with all the relevant documentation was handed over and thoroughly explained. Thereafter, consent forms were given to the respective teachers and the research was thoroughly explained again. Each participant had enough time to contemplate whether or not they wanted to be involved in this study. The principal gave the researcher feedback on the time and date the teacher was available. An interview schedule was drawn up using the information from the five selected participants. This schedule was meticulously followed and the researcher personally interviewed each participant.

The schedule took on the following form the opening was done before the commencement of each interview. During this time the researcher explained the research again and went through the consent form with each participant. In this way the participant understood what was expected from them as well as their rights during the course of the interview. Participants were then given enough time to go through the consent form again before signing it. Each of the five interviews were done

one-on-one and lasted between 20 and 30 minutes. During the course of the interview the participants were recorded because they gave their consent. The closing of the schedule consisted of the researcher ensuring each participant that all of the voice recordings will be kept safe and the participants will remain anonymous at all time.

All the participants were made to feel comfortable before the interview started. Each on the five participants was asked the approved research questions. However, the researcher gave clarity on questions which the participants did not completely understand. The completed transcriptions were kept safe in order to ensure that the participants remained anonymous.

4.3 DESCRIPTION OF RESEARCH PARTICIPANTS

This section describes the participants that took part in the study, providing clarity on the characteristics that the researcher focused on in order to obtain the necessary data. As aforementioned the participants were selected from five different schools in the Ramotshere Moiloa Sub-District. The participants were classified as newly appointed teachers, because they had less than five years in the teaching profession. However, the researcher ensured that all of the participants were SACE registered and qualified teachers. The demographic details of each participant are recorded in Table 4.1.

Table 4. 1 Demographic of each participant

Participant	Gender	Teaching Qualification	Teaching Experience	Type of school
T1	Female	PGCE	5 Years	Town
T2	Female	Bed	5 Years	Town
T3	Female	PGCE	3 Years	Rural
T4	Female	PGCE	3 Years	Town
T5	Female	Bed	4 Years	Town

4. 4. DISCUSSION OF FINDINGS

A qualitative inquiry method was used in this study. The selected data strategies involved document analysis and semi-structured interviews. After all of the interviews were conducted the researcher transcribed the obtained data manually and coded it according to the selected themes. These themes were chosen based on the objectives of this study, the interviews that were done as well as the document analysis done. The study consisted of the following themes:


- Guidelines to implement School Induction Programmes.
- Criteria of an Induction Programmes.
- The qualities and functions of a mentor teacher.

By addressing the aforementioned the researcher hoped to shed light on the importance of an effective induction programme for newly appointed teachers. The findings furthermore revealed the way in which newly appointed teachers viewed the initial 5 years of teaching in the profession. The following section discusses the above mentioned themes which emerged in response to the questions that were asked during the scheduled interviews.

In all five of the schools the researcher visited there was no hard copy of a formal induction programme available. However, in one of the five schools, where participant T5 taught an informal induction programme was used. Gerber, *et al.*, (2001:165) view this as a completely disorganized way of assisting a newly appointed teacher, due to its lack of structure. This implies that without a basic structure of what is needed and how to go about implementing it, the chances of the newly appointed teacher successfully transitioning to their new school will only lessen. Unmistakably, starting a new job is nerve-racking, consequently to have little to no support worsens the transition phase.

The following themes, categories and sub-categories transpired from the information received. Each of the three themes dealt with various categories. Figure 4.2 unpacks each of the three themes.

Table 4.2 Themes, categories and sub-categories in the study.

Themes	Categories	Subcategories
1. Guidelines to implement a school induction programme	<ol style="list-style-type: none"> 1. Personal needs 2. Professional needs 	<ol style="list-style-type: none"> 2.1 Workload 2.2 Inadequate knowledge 2.3 Classroom Management 2.4 Lack of resources 2.5 Reality shock
2. Criteria of an induction programme.	<ol style="list-style-type: none"> 1. Strengths 2. Weaknesses 3. Commencement of an induction programme 4. Duration of an induction programme 5. Number of contact sessions 6. Other criteria 	<ol style="list-style-type: none"> 6.1 Administrative work 6.2 Time management 6.3 Responsibilities 6.4 Dress code 
3. The key qualities and functions of a mentor teacher.	<ol style="list-style-type: none"> 1. General characteristics of a mentor teacher. 2. Other characteristics of a mentor teacher. 3. Other functions of a mentor teacher. 	

4.4.1 THEME ONE: GUIDELINES TO IMPLEMENT A SCHOOL INDUCTION PROGRAMME

The first section of the interviews comprised of seven questions on how schools implement their induction programmes. However, as mentioned above none of these schools had formal induction programmes available for the researcher to analyse. The questions scheduled to be asked in this

section were still asked in order to obtain data on what guidelines can be implemented to assist newly appointed teachers in the school. Each of the seven questions were asked to the respective participants. These questions included:

- How was your first day of school?
- What is your understanding about the term “induction programme?”
- In your opinion would your first day be different if you were offered any support in your school? If the answer is YES explain how it would be different.
- What problems did you experience during your first few days as a new teacher?
- Was your pre-service training adequate in your opinion?
- Was the transition from a student to a teacher difficult?
- What did you find most stressful as a newly appointed teacher?

Data was recorded and each question was transcribed, analysed and compared with each other. In doing so, common guidelines were recorded and discussed below. These questions overflowed into different parts of the sub-questions mentioned in chapter one. It is for that reason that this section was divided into personal – and professional needs of the newly appointed teachers.

Category One: Personal needs

Each participant was aware that they had personal needs that should be catered for. Even though they were newly appointed teachers and had experiences in schools through means of practicals, it was still quite strenuous for them to walk through the doors of the school and start their new job. It is critical to remember that most teachers start off at a new school with no familiar faces around them. They simply have to sit, wait and observe what is going to happen next. In several of the questions asked of these participants, it became obvious that they recalled not knowing where to sit or what to do simply based on the assumption that they did not want to make the wrong move and make someone angry. This is peculiar in the sense that a new working environment should make their newly appointed employees feel at home. Fortunately none of these teachers had difficulties with being added to the payroll system, although none of them received financial advice that may have assisted them in working effectively with their money.

When asking the participants about their understanding of the term “induction programme”, none of them knew it referred to a supportive programme that assists them in transitioning successfully into the teaching profession during their first few years of teaching. Participant T1 stated: “*Mam, is this the school plan at the beginning of the year?*” This is a direct result of not having a formal policy implemented in the school. However, during the course of the interviews these participants emphasised the fact that the researcher explained the term when asking them to participate in this study. In turn this showcases the idea that if a proper supportive system was implemented by the schools the teachers would have been aware of such a policy and understood what it meant. Strangely enough participant T5 had an informal induction programme in place and suggested that she was “unaware” that it was called that.

The most interesting question, in this section, dealt with how each of the five participants’ first day of school was like.

Table 4.3 Emotions of the participants on their first day of teaching.

