

FITTING INTO AN ESTABLISHED COMMUNITY: THE NARRATIVES OF NOVICE TEACHERS IN KWAZULU-NATAL HIGH SCHOOLS.

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DECLARATION

I, Miss Thobeka Hlanzeka Gcabashe (214513934), hereby declare that:

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.....

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ABSTRACT

This research dissertation entitled “Fitting into an established community. The narratives novice teachers in Kwazulu-Natal rural high schools” focus on how novices’ teachers fit into an established society of teaching and learning. This study aimed to explore experiences of settling into an existing school context. This study also explores what challenges novice teachers experience in settling themselves into their new teaching environment. This study was conducted in four high schools that are based in Kwazulu-Natal under ILembe district. In each of the four schools one novice teacher was purposively selected to partake in the study.

The methodology employed into this study is narrative Inquiry. The findings of the study demonstrated that they did not receive proper essential support that was necessary for them to settle into the workplace Moreover, the result of this study revealed that some structures in the school such as the head department were not fully aware about what needed to be done promote great novice teacher socialization.

LIST OF ACRONYMS AND ABBREVIATIONS.

BE d	Bachelor of education.
B E d Hons	Bachelor of education Honours
DBE	Department of Basic Education
HOD	Head of Department
KZN	KwaZulu-Natal
NT	Novice teachers
SA	South Africa
UKZN	University of KwaZulu-Natal

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CHAPTER ONE

Contextualizing the study

1.1 Introduction

Every year, approximately twelve thousand newly qualified teachers emerge from higher education institutions within South Africa and are available to the school education system for employment. Most find jobs as teachers and are expected to take on full teaching responsibilities like that of experienced teachers. The transition from a student teacher to a qualified teacher in a teaching position is a big step and maybe very daunting. The literature on novice teachers' experiences suggests that this transition can be very challenging (Dishena and Mokoena, 2016, p337). In addition, the literature also suggests that support to novice teachers is minimal and relatively superficial (Blasé, 2016), resulting in these newly qualified teachers finding solutions to challenges experienced. It is in this domain that I locate my study on novice teachers with a specific focus on their experiences of Fitting into an established school community. This chapter, therefore, presents an argument for why this study is needed, the research focus, research questions guiding the study and, a brief description of the research design for the generation of data.

1.2 Background to the study

Teachers are of basic elements of the education system and have a critical role in this profession (Kozikoglu, 2016). They have important responsibilities in the creation of an ideal social order through education. The first year of teaching is seen as a significant year as it contributes to a teacher's professional career. "Drawing on meta-analyses examining teacher's attrition is often seen as a problem associated with individuals or contextual factors" (Clandinin, Long, Schaefer, Downey, Steeve, Pinnergar, Robblee, Wnuk 2015, p.2). According to (Clandinin, Long, Schaefer, Downey, Steeve, Pinnergar, Robblee and Wnuk (2015) in their research which focused on individual factors, they are four themes that were identified, these themes include burnout, resilience, demographic features, and family characteristics. The authors further note that the problem of early career teacher attrition was mainly situated within individual. The authors further contend that they are also contextual factors such as teacher support, salary, professional development, collaboration, the nature of context, student issues and teacher education. Clandinin et al, (2015) argue that the factors that mediate beginning teacher's decisions to leave the teaching are categorizing them as individual and contextual factors which

can artificially divide beginning teachers lives into professional and personal ones, making it difficult to achieve a holistic view of the lives of beginning teachers. The first-year experience of a novice teacher is crucial and can determine whether s/he will remain or not as a teacher. This study, therefore, explores this first-year experience of teachers as they settle into the school context that they are employed to. The study also identified the challenges these novice experience and find workable solutions that can assist newly qualified teachers to be better prepared in the world of work as a teacher.

1.2.1 The Rationale of the research study.

My life as a novice teacher.