Participant	Emotion
Participant T1	Pleasant
Participant T2	Nervous
Participant T3	Uncomfortable
Participant T4	Confused
Participant T5	Inviting

The abovementioned table summarises the emotion they experienced throughout the day. The table illustrates that the majority of the teachers had a tough day. Three of the five participants felt nervous, uncomfortable and confused. Participant T3 stated that the first day of school was, “*real uncomfortable, because it was my first year and the field is different,*” and participant T3 continued by stating that, “*I did not know anything.*” This finding was validated by Sydnor (2017:227) when he refers to the excitement that the newly appointed teacher feels when entering the gates of the school; however when they start their teaching profession they compare what they learnt with what

they are experiencing and find that it is completely different to their pre-service training. Participant T2 suggested that, *"It was a little difficult to adapt to the new environment and just to find your way around."* This shows how forgetful experienced teachers become once they are absorbed by the profession. These experienced teachers neglect their responsibility of taking a newly appointed teacher under their wings and assisting them to feel at home and comfortable in their new profession (Gerrevall, 2017:3). This is illustrated by Participant T4 when she remembered that, *"I was confused I did not know what to do. They told me to sit in the office and my HoD came in and gave me my subjects to teach."* These participants' experiences were in line with the experiences of so many other newly appointed teachers. The most profound quote in response to this question was that of participant T3 when she stated that *"my principal was not welcoming."* She continued by saying that: *"it was my first time in a rural area, hence I had no prior knowledge because I never visited such an area."* According to Szeto and Cheng (2017:12) several of their participants felt that their principal was open and had a welcoming attitude; this encouraged them to actively seek advice and discuss things with him. This was not the case with participant T3 as she stated: *"the principal does not have an open door policy and I couldn't talk to her or ask questions, she just shouted orders and disappeared"*, however after three years of teaching at the school participant T3 is now seen as a valuable staff member who is respected by her principal. Needless to say, the transition would have been easier and more convenient if the principal was more welcoming. It also makes it difficult for other staff members to accept a newly appointed teacher if their "captain" does not welcome the new teacher.

Category Two: Professional Needs

In theory teaching is quite easy to comprehend. There are various teaching styles, multiple intelligences, learning preferences, learning hindrances as well as extracurricular or extramural activities that were taught during pre-service training. Implementing theory into practice is what makes teaching difficult.

In this part of the discussion, findings of the professional needs of a newly appointed teacher were identified. Steyn and van Niekerk (2012:23) identified obstacles which a newly appointed teacher

may be faced with. Hence, this part of the discussion on the findings will be divided into the workload, inadequate knowledge and skills base, classroom management, lack of resources as well as the reality shock the participants encountered as problems during their first few years of teaching.

Table 4.4 Obstacles participants mentioned

Obstacles	Participant T1	Participant T2	Participant T3	Participant T4	Participant T5
Workload		√		√	
Inadequate knowledge and skills base		√		√	
Classroom management	√	√	√		
Lack of resources		√	√	√	√
Reality shock		√		√	√

Subcategory One: Workload

The extensive workload is a problem that newly appointed teachers are commonly faced with (Haim & Amdur, 2016:359). Du Plessis and Sunde (2017:134) mention that these beginner teachers are often “dumped” with the worst classes and the undesirable subjects. This was exemplified in the words of participant T4. *“They gave me like six subjects and the next day I had to teach.”* This left the beginner teacher with minimal time to prepare the lessons and activities for the next day. Accompanied with this are the after-school activities that no one ever wants to participate in. Several participants felt that time management was problematic for them, because not only did they need to teach, but they had other responsibilities too. These responsibilities included coaching sports or preparing learners for competitions. Participant T2 was extremely overwhelmed with the amount of formal assessments she said: *“I never knew a teacher had such a lot of paper work and such a short time to submit it.”* She appeared very nervous during the interview, as if she simply wanted to go back to class in order to finish the things that needed to be submitted. Another participant listed this as the reason why she was so stressed during her first few days as a teacher by stating that the *“workload after teaching, was the worst.”* She further mentioned that this especially involved the administration work.

Subcategory two: Inadequate knowledge and skills base

It is crucial to recall that as a newly appointed teacher one has no background knowledge. This is because newly appointed teachers enter the teaching profession with no experience except for their practicals and theory they acquired during their pre-service training (Du Plessis & Sunde, 2017:133). During the scheduled interviews two participants argued that they received multiple subjects they did not specialise in. Moreover, they were told to teach these classes the next day. This implies they had to read through the content and deliver it to the learner. One participant exemplified her opinion by saying: *“Sometimes I do not know whether what I am teaching is even right.”* Participants T2 and T4 acknowledges that: *“it is a challenge to work with advanced technological devices”* and participant T1 further stated: *“I can’t even work with excel or any other program but word on the computer and one doesn’t feel comfortable asking your superior for assistance.”* Beginner teachers need to insert marks into the computer and they find this process difficult to achieve as all marks are inserted into the SAMS program. This demonstrates that not only is it an injustice done towards the novice teachers, but also the learners on the receiving end.

Subcategory three: Classroom management

The practicals that beginner teachers were introduced to during per-service training were normally accompanied by a supervisory teacher who assisted whenever the student teacher struggled. Therefore, the learners knew that they had to control their behaviour because the experienced teacher was still in the room. The scenario changes when a newly appointed teacher enters his or her class. According to Haim and Amdur (2016:348) *“beginning teachers are required to operate and make instant decisions in a new, complex social context of the school.”* Participant T1 mentioned: *“the learners took one look at me and thought that I looked like a witch, and that hurts.”* Several other participants complained that they did not know how to manage a class. Participant T3 posited: *“to manage a class is very difficult, they just do not want to behave and be quiet.”* Participant T2 also mentioned: *“I collected all of my strength to make sure that I was not selected for a register teacher.”* In her opinion this is a strenuous activity on someone that is new to the field.

Subcategory four: Lack of resources

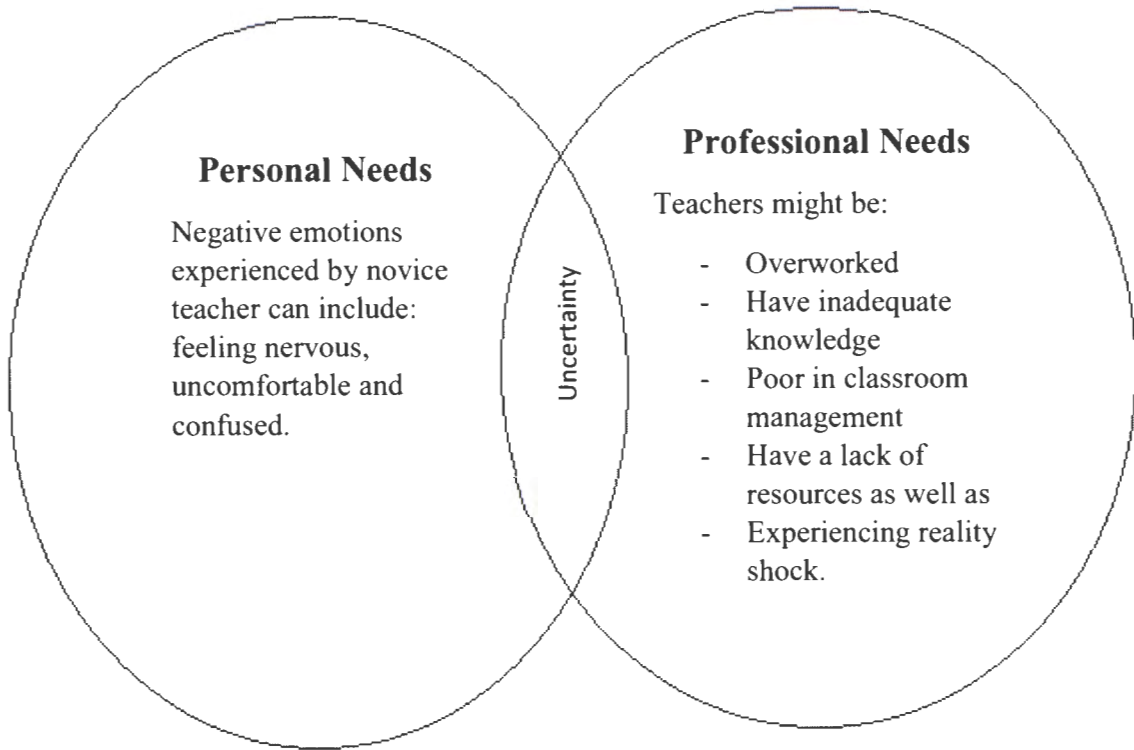
According to Steyn and van Niekerk (2012:25) lack of resources often leaves a newly appointed teacher in distress. Due to the lack of support in schools, these newly appointed teachers are left to their own devices and little to no resources are made available to them. Moreover, there are two types of resources prominent in any school. The first type can be seen as a “human resource” and the second type is seen as general information obtained from books, textbooks and the internet. One of the five participants was assisted in her respective school. She maintained: “*not only was my mentor a great ‘human resource,’ but she also provided me with proper textbooks that were of great assistance.*” However, this was not prominent in T2, T3, T4 and T5. These participants felt that there was a lack of resources available in classes.

Subcategory five: Reality shock.

Sydnor (2017:221) refers to reality shock as “praxis shock.” Often newly appointed teachers are controlled by the school’s culture on the norms of the pedagogical practice of that school. It is for that reason that their visions seem miles away from what they see as possible in their realities. Unless these beginner teachers consider how the gap between vision and reality can be traversed, they can be left feeling frustrated and helpless. Two participants contended that although they started in their schools, they did not take on the school’s pedagogical practice, but kept trying to find their own. As aforementioned participant T3 noted: “*the field was “different,” however I did not let the difference in the field define me, and I overcame the challenge of being alone and excelled in my school.*”

The needs discussed above have a direct impact on the implementation of a successful induction programme. However, if these “needs” are not met, an inter-relatedness of problems are established. This implies that the overlapping needs develops the sense of uncertainty. In turn the novice teacher does not see them self as a valuable member of the staff.

Figure 4.1 Inter-relatedness of problems



It takes time to adjust to a new working environment, and if the transition from a student to a teacher is not completed, the proper integration into the staff is not successful. Hence, to get out of that mind-set a newly appointed teacher simply has to reach out and ask for assistance from their colleagues.

4.4.2 THEME TWO: CRITERIA OF AN INDUCTION PROGRAMME

An induction programme is of the imperative to introduce a newcomer teacher into the processes and structure of a new school system. This also combats alienation.

This section of the interview questions comprised of six questions. These questions included:

- What pre-service training did you receive?
- Do you think interaction with your colleagues are important, explain your answer?
- How long do you want the induction programme to last?

- How many contact sessions with your mentor do you prefer a week?
- Would you like to settle in your class before the commencement of the term? If the answer is yes explain why and please indicate how long before the time you will need to settle in.
- What should be covered in an induction programme?

As stated above none of the participants received a formal induction programme. However, participant T5 received an informal induction programme. In this part of the discussion on the finding the researcher focused on the strengths and weakness of this participant's informal induction. Thereafter, the feedback of the other participants would be combined into what they perceived as an effective induction programme.

Category One: Strengths

Participant T5 had several opinions about the informal induction programme she received. The table below lists the main characteristics of a formal induction programme. Even though it was informal in nature the TPI-theory was still applicable in this induction programme. It is critical to recall that the TPI-theory consists of three principles, namely: Theoretical, Practical and Interaction (Ndebele, 2013:103). In participant T5's encounter she first observed her mentor teacher for three days, thereafter she was observed for three days. Furthermore she states that: *"after each session there was a contact session in which I received assistance."* Thus, this informal induction programme conforms to the TPI-theory, however it falls under the basic orientation model. Vanatta (2012:37) suggests that this model's sole purpose is to assign a random mentor for the new teacher, enable them to settle in the new environment and explain their responsibilities to them. This is the case of participant T5 as she mentions the following: *"the first available teacher was assigned to me and just the basics were discussed, I was still left in the dark."*

Category Two: Weaknesses

Participant T5 exemplified that, *"an induction should not only be classroom based."* According to Haim and Amdur (2016:348) an effective induction programme is the "socialization into the school culture and the adjustment to its social organization and ideology." However, participant T2 said

that, *"nobody showed me how to do the register, I had to sort it out myself."* This coincides with Stengers and Boers' (2015:152) argument that most teachers learn through means of trial and error. These are the problems newly appointed teacher encounter in their daily lives. They simply do not want to disturb a more experienced teacher as in the words of participant T4: *"we do not want to be seen as a nuisance, however, we teach our learners there are no dumb questions."* Ultimately, this induction programme assisted her with classroom based issues, but not extracurricular, extramural or administrative responsibilities.

The questions that were asked in the interview hinged on the following criteria of an induction programme: when it should start, what should the duration of induction programme be, the number of contact sessions, and any other criteria that should be covered for the duration of the programme.

Category Three: Commencement of an induction programme

Heyns (2000:163) suggests that a new teacher should be at school at least two days before the re-opening of schools. This enables the school management team to give a full picture of the school. All of the participants felt that the induction should start before schools starts. This implies that they were prepared to come in during the holiday in order to feel at ease. These participants felt that it would enable them to get used to their working environment. Participant T2 expressed herself by stating: *"it would help if we can settle ourselves, and prepare us to face the challenges."* This corroborates with Participant T5 when she states that: *"this would, familiarise yourself with your class and that it would "settle yourself."*

Category Four: Duration of the induction programme

Hendricks and Louw-Potgieter (2012:2) argue that an induction programme's length should vary between one and two weeks. However, these participants posited otherwise. This implies that all of the participants had different views on the duration of an induction programme. Their opinion can be depicted in the graph below:

Table 4.5 Duration of an induction programme.

Participant	Duration of an Induction Programme
T1	<i>“One term, because it is not only academic, but extracurricular activities.”</i>
T2	<i>“One month would be adequate.”</i>
T3	<i>“At least three weeks”</i>
T4	<i>“Throughout the year, because every term there is something new.”</i>
T5	<i>“One to two weeks.”</i>

Both Participant T1 and T4 proposed a longer duration of an induction program. Participant T1 felt that one full term is needed due to the fact that not only academic but also extracurricular activities need to be included. Participant T4 coincided with T1 as she felt that induction is needed throughout the year as there are always new aspects to attend to and every term is like a new beginning, especially during the first year. Participant T2 again felt that one month would be appropriate and that she will be able to master it within the timespan of one month. Participants T3 and T4 had more confidence in themselves and suggested that one, two or three weeks respectively will be a long enough duration of an induction programme. However, it is also important to note that participant T4 came from a rural area and she had no prior knowledge of such an area before starting at her job. This implies her school culture was much more difficult to adapt in than the other participants. She also hinted on the fact that during the course of the year there is always *“something new.”* This is quite prominent, there are various extracurricular activities that occur throughout the year, and thus continues support for the new occurrences would need to be given by the mentor teacher (Sutton, 2015:51).