As a newly qualified teacher in one of the schools in the iLembe district at KwaZulu -Natal where I was employed for nine months, no proper guidance was given to me to settle in as a teacher who has just come from the university. As a novice teacher, I needed guidance on how I should adapt to the school culture and knowing and understanding what is expected of me as a teacher in that school. I experienced several challenges in settling into the school environment. These challenges included knowing and understanding the school policies to adapt to working with learners, managing in disruptive classrooms, and socializing and collaborating with teacher colleagues. I was not assigned to a mentor and as such, I had to figure out a lot of things by myself. I had to ask teachers from other schools because in the school where I was teaching no one was ready and willing to help me. The literature, on novice teachers also reflect some of these challenges that novice teacher experiences. “While there are induction programs for novice teacher’s implementation and adequacy of such programs vary according to the nature and types of schools and who leads the schools” (Dishena and Mokoena ,2016, p337). How novice teachers in these varying school contexts adjust to their roles as teachers is still a big concern for the school communities. It is in this context that I explore how novice teachers adapt into an existing school community, what challenges, and opportunities they experienced, and how they addressed the challenges.

1.2.2 The Purpose of the study

The purpose of this study is to explore the challenges and opportunities of novice teachers in their attempt to settle into a school environment. This study will focus on the narratives of teachers as they recall their experiences of fitting into their new teaching environment. I have chosen to focus my exploration within rural school contexts to address some of the concerns about rural education.

1.2.3 Research questions

Main research question:

What are novice teachers' s experiences of settling into an existing school context?

Sub-question:

- (i) What challenges do novice teachers experience in settling themselves into their new teaching environment?**
- (ii) How do novice teachers negotiate these challenges in settling into the school context they are employed in?**
- (iii) What support does novice teachers need to settle into a school context?**

1.3 The concept Established Society.

The concept establish means to find, institute, build or bring into being a firm to stable basis, (Dictionary,2021). The concept established is related to stable through its Latin roots and has many meanings, however for this study it describes building on a stable foundation, (Dictionary ,2021). It is also highlighted that established also means setting a policy. In the context of the study established imply that novice teachers have to establish (build) themselves in teaching and learning communities, in this case community refer to the school where they will be employed to work as newly qualified teachers.

1.3.1 Who are considered Novice teachers.

Simpson (2005) captures the essence of conceptualizing a novice teacher by suggesting that she/he is a teacher who is new to the field of education, who has obtained an educational qualification, is accredited with teaching academic record, and holds not more than three years of teaching. Various scholars have identified the status of novice teachers in different ways. Jansen (2012) define novice teachers as those having two years or less of teaching experience. Kim and Ruth (2011) in their study on novice teachers and their acquisition of work-related information, define the term novice teachers with less than five years of teaching experience. Moreover, Huberman (1993) conceived novice teachers as those with less than three years of teaching. Drawing from the scholars, it seems that there is no clear indication of who is considered a novice teacher in terms of duration from first appointment as a teacher. For the study and in line with the intent of the study, novice teachers are viewed as those in their first year of employment as newly qualified teachers. Due to the uncertainty of employment soon after completing their qualification, it may be possible that newly qualified teachers may not be immediately employed in the school education system. Hence, in this study, novice teachers are qualified teachers who may take up an appointment as a teacher either upon immediate completion of a teaching qualification or that they take up a position as a teacher when they become employed in a school for the first time. This study excludes newly qualified who had some experience of settling into an established work environment and may influence the kinds of challenges that may otherwise have experienced had they been employed as a newly qualified teacher into a teaching post.

1.4 Employment of newly qualified teachers.

After qualifying for a bachelor's degree, which is done over a minimum of four years in the universities across South Africa, teachers must try to find employment. Previously unemployed teachers had to hand in their curriculum vitae in education circuit offices for teaching jobs. In the education circuit, school principals would go and pick up the names of unemployed educators whose subject specialization suites the vacancy in their schools. However, the Department of basic Education later changed its procedure of employing newly qualified teachers. The procedure is not the same for different provinces. In some provinces, teachers may be employed by simply submitting their qualifications and CVs to the schools where they are vacant and in other provinces. Teaching posts must firstly be approved by the circuit office (Education Department), after they have been approved the school can design posters to advertise that vacancy.