Category Five: The Number of contact sessions

Hewitt and Wilhelm (2010:109) assigns contact sessions as a tool to decrease feelings of isolation. All of the participants saw the importance of an induction programmes divided into contact sessions. However, the quantity of these contact sessions differed.

Three of the five participants agreed that it was important to see their mentor every single day; these participants included T1, T4 and T5. However, T2 and T3, agreed that there should be at least twice a week contact with the mentor. This showcases the difference in the newly appointed teachers' personalities. For example participant T2 and T3 came across as being confident, whereas this was not the case with T1, T4 and T5.

Category Six: Other Criteria

Several other criteria were of the essence in setting an induction programme and there were four criterions in specific that all of the participants highlighted during the interviews. These criteria were: administrative work, time management, responsibilities and a dress code.

Subcategory: Administrative work

The first criterion was their belief that administrative work that a novice teacher is involved in should be explained thoroughly. The words used by participant T2 was: "*beginner teachers should be shown how to complete schedules, registers and comply with basic procedures. They should know what to do with learners when a teacher is absent, what to do when a learner falls ill, as well as when to submit tests and who to report to if things go wrong.*" According to the other participants this also involve time tables, assembly, school rules, abbreviations and acronyms for certain items such as AO, SAMS, policies and procedures.

Subcategory: Time management

All the participants emphasised the management of their time. These beginner teachers were fresh from the university and they needed to learn how to balance their everyday lives with the amount of work expected from them. Participant T1 noted: "*there just seems never enough time to complete all the work.*"

Subcategory: Responsibilities

They all agreed that novice teachers should have their responsibilities outlined. Participant T3 made mentioning of the workload in stating that: *“the workload for a beginner teacher should be kept to the minimal in order for them to find their feet.”* Beginner teachers have to be given less responsibilities and more mentors to assist them on how to perform several of the responsibilities.

Subcategory: Dress code

The importance of a dress code should not be underestimated, and a dress code should clearly be stipulated before their duty commences. Participant T2 suggested that beginner teachers be given a basic dress code due to the fact that: *“teachers in the establishment frown upon us when we dress differently from the way they do.”* The dress code of the beginner teachers differ due to the fact that most of the beginner teachers are also younger than most of the teachers at the establishment. Participant T4 stated: *“experienced teachers tend to forget that they are working with the younger generation and that they should serve as an example to them.”*

If these suggestions are followed the novice teachers will be absorb with ease into the school’s culture and ultimately function as a productive member of the staff.

4.4.3 THEME THREE: THE KEY QUALITIES AND FUNCTIONS OF A MENTOR TEACHER

Mentors are of cardinal importance as the mainstay of novice teachers (Van Ginkel *et al.*, 2016:101). Schatz-Oppenheimer (2017:275) contributes by stating that “many educational systems throughout the world ascribe decisive importance of mentoring. This support enables the individual to improve their professional socialisation and prevent isolation. Gerrevall (2017:2) maintains that if the mentor facilitates the transition from initial teacher education to professional practice, less obstacles will be in the way of the beginner teacher to succeed. In this section of the discussion the researcher elaborates on the three interview questions that were asked from section C, which included:

- Can you name characteristics of someone that you would like to mentor you?
- What should your mentor do for you?
- As a newly appointed teacher, how would you want to be assisted?

Furthermore this section was divided into the general characteristics of a mentor and their function. During this part of the discussion an elaboration on what general opinions arise were discussed. This was followed by the other opinions that were not dominant. Hence, the characteristics and functions of the mentor were discussed that the majority of the participant did not all agree with.

Category One: General characteristic and function of a mentor.

The most prevailing characteristic and function ascribe according to participants T1 and T4 was: *“being a passionate teacher, and possessing the ability to transfer that passion for teaching to your mentee.”* Teachers have the ability to be pushed and drawn back in by their learners. It takes a positive person not to pay attention to nineteen misbehaved learners, but instead focus on one learner in which you may change his or her life. Participants T2 and T3 concurred with Nolan (2017:5) in that *“the passion a teacher feels for his or her work reflects not only in their teaching strategies, but in everything they do.”* Another characteristics that was prominent with most of these participants were the willingness to take anyone as their mentor in order to ensure that they simply had someone that can support them. Hence, most of the participants mentioned that a characteristic that was really necessary in a mentor teacher was that they need to be supportive. This illustrates their desire to survive the teaching profession and their genuine willingness to work and go the extra mile.

Category Two: Other Characteristics of a mentor teacher.

Van Ginkel *et al.*, (2016:101) argues that the mentor can be seen as a novice teacher going through individualised professional development that blends showing, telling, asking and listening. This brings forth the other characteristics that were prominent during the course of the interviews.

Table 4.6 Characteristics of a mentor teacher.

Participant	Characteristics of a mentor			
	Knowledgeable	Good Listener	Patient	Good Leader
T1	√	√	√	√
T2	√			√
T3	√	√	√	
T4	√		√	√
T5			√	√

The most common characteristics that all of the participants mentioned was that a mentor teacher, has to be: knowledgeable, a good listener, patient, and lastly a good leader. These characteristics show that although most of the novice teachers did not receive any sort of induction programme, they had an idea of who might be their saviour in the school. Participant T5 said it best when she stated that, *“the problem is that come half past two everyone is gone and you are stuck with nobody to turn to.”* This is a common problem in most schools. Where one of the interviews was conducted the teachers lined up like learners waiting for half past two in order to leave. In that sense the possibility of a *“good listener”* is far less than it should be, leaving these beginner teachers to their own devices. According to Nolan (2017:14) this skill can be learnt during the course of the induction programme and should at all times keep improving.

It is crucial to recall that participant T5 received an informal induction programme. Her mentor teacher was knowledgeable in her field, although she did not list this characteristic of a mentor teacher again. Van Ginkel *et al.*, (2016:102) stress that a decent knowledge based on the policies and procedures enables the beginner teacher, to acquire the necessary skills that they need in order to be aware of their surrounding and expectations.

Lastly, participant T1 mentioned that: *“many experienced teachers have a lack of patience.”* This explains the number of participants that wish to see this characteristic in their mentor teacher.

Schatz-Oppenheimer (2017:286) claims that a patient mentor teacher is essential in enabling a mentee to confess and ask for assistance whenever they need to be supported. This ensures that a mentee gets the necessary assistance.

Category C: Other functions of a mentor

A novice teacher wants to be checked up on. According to the participants, when ensuring that the work is done the mentor teacher can see whether it was done correctly too. The participants also felt that the mentor teacher should explain the school's culture, their teaching strategies, learning barriers, classroom management skills and assist them with time management. Participant T1 explained that she wants her mentor teacher to, "*give advice and direction, however, not enforce it.*" She continued by explaining that it is important not to copy your mentor teacher, but use their ideas and methods as a guideline for your own teaching.

4.5 CONCLUSION

In this chapter, the researcher dealt with analysis of results. In realising the ethical measures, the researcher adhered to what was revealed in Chapter three. The researcher collected data from participants by having one-on-one interviews. All of the participants consented to be recorded. The researcher transcribed the interviews manually and decoded them. Three prevailing themes were selected and analysed. Participants showed an understanding of the term 'induction programme' and perceived it as a supportive programme in the workplace. Novice teacher exit from a protected environment to a place where the "young are cannibalised." Most teachers are thrown in the deep end, and given the choice of sinking or swimming. Those that decide they will swim often use the trial and error method in order to gain the necessary experience. The effect of not implementing a successful induction programme can have a negative psychological impact on the beginner teacher. In most cases these novice teachers isolate themselves from the rest of the staff. This further distances them from transitioning successfully within their respective schools. Moreover, the interviews revealed that although none of these beginner teachers received an induction

programme they had an idea of what they would have liked. These opinions were in line with the induction programmes analysed in Chapter two.

The next chapter deals with the discussion of the findings and recommendations.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter, the researcher completed an analysis of the data and the empirical findings were presented and discussed. This chapter comprises of a summary of major findings resulting from the study in accordance with the research questions. Furthermore, this chapter also provides recommendations and limitations of the study as well as the conclusion of the chapter. In general, the study explored the effectiveness of an induction programme for newly appointed teachers.

The study was conducted based on a qualitative research approach to gather in-depth details of effective induction programmes in the Ramotshere Moiloa Sub-District. The researcher collected the data from five newly appointed primary school teachers within the sub-district. It is for this reason that there were five in-depth interviews conducted with newly appointed teachers in their respective schools at the times given by the principals. Each participant was interviewed one-on-one and verbal and written consent was given. During the course of the interviews the researcher recorded all of the participants. The duration of each interview was about thirty minutes. Induction programmes were unfamiliar to newly appointed teachers, which hinders their ability to transition into effective, productive teachers.

The research design for this study was focussed on addressing the following three research sub-questions:

- Which guidelines are applicable for the induction of novice teachers in the Ramotshere Moiloa sub-district Area Office?

- What theory can be used to evaluate the criteria of an effective induction programme in the Ramotshere Moiloa sub-district Area Office?
- What qualities should a mentor have in order to assist with the implementation of an induction programme in the Ramotshere Moiloa Sub-District Area Office?

From the literature review, participants and document analysis, it was shown that it is imperative that an effective induction programme should be compulsory for any newly appointed teacher.

5.2 DISCUSSION OF MAIN FINDINGS

In this section, a summary of the main findings is provided. The discussion is drawn from the literature review, documents analysis and data interpretation. Research questions enabled the researcher to draw on main themes prominent in this study. The researcher discussed, coded and went through the process of reduction of the data using the qualitative research paradigm. The findings of the significant areas were identified as key performance indicators that illustrate the cardinal importance of an effective induction programme. Entrenched in the primary research questions, were the following sub-questions:

5.2.1 QUESTION 1: WHICH GUIDELINES ARE APPLICABLE FOR THE INDUCTION OF NOVICE TEACHERS IN THE RAMOTSHERE MOILOA SUB-DSTRIC AREA OFFICE?

Adapting to a new environment, as a newly appointed teacher, is nerve-racking; from the first moment the novice teacher walks in the school, until the last moment they leave. The first couple of weeks are described as being the “*worst*,” not knowing where to go or what to do. There was also the issue of the participants not even knowing the term ‘induction programme’. This shows the difficulty of transition they experienced in their respective schools.

Support is vital for any institution employing graduates. It is critical to recall that newly appointed teachers have no teaching experience, nor do they know how to balance work with everyday life.

All of the participants highlighted this opinion by stating that a mentor is a critical component in order to “*better circumstances and knowing what to do.*” It is for this reason that support can be divided into two components, namely personal and professional support.

Personal support, more specifically the emotional support a beginner teacher needs to survive their first couple of days is quite important. The lack of this type of support was prominent in four of the five participants. An example given was one of the participants whose principal did not even make her feel comfortable, instead she felt that she was unwelcome in the school. Two participants emphasised that they were told to sit in the staff room and did not know where to sit. Feelings of insecurity are noticeable with any new employee, however nobody rendered assistance in making their first day something to remember and not regret.

The professional support was easy to depict in the questions. These are the problematic areas that made the transition more difficult, for example, giving the newly appointed teachers subjects they did not specialise in, or asking them to teach the next day something they did not understand themselves. One participant was given six subjects to teach, among which she only specialised in two. Various participants hinted on the fact that they needed assistance in time management and classroom discipline. The first day in a school showcases to the learner where they stand with you. A participant clarified this by stating “*learners act like psychologists, they know how to push you and until where.*” The results of the personal and professional needs assessment were analysed and it was clear that the majority of the newly appointed teachers were not given these types of support.

Schatz-Oppenheimer’s (2017:275) categorisation of the needs of a newly appointed teacher assisted the researcher tremendously. By dividing the needs into Personal and professional needs, a clear differentiation was seen. According to Gerrevall (2017:3) if these needs are not met, then the system leaves the novice teachers to take care of themselves, thus, ultimately preparing them for failure.

The researcher also found that apart from personal and professional support, technological support must also be added. Living in the twenty-first century should not imply that novice teachers are equipped with the working knowledge of all the technologically advanced equipment. Therefore, a workshop should be given, enabling them to effectively use it within their respective schools.

5.2.2. QUESTION 2: WHAT ARE THE CRITERIA FOR AN EFFECTIVE, INDUCTION-MENTORING PROGRAMME?

The study established that newly appointed teachers are extremely eager to learn. The majority of the participants regarded starting a few days before the rest of the staff members are starting as an essential component for an induction programme. Furthermore, these novice teachers wanted to be aware of their mentors from the first day. There was also a need emphasised for the mentors to check the novice teachers' progress throughout the duration of the induction programme, and not simply assume that they were coping. Additionally, there was a request that the mentor teacher only facilitates the learning process of the beginner teacher, and not impose their teaching strategies on them. This implies that the newly appointed teacher was still left with interpreting a lesson in their own creative manner and not simply following the directions of a mentor teacher down to the letter.

An alarming result was that the majority of teachers felt misused through means of the “dumping” of the subjects that they clearly did not specialise in. What makes this worse is that no assistance was rendered to the beginner teacher with these unfamiliar subjects. On the contrary these beginner teachers were expected to teach them the following day. Lastly, it was found that the crucial factors a newly appointed teacher needs to comprehend, before school starts, was not addressed. These crucial factors consisted of classroom management, subject didactics or content, the grouping of learners, the handling of different learners, assessments and homework as well as moderation arrangements.