According to the KZN - Department of Education (2013) circular No 03 database is used more widely to facilitate the employment of newly qualified teacher. When a qualified teachers has to obtain their qualifications, they must first register their personal and tertiary educational details on the Department of Education online database. The online database was created by the Department to be used by the unemployed educators. In the database, teachers must upload details of subject specialization, language preferences and other subjects that are not in their majors they may prefer to teach. The database helps the Department to identify how many teachers are placed for employment and how many are not employed. In this database, the unemployed teachers can share their geographic location so that they can be selected for interviews in their desired locations, which also signifies that they have a choice of where they would like to be employed.

The names of the unemployed educators are taken from the database. The education district department is the one that has the duty of selecting names with certain desired subject specializations. During this selection, five names of unemployed educators are selected to partake in the interview, from which one will be employed in that school. Principals have the right to invite the candidate to the interviews. Telephone or short message service may be used to invite the unemployed educators for an interview. The interview questions are taken from the Norms and standards of education. When the teacher is employed, they are then automatically removed from the database. The above process of securing employment for newly qualified teachers is not the same as teachers with contractual bursaries like (Funza

Lushaka), a national bursary scheme that provides bursaries to students in identified areas of teaching specialization based on national and provincial needs. Those qualified teachers who were given a contractual bursary are not required to upload their personal and educational details on the database. These bursary students are only required to submit their letter of qualification to the Department of an Education district in their surroundings. They are placed in any school that indicated a vacancy requirement that matches any unemployed bursary holder. An unemployed qualified teacher that holds any other bursaries, like the National student Financial Aid system (NSFAS), may upload their names in the online database so that they can be considered for employment. They must undergo an interview session where only one educator will be appointed.

Some posts are created and advertised by the school governing bodies for teachers outside the department of basic education established posts. When the teachers are employed, they are paid by the school drawing funding from their school's operating budgets, usually. Newly qualified teachers experience their first challenges of securing a teaching position in a school. Sometimes newly qualified teachers are employed as permanent employees or as contract employees or temporal employees of the Department of basic Education.

1.5 Induction of newly qualified teachers into the teaching profession.

“New teacher induction programs are comprehensive initiations or introduction to a position that provides inexperienced teachers with necessary models and tools for beginning their teaching careers, as well as specific guidance aimed at helping them meet performance standards” (Sherrod, 2021, p.20). Jackson (2019, p5) indicates that induction of newly qualified teachers may include mentoring assistance in planning, professional development, and evaluation. The author further argues that new teacher induction is a three-year comprehensive system of aligned support and professional learning opportunities designed to improve teacher effectiveness, increase teacher retention, and impact student achievement. Based on the study conducted by Jackson (2019) new teacher induction is vital as it is ongoing support of the induction program, which includes the new teacher institute, site-based mentoring, and ongoing professional development. Peterson (2017) as cited by Jackson (2019) an education faculty member at the University of Johannesburg, South Africa explored new teacher descriptions of their experiences in the ‘Limal’ stage which is identified as the stage between a student teacher and entering the professional world of the early grade classroom. Furthermore, it shared a belief that the role of a teacher is critical in preparing the youth for a dynamic world. Jackson

(2019) further argues that the purpose of these induction program meant to professionally prepare teachers needs to be designed keeping in mind the ever-changing world.

1.6. Head of a department role in teacher induction.

Department of Education (2013) notes that job description documents for the Head of a Department in schools includes serving as subject specialist that has both a teaching and management responsibility. The learners are expected to engage in meaningful interactions with novice teachers. Their role also includes making sure that the subject department functions are in a productively and effectively manner. The Head of a Department is also given a duty of to work closely with a beginning teacher in their department, to providing guidance and support. This suggests the Head of Department plays a hugely important role in what teachers do and how they are inducted into the workplace.

1.6.1 Subject Advisors in their role as mentors to novice teachers.

Subject advisors also play a significant role in the induction of newly qualified teachers in the teaching profession. According to Kzn Department of Education (2011), guidelines on the organizations, roles, and responsibilities. Subject advisors are specialists in teaching a specific subject. The duty of the subject advisor includes visiting the secondary school regularly to advise teachers on matters about the content and teaching methodology of their subject. They also evaluate the work of teachers for routine organizational in-service courses and workshops for the professional development. Advisors visit schools or subject teachers as individuals this has now changed to planned group visits for group evaluation, panel inspections and evaluation of the work of individual teachers. For example, different schools that makes up the circuit in that area team up and evaluate grade 12 common papers written in the first, second and third term. In these session teachers exchange their learners' scripts. This is done to make sure that teachers were fair when marking their learners' scripts. They did not award marks where it was unnecessary. Moreover, in these sessions that are facilitated by the subject advisor some newly qualified educators are oriented on how to mark their specific subject. Such mentioned structures have played a significant role in the induction of newly qualified teachers.