According to Steyn and van Niekerk (2012:23) a clear expectation of the various responsibilities of the novice teacher should be dealt with ahead of time. The novice's over eager attitude needs to

be maintained and a principal can only do so if the needs of the novice teacher are met (Sydnor, 2017:221). Nolan (2017:1) continues by adding that induction does not have to be a “one-time task,” but rather a continuous process. Although all the participants’ opinions on duration and contact sessions differed, it was obvious that they all agreed that an induction programme is needed in any school.

A brand new, 21st century induction programme should be compiled and tested in South African schools. It is absurd that so many young, eager and insightful teachers leave the profession because of factors that could have been prevented. Only an evaluated and ongoing induction programme would decrease the extremely high teacher attrition rates.

5.2.3. QUESTION 3: WHAT ARE THE QUALITIES AND FUNCTIONS OF A GOOD MENTOR TEACHER?

The qualities and functions of a mentor teacher work hand-in-hand with one another. This implies that without the one the other will become impossible. The analysis of the different qualities and functions of a good mentor showcased that these participants were committed to learn in order to adapt. The participants would even come before school starts in order to be thoroughly prepared. Hence, a mentor is needed that is equally committed to assist his or her mentee.

Other characteristics on which the participants agreed were the mentor teacher being supportive and passionate. This is because the personal - and professional support a mentor offers can either assist or tear a beginner teacher down. It is also vital for a novice teacher to see to it that after a number of years in the teaching profession the passion of teaching does not fade away, but continues to grow. These mentors start a cycle of caring so that when the role shifts and the novice teachers are seen as the experienced teachers they will know how to assist. It is for this reason that the mentor must be knowledgeable in their field, but in turn also be patient and a good listener.

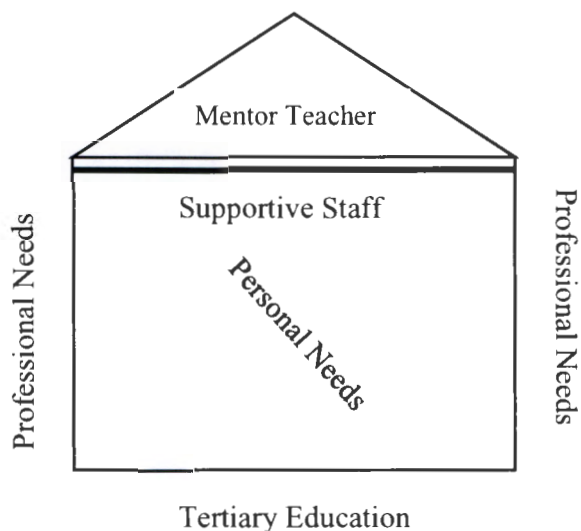
The contact sessions between the mentor and mentee can only be a success if there is constant communication between the two. However, apart from constant communication it is vital that there

is also respect. The mentor teacher should not lecture, but facilitate; this will ensure that the creativity still remains with the beginner teacher. This in turn showcases that a mentor is a good leader and does not simply instil their teaching practices and strategies on a newcomer but develops the skills that they have and works on their weaknesses. In doing so, both mentee and mentor benefit from the process.

This critical need for a more experienced mentor is emphasised by Nolan (2017:4) and Gerreval (2017:3). According to Szeto and Cheng (2017:13) if these qualities are not present in mentor teachers, mutual growth will not be able to occur, rendering the induction programme useless.

The main findings in this section can be summarised in figure 5.1 below. This figure represents a house. First we have the foundation, which is a fundamental part. This is the tertiary education teachers received to be SACE registered and equipped to teach learners. Thereafter, we have the walls, this part of the house is constructed using professional needs. Without the necessary resources and support from the school, a teacher will not be able to produce the results which they are capable of. However the roof will not be supported without lintels. The lintels represent the responsible parties which are not always directly involve with the novice teacher, but contribute to the success of an induction programme. This would be supportive staff members as well as other colleagues in the school. The roof is the individual that helps the newly appointed teacher to stay dry, this is the mentor teacher. Their passion, knowledge, enthusiasm alights the novice teacher not only to manage what is expected from them, but aspire to do more. Lastly, we have the inside of the house. This part is not always discussed. Personal needs of the novice teacher are of often neglected and if they are not met the newly appointed teacher will become drained and leave as soon as a new opportunity is given to them.

Figure 5.1 The newly appointed teacher's house.



5.3. RECOMMENDATIONS

From the literature review, participants and document analysis, it is evident and of the utmost imperative that an effective induction programme should be compulsory for any newly appointed teacher.

Arising from the literature and empirical findings of the study, several recommendations were proposed. The following recommendations are clustered under different headings for convenience.

5.3.1 RECOMMENDATIONS FOR THE PRINCIPAL

- A newly appointed teacher should start at least a week before the re-opening of school. During this week the newly appointed teacher should be assigned and given time to decorate their classroom, understand the layout of the school, and receive the policies of the school as well as the textbooks of the allocated subject; a preliminary timetable should also be given.

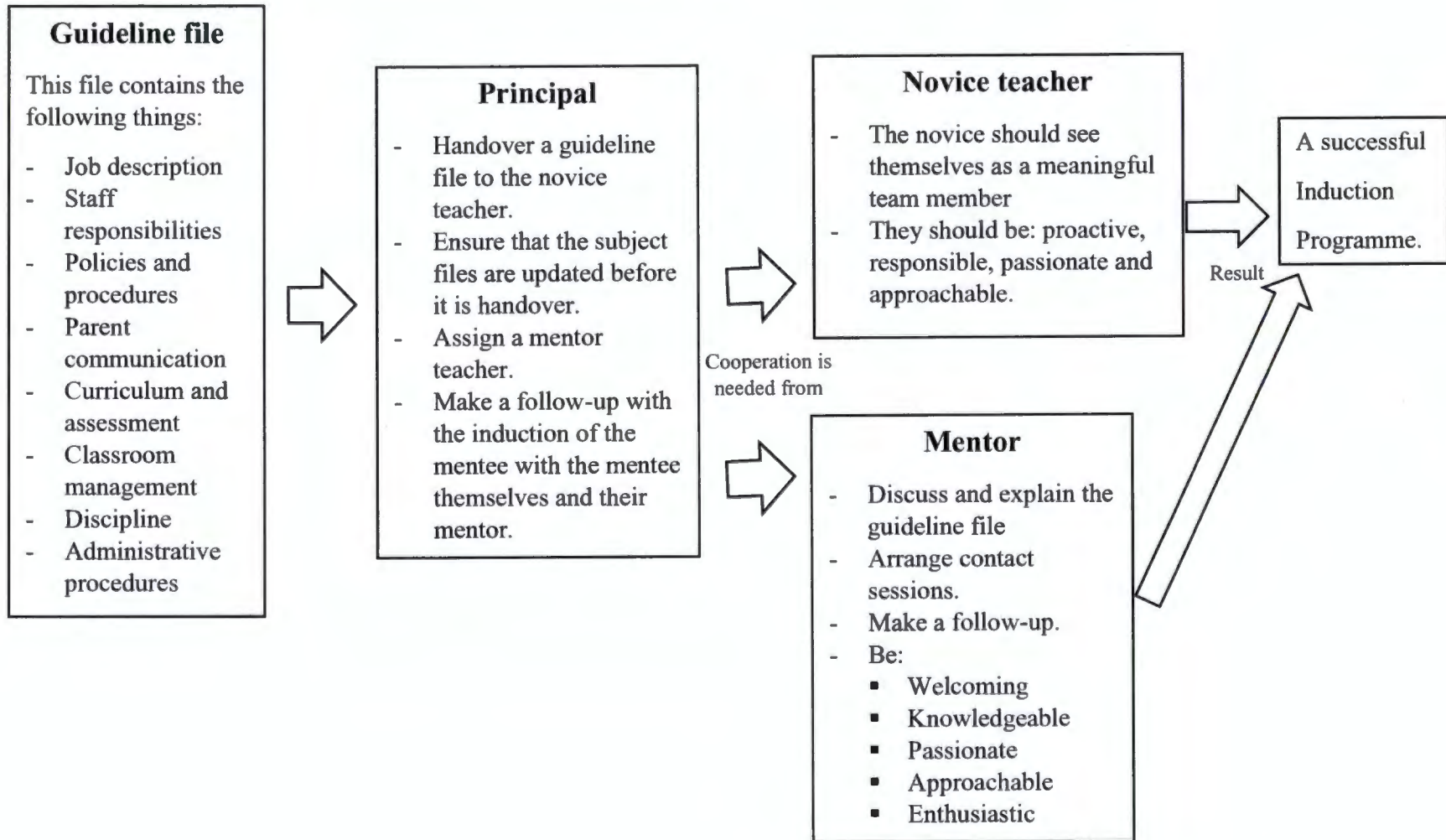
- The principal should prepare and hand over a guideline file of what is expected from both the mentor and the mentee. This guideline file will allow the mentors and mentees to see an outline of their roles and responsibilities.
- Before handing over subject files the principal needs to ensure that the subject file(s) are updated and correctly done. This will enable the novice teacher to have a background of what is supposed to happen in the allocated subject(s).
- A mentor teacher should be consolidated before being assigned a mentee. This implies that the mentor should have the right to highlight his or her opinion in becoming a newly appointed teacher's mentor. If the principal assigns a mentor to a novice teacher that does not want to be one in the first place, it may be problematic for the newly appointed teacher.
- The expectations and job responsibility needs to be addressed as soon as possible with the novice teacher.
- Regular meetings need to be held and minutes must be made available for review.
- The principal should whole-heartedly welcome all newly appointed teachers to the school. In doing so, assurance is rendered to the novice teachers and proper guidance can be given in their first five years of teaching. As specified in Chapter Two, these are the most critical years of the teaching profession. The principal should, therefore follow-up with the newly appointed teachers on a monthly basis to see whether induction is truly taking place.

5.3.2 RECOMMENDATIONS FOR THE NOVICE AND MENTOR TEACHER

- The newly appointed teacher as well as the mentor need to try to establish a relationship. It is crucial to remember that communication goes both ways. Thus, the novice teacher cannot only expect the mentor teacher to talk in these contact sessions.
- Novice teachers should not be afraid to ask, when they are experiencing problems. These novice teachers should regard themselves as valuable members of the “school team.”
- Newly appointed teachers should be proactive in attaining answers to problematic issues in the school, instead of waiting for answers.
- The assigned mentor teacher needs to arrange continuous contact sessions. These contact sessions can be organised fortnightly with the new teacher, especially in the first few months of teaching. Later, the contact sessions can be reduced depending on the progress of the newly appointed teacher. However, it should not fade away completely, when it seems as if the newly appointed teachers have adapted to their teaching role.

These three recommendations to the responsible parties can be outlined in the figure 5.2 below. It illustrates that there are components that are vital for the successful implementation of a successful induction programme. The guideline file, principal, mentor and novice teacher depend on one another to ultimately have a positive outcome of retaining the newly appointed teacher in the school as well as better the learners academic achievement.

Figure 5.2 A guideline for the successful implementation of an induction programme



5.3.3 RECOMMENDATIONS TO FURTHER RESEARCH

The study enabled the researcher to consider potential topics for further research. These topics involve:

- An in-depth investigation on the experience of veteran teachers as mentors.
- A study on teacher adaption to newly introduced programmes or training programmes.
- The effectiveness of the Continuing Professional Teacher Development initiative within South African schools.
- The experiences of a veteran teacher versus those of a novice teacher.
- A programme for the training of mentor teachers.

5.4 LIMITATIONS OF THE STUDY

During the course of the study there were several limitations noted:

- This study was limited to Ramotshere Moiloa Sub-District Area Office Schools only and teachers from other schools in the country might have different perceptions on induction programmes in their respective schools.
- Travelling from one school to the other was difficult as it costed a lot of money.
- Some of the schools were not that receptive.
- The scarcity of newly appointed teachers was prominent.
- Principals made the arrangements of interview times for the interviewees.
- The researcher realised that some of the participants might be holding back information during interviews.

5.5 CONCLUSION

In this chapter, the conclusions, findings, recommendations and limitations of the study were discussed. The conclusions summarised the contents of the chapters within the study. In the findings it was demonstrated that the importance of an effective induction programme was evident

among primary teachers. An Induction programme is therefore viewed as a programme which assists in making the transition from student to professional teacher smoother and quicker. The participants within the sub-district established that the effective implementation of an induction programme will not only assist beginner teachers in their transition, but retain them within the profession. These newly appointed teachers not only gave guidelines for a successful induction programme, but also what the criteria should be as well as the qualities and characteristics of their mentor teacher. This enabled the researcher to make recommendations for the school management teams, Department of Basic Education, teachers as well as further studies.

Prospective teachers are faced with negative headlines in newspapers on a daily basis. They want to be the change. These teachers enter the field with high hopes and intentions to be the change needed, but they are unequipped. With no formal induction programme offered to newly appointed teachers the transition from student to teacher will be delayed. Consequently, these teachers leave the Educational Department permanently. A well-structured induction programme is therefore needed to prolong the services of these newly appointed teachers. In order to do so the schools in South Africa have to change individually, in order for the system to change. This implies that the negative outlook on the Education Department in South Africa can change if schools have the intent to be the change.

A study of this nature is recommended as it sheds light on the problem of the attrition of newly appointed teachers.

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APPENDIX A



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metsameko
NORTH WEST PROVINCE

10 Nelson Mandela Drive,
Mafikeng
Private Bag X10,
Mmabatho 2735
Tel: (018) 388-1984 / 3383
Fax: 086 513 9881 / (018) 381-8200
e-mail: bmonale@nwpg.gov.za
e-mail: omolete@nwpg.gov.za (Off. Man.)

NGAKA MODIRI MOLEMA DISTRICT

Enquiries Telephone : S.O. Molete
018 - 388 - 3383

To : Sub District Manager
Circuit Managers
School Managers
Ramotshere Moilola Sub District

From : Mr B.E. Monale
District Director

Date : 27 July 2017

PERMISSION TO CONDUCT A RESEARCH IN PRIMARY SCHOOLS

Permission is hereby granted to **Mrs S. Kassimatis, Student No.: 26976390**, who is a Masters Student at North West University – Mahikeng Campus to conduct a research on ***"Implementation of an induction programme for Primary School novice teachers In the Ramotshere Moilola Sub District"***.

School Managers are herewith requested to provide her with support during the research process and necessary support.