1.6.2 The Significance of the study.

The study is important as it will inform different structures in the department of education about what is needed to support novice teachers when they began their jobs as teachers as fully qualified teachers coming from university.

This study is relevant as it will make relevant structures aware of the kind of training and support most required by newly qualified teachers. The relevant structures are policy makers, school district managers, school principals, and head of a department. These structures will be reminded that although teachers are professionals they should not be regarded as people who will be able to solve the complex problems within the education system. This study is also significant to novice teachers, and they will become aware of the challenges that novice teachers experience in their first employment as teachers. They would then be able to seek guidance and support to manage their challenges for settling into an established school environment. The study will also be significant to the school leaders who are responsible for school-based induction program and mentoring support needed by novice teachers so that they can plan and execute relevant program and support processes for novice teachers.

1.7 The Research design for the study

This study used a qualitative mode of inquiry located in an interpretive paradigm for exploring how novice teachers fit into an established community. This research used narrative inquiry as a research methodology. According to Clandinin (2013) narrative inquiry is about narratively inquiring into experiences and studying of individual intimately, over time and in context. The author further contends that it is conceived as a way of honouring lived experiences as the source of important knowledge and understanding. The binding criteria of the study is that these novice teachers who were selected for this study are in their first years of being teacher educators. The first data collection method that was used is the interview method and letter-writing. An Interview can be defined as a conversation or exchange of information between two or more people on a common topic of interest (Cohen et al 2007). An Interview is not the same as daily conversation, it differs because it was more focused and structured the agenda is outlined by the researcher structured interviews were used in this study. According to Cohen, Manion, and Morrison, (2007) unstructured interview is referred to a conversation between the interviewee and participants where knowledge is shared through the conversation. While letter-writing offers research participants to reflect on their own experience so that they can learn how those past experiences have impacted who they are.

1.8 Limitation of the study.

One possible limitation of this study could be that as a researcher of the study, I am presently employed as a teacher and novice teacher myself. I have a close interaction with some participants and some researchers may say these interactions could prevent participants from being forthcoming in their responses. On the positive view, I believe that may be because of the work relationships that participants relaxed, comfortable and honest during their involvement in this study. I am also conscious of the biases that I may bring to the study being a novice teacher myself, however, I have ensured that I am unbiased and focus on the data generated from the participants. All data generated was given to the participant to confirm the authenticity in writing the narrative of each research participant. I was aware of each story. I made it a point that I focused on each participant's experience.

1.9 Structure of the study.

The structure of the study will consist of 5 chapters. The chapters outline is as follows.

Chapter 1: introduction

The introductory chapter serves a brief outline of the study. It provides the background and purpose of the study. It's also provides research question. The introductory chapter also provides the rationale for the study. This chapter also explains who are considered as novice teachers and what is meant by the concept established for this study. The chapter also presents a discussion about the employment of newly qualified teachers.

Chapter 2: Literature review and Theoretical framework

This chapter presents a discussion of literature that is available on novice teachers and their experiences of their first year of teaching. The chapter is divided into SECTION A and SECTION B. SECTION A presented a review of literature on the topic and SECTION B discussed the theoretical framework. The literature review provides an insight into novice teachers experiences when they settle into the new teaching and learning environment. The literature review explores the officials' roles of a teacher within the South African schooling system. This chapter concludes by discussing the theoretical framework of social -cultural theory (Levy Vygotsky,1997).

Chapter 3: Research methodology

In this chapter the research design and methodology are discussed in detail. This chapter discusses the reasoning behind using an interpretive paradigm and qualitative approach for this research. The data collection and sampling procedure of three participants are also explained in this chapter. It presents the research methodology, which is narrative inquiry. The chapter also presents the research site and selection of participating schools. The chapter outlines measures to ensure trustworthiness and adherence to ethical requirement. Lastly the chapter the limitation of the study.

Chapter 4: Analysing and interpretation

This chapter is organised into narrative written by the researcher from the three narratives of participants. The first level of data analysis generated key themes from the narratives. The themes for the narrative within this chapter were a product of two data generation method and tools, namely un-structured interview, and Letter-writing. The narrative begins with a personal account of participants and develops to reveal their experience as novice teachers.

Chapter 5: Discussion of the findings, Theorising data, recommendation, significance, and conclusion.

The final chapter in this study presents a discussion of finding, theorising data, significance, and conclusion. The theoretical and methodological reflections are also included in this section as well as recommendation from this research.

1.10 Summary of Chapter One.

Chapter one has provided an introduction for the study which explained that approximately twelve thousand newly qualified teachers emerge from higher education institutions within South Africa and are available to the school education system for employment. Those teachers are expected to take full teaching responsibilities like that of experienced teachers. The background for the study was provided for this chapter. The background highlighted that “the first year of teaching is seen as a significant year associated with individual or contextual factors” (clandin, Long, Schaefer, Downey, Steeve, Pinnergar, Robble and Wnuk (2015). The chapter has provided a rationale of the research study. The purpose of the study was clearly explained. Research questions has been provided in this chapter. Moreover, in this chapter I have clearly explained who are considered as Novice teachers. Simpson (2005) captures the essence of conceptualising a novice teacher by suggesting that she/he is a teacher who is new to the field of education, who has obtained an educational qualification is accredited with teaching academic record and holds not more than three years of teaching. This chapter has presented the purpose of the study which was to explore the challenges and opportunities of novice teachers in their attempt to settle into a school environment. This study focused on the narrative of teachers as they recalled their experiences of Fitting into their new teaching environment. The chapter has also presented a detailed discussion about the employment of newly qualified teachers, the role of the head of department and the role of subject advisors in helping novice teachers fit into the new environment.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 introduction

The purpose of this chapter is to provide a literature review on novice teachers and their experiences of their first year of teaching. This chapter consists of two sections. SECTION A provides critical discussion on the review of existing research literature on key topics around the experiences of novice teachers experiences when they settle into the new teaching and learning environment. The literature review also explores the role of Department official on the South African schooling system. In addition, it would be a reference point for my analysis to which I can relate the findings of my study with what had been published on this phenomenon of novice teachers experiences of their first few years. In the first part of this chapter, the focus will be teacher's work, novices' teacher's induction (how novice teachers are introduced into what they expected to do and outline what research has been revealed on the induction of novice teachers to the world of work). SECTION B focuses on the theoretical framework for this study, drawing on situated social-cultural theory.

According to the Norms and standard for educators (Department of Education,2000) and re-stated in the Minimum requirements for Teacher Education Qualifications (Department of Higher Education,2015), a teacher is required to fulfil seven roles. These include learning mediator, interpreter and designer of learning material, a leader, administrator and manager, scholar, researcher and lifelong learner community citizen and pastoral care, assessor, and learning area specialist. While the student -teacher is exposed to and trained to take on these responsibilities while studying to become a teacher, the school environment is the authentic environment where these novice teachers are expected to perform these roles. A brief engagement, therefore, on these roles of a teacher within a South African school context is presented.

2.2.1 Official roles of a teacher within the south African schooling system.

The role of a teacher as a Mediator of learning.

The norms and standards for educators (department of education, 2000), argues learning mediator means that an educator will mediate learning in a manner which is sensitive to diverse needs of learners, including learners with barriers to learning. Moreover, the role of teacher includes creating an environment that is appropriately contextualized and aspirational, communicate effectively showing recognition of respect for the difference of others. According to Nieman & Monyai (2008 :1) “This role requires the educator to help learners to bridge the gap between what they cannot do on their own given time, to what they can do with little help from someone else “. A teacher therefore assists learners to interact, participate in all activities and becoming responsible for their own learning.

2.2.2 The role of a teacher as an interpreter and designer of learning programmes.

According to the norms and standard for educators in the (Department of education,2000), a teacher must be an interpreter and designer of learning programs, this implies that an educator must provide learning programs for school education (especially in their areas of teaching specializations, identify the requirement for a specific content of learning and select and prepare a suitable textual and visual resource for learning. A teacher also has to choose a sequence and pace of the learning so that they accommodate the different needs of a learner within an inclusive environment. As a teacher one needs to select and prepare textual and visual resources for learning (Schoeman 2006). The learner population is very diverse and as such, within an inclusive environment, the teacher must be sensitive to this diversity and interpret and plan the teaching and learning process with this inclusivity in mind.

2.2.3. The role of a teacher as a leader, administrator, and manager.

According to the Norms and standard for educators (Department of Education, 2000), the educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision- making structures. These competencies will be performed in ways that are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs. According to Coetzee, Van Niekerk, and Wydeman (2008), classroom management is

“the process of working with and through individuals, groups and other resources; whether they be learners, educators, administrative staff, parents or other stakeholders, to accomplish general education goals and specific learning outcomes”. An educator needs to first focus on managing his/her actions. This can be done by setting personal and educational goals. Emotional intelligence also plays a role in effective classroom management to support and encourage your learners to reach their full potential. Classroom management is aligned with setting student expectations. Once learners are aware of what is expected of them, and what is needed to obtain success, can then a concrete educational environment be created.

2.2.4 Teacher in the role of a Scholar, researcher, and lifelong learner.

According to the Norms and standards for educators (Department of Education,2000) the educator will achieve ongoing personal, academic, occupational, and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and other related fields. Teachers need to continue to open up to new ideas and concepts. Part of extending your academic knowledge is by listening to learners. Learners can offer input that could broaden mindsets and teaching capabilities. The educator needs to indulge in a sphere of continuous learning and research.

2.2.5 Teachers in the role of Community, citizenship, and Pastoral care.

The Norms and standard for educators (Department of Education, 2000) argued that the educator will practice and promote a critical, committed, and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop and supporting and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators. Furthermore, the educator will develop supportive relations with parents and other persons and organizations based on a critical understanding of community and environmental development issues. When learners realize that an educator has authentic empathy, they tend to form good relationships with the educator, and this contributes to form an effective classroom environment.

2.2.6 The role of teachers Assessors.

Norms and standards for educators (Department of Education, 2000) notes that the educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will understand the purposes, methods, and effects of assessment and be able to provide helpful feedback to the learners. The educator will design and manage both formative and summative assessments in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programs. Dreyer (2008) note that assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences.

2.2.7 The role of a teacher as a Learning area/subject /discipline/phase specialist.

According to the Norms and Standard for educators (Department of Education,2000), the educator must be well-grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of the study, or professional or occupational practice. The educator will know about different approaches to teaching and learning (where appropriate, research and management), and how these may be used in ways that are appropriate to the learners and the context. The educator will have a well- developed understanding of the knowledge appropriate to the specialization.

2.2.8 Support for novice teachers.

Support for novices' teachers has been identified, developed, and implemented. In this section I present a literature engagement on some of forms of support provided to novice's teachers. The two most common form of support for novice teachers are induction and mentoring.

2.2.9 Teacher induction as a type of support

The concept of induction is derived from the Latin word. "Inducere" "which means to give into" (Fowler 2020, p 20). According to Nally and laden (2020) induction is a socialization process, where induction is seen as a natural process and that beginning teacher are inducted informally into the prevailing dominant culture of teaching and learning practices in their schools. The authors further argue that the induction program put together the insight from both

the distinct view and socialization view recognizes that more systematic support for newly qualified teachers might address the well-documented problems in the first year of teaching. According to Fish (2021) induction is a process of planned support for new teachers provided by a school district, including orientation, classroom observations meeting with colleagues and peer groups meeting. “Challenging working conditions and alarming rates of new teacher’s attrition have negative consequences for student and school culture” (Fish, 2021, p. 25). The author further contends that to attend to the early career needs of beginning teachers, schools and districts often implement induction programming to ease novice teacher attrition and demographic trends that include increased teacher retirement and growing student population contribute to turnover in the profession that has serious consequence for schools. Fish (2021) argues that induction, and mentoring represent strategies that can advance working conditions for teachers and help diminish staff problems and improve school performance. Induction programmes are significant aspects of educators, early career advancement and development as effective teachers. “Induction programs provide structures and support that assimilate novice to the school and community and to furnish professional, personal guidance and direction that advances professional developments” (Fish, 2021, p1).

2.2.10 The purpose of teacher induction.

Dishena and Mokoena (2016) argue that the purpose of teacher induction is to improve the capacity building of newly qualified teachers. In respect, the purpose of this induction is to provide mentoring. The purpose of teacher induction is to provide support to novice to be competent and professionally qualified after two years. According to Dishena and Mokoena (2016), There are different programs of induction that are provided for teachers. The authors further argue that all novice teachers should receive an induction for two years. They further note that these programs tailored for the needs of novice is to be delivered at schools, and at the cluster level. At the school level mentor teachers, subject specialists and principals of schools are responsible for the program. Moreover, under the cluster level, the cluster principal will organize out- of school training workshop while subject facilitators will coordinate the subject related workshops. Strategies used to support a novice teachers include, culture of mentoring, observation, continuous professional development (CPD) opportunities and evaluation” (Dishena and Mokoena, 2016, p22).

2.2.11 Mentoring as a form of support for novice teachers.

According to the department of education (2020) district mentoring plan. Mentoring is a relationship in which the mentee takes full responsibility for his/her learning and development and mentors serve as facilitator of that growth. It further highlighted a relationship built on the history, experiences, and knowledge of both parties. This is a relationship which the mentor facilitates the growth and development of mentee by asking thought provoking questions. According to Mckinley (2019), there are areas in which mentoring support new teachers with methodological and professional expertise. According to the Department of Education (2020), district mentoring plan, mentors can help new teachers in many ways. Mentoring veteran teachers who are both knowledgeable and experienced. Mentors assist new teachers' new teachers with curriculum teaching strategies and communication skills. "Having a mentor means there is someone to supervise and provide suggestions so that improvement can be made" (Mckinely,2019). The author further argues that novice teachers can turn to their mentors for support and advice. In many programs' mentors are responsible for the assessment of new teachers. Mckinely (2019), argue that mentoring provides orientation, instructional. guidance, personal support and providing feedback.

2.2.1.2 Challenges experienced by Novice teachers in doing their work.

"Unlike other professions, such as medicine and law, newly qualified teachers (NTQ's) are required to assume full professional responsibilities from the first day they enter a classroom" (Nally and Ladden,2020, p1). "Another challenge that is experienced by a novice is managing is the issue of multitasking", (Dishena and Mokoena 2016, p 337). Novice teachers fail to manage the range of Dilemmas that take place in the classroom, this becomes a challenge as they experience this daily, they end up experiencing stress, which is caused by overload, paperwork, and curriculum changes or policy changes. Duplessis and Sunde (2019) note that newly qualified teachers are faced with complex teaching situations such as behavioural and disciplinary issues, as beginning teachers are required to teach large classes or subjects and grade levels outside their fields of qualification which makes difficult teaching positions even more challenging. result According to Dishena and Mokoena (2016) novice teachers enquire difficulty in coping with such stress making a transition from being a student to a qualified teacher. "Novice teachers experienced challenges where they have been students in higher education where they practiced teaching. During teaching practice, students concentrate mostly on pedagogy" (Dishena and Mokoena 2016, p 337). Teaching goes beyond the management of

learners in a class and may involve the action of staying away from school without good reason, absenteeism, theft classroom organization coping with difficult and adjusting to the new environment. According to Dishena and Mokoena (2016), it is documented that some schools are not structurally aligned in a way that facilitate support for novice teachers. The authors further highlight that some of these teachers become demoralized, ill depressed or face teacher burnout, leading to some teachers deciding to abandon teaching as a profession” (Dishena and Mokoena ,2016, pg. 337).

According to Plessis and Mestry (2019), Public schools in rural areas are categorized by various factors that negatively impact the provision of quality education. Rural areas are generally remote and relatively underdeveloped. As a result, many schools lack the necessary physical resources and basic infrastructure for sanitation, water, roads, transport, electricity, and information, and communication technology (Plessis and Mestry ,2019). The authors further note that the socio-economic status of a parent in rural schools with the necessary financial support to contribute to learners being provided with quality education. Plessis and Mestry (2019) argue that educational