Permission is granted on the basis that prior arrangement is made with School Managers to avoid disruption of learning and teaching.

Your cooperation and support in this regard is highly appreciated

Yours in education,

Mr B.E. Monale
District Director

APPENDIX B

Sukoluhle Mlambo
P. O Box 8482
Empangeni Station 3910

2 November 2017

To whom it may concern

Please let this letter serve as confirmation that I, Sukoluhle Mlambo, provided technical editing services for **Shantal Kassimatis** whose research is titled, "**Implementation of an Induction Programme for primary school novice teachers in the Ramotshere Moiloa Sub-District Area Office**", for her Master of Education degree at North-West University.

Please feel free to contact me if you require any additional information.

Sincerely,



S. Mlambo, PhD

Cell: 079 825 6883

Office: 035 902 6112

Email: suko.mlambo@gmail.com

APPENDIX C



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046,
Mmabatho South Africa,
2735

Tel: 018 389-2111
Fax: 018 392-5775
Web: <http://www.nwu.ac.za>

Education Leadership Development
Tel: 018 3892500 (Secretary)
E mail: eliza_senne@nwu.ac.za

23 May 2017

District Official
Mr Benny Monale
North West Department of Basic Education
Mafikeng

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that Mrs. S Kassimatis (Student Number 26976390. is a Masters student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: Implementation of an induction programme for primary school novice teachers in the Ramotshere Molloa Sub-District Schools.

Permission is hereby kindly requested to enter Ngaka Modiri Molema District to collect data from teachers. The Data collection will be by way of interviews.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: Dr. A Petser – phone number 082 375 6636.

Herewith permission is kindly requested to perform this research in your District. It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

.....
Prof P N. Diko (Director)
School for Education Leadership Development
North-West University (Mafikeng Campus)
Mmabatho

APPENDIX D



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES UNIVERSITEIT

Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel: (018) 299-4900 Faks:
(018) 299-4910
Web: <http://www.nwu.ac.za>

**Institutional Research Ethics Regulatory
Committee**

Tel: +27 18 299 4849

Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Resource Research Ethics Committee (HRREC) on 02/08/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Implementation of an induction programme for primary school novice teachers in the Ramotshere Moiloa Area Office	
Project Leader/Supervisor: Dr AMF Pelsler	
Student: S. Kassimatis	
Ethics number:	N W U - 0 0 6 5 8 - 1 7 - A 9
<small>Letter: N = Submission; W = No Submission; P = Permission/Authorisation; A = Approval</small>	
Application Type: Single Study	Risk: NA
Commencement date: 2017-08-02	Expiry date: 2020-08-02

Special conditions of the approval (if applicable):

- x Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- x Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please read the following:

- x The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:
 - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project. - Annually a number of projects may be randomly selected for an external audit.
- x The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- x The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a re-application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date.
- x In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented
 - the required annual report and reporting of adverse events was not done timely and accurately, - new institutional rules, national legislation or international conventions deem it necessary.

x HRREC can be contacted for further information via Estie.Emtsch@nwu.ac.za or 018 269 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Digitally signed by

Prof LA

Prof LADu Plessis

APPENDIX E

CONSENT LETTER TO PARTICIPANTS

Dear Participant (Educator)

REQUEST TO CONDUCT RESEARCH IN SCHOOLS IN THE RAMOTSHERE MOILOA SUBDISTRICT AREA OFFICE.

My name is Ms. Shantal Kassimatis (Nagel) and I am student at the University of North West (Mafikeng Campus), Faculty of Education, and Department of Education Management. The research I wish to conduct for my Master's Dissertation is titled "Implementation of an induction programme for primary school novice teachers in the Ramotshere Moilola sub-district area office." The study aims to establish guidelines that are applicable for the induction of novice teachers in the Ramotshere Moilola Sub-district Area Office. The study further aims to evaluate the criteria of an effective induction programme in the Ramotshere Moilola sub-district Area Office by using the TPI-theory. Lastly, the study aims to see what characteristics a mentor should have in order to assist with the implementation of an induction programme in the Ramotshere Moilola sub-district Area Office. The knowledge and research obtained from this study will be relevant and valuable to the School Management Team and teachers with regard to school based continuous professional development.

Participation in this study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences to them. All the participants will be given letters of informed consent which will explain the nature, purpose and objectives of the study. The letter will also include the title of the study as well as the details of the researcher. Confidentiality and anonymity of all participants is guaranteed as no participant will be required to provide their names, names of school or any personal details that could identify them or be traced back to them.

This project will be conducted under the supervision of Dr. A. M. Pelsler (University of North West). I hereby request for your consent to be interviewed.

Student Number: 26976390

Yours sincerely,



Shantal Kassimatis

INFORMED CONSENT FORM
SHANTAL KASSIMATIS (NAGEL), STUDENT NUMBER: 26976390
TOPIC: IMPLEMENTATION OF AN INDUCTION PROGRAMME FOR PRIMARY
SCHOOL NOVICE TEACHERS IN THE RAMOTSHERE MOILOA SUB-DISTRICT
AREA OFFICE.

I, _____, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project _____.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the project and my participation.	<input type="checkbox"/>
3.	I voluntarily agree to participate in the project.	<input type="checkbox"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	The procedures regarding confidentiality have been clearly explained to me.	<input type="checkbox"/>
6.	An audio form of data collection has been explained to me.	<input type="checkbox"/>
7.	The use of the data in research has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data.	<input type="checkbox"/>
9.	I understand that I will not be identified in any way and I will remain anonymous.	<input type="checkbox"/>

Observation:

Hereby I agree that the student will have access to the following pieces of information:

- Induction programme

Participant:

Signature

Date

Researcher:

S. KASSIMATIS (NAGEL)

Date

APPENDIX F

INTERVIEW QUESTIONS: TEACHERS

IMPLEMENTATION OF AN INDUCTION PROGRAMME FOR PRIMARY SCHOOL NOVICE TEACHERS IN THE RAMOTSHERE MOILOA AREA OFFICE.

SECTION A: QUESTIONS ON THE NATURE AND OCCURRENCE OF A SCHOOL INDUCTION PROGRAMME

1. How was your first day of school?
2. What is your understanding about the term “induction programme?”
3. In your opinion would your first day be different if you were offered any support in your school? If the answer is YES explain how it would be different.
4. What problems did you experience during your first few days as a new teacher?
5. Was your pre-service training adequate in your opinion?
6. Was the transition from a student to a teacher difficult?
7. What did you find most stressful as a newly appointed teacher?

SECTION B: QUESTIONS ON THE CRITERIA OF AN INDUCTION PROGRAMME

1. What pre-service training did you receive?
2. Do you think interaction with your colleagues are important, explain your answer?
3. How long do you want the induction programme to last?
4. How many contact sessions with your mentor do you prefer a week?
5. Would you like to settle in your class before the commencement of the term? If the answer is yes explain why and how long before the time.
6. What should be covered in an induction programme?

SECTION C: QUESTIONS ON THE CHARACTERISTICS OF A MENTOR

1. Can you give me characteristics of someone that you would like to mentor you?
2. What should your mentor do for you?
3. As a newly appointed teacher, how would you want to be assisted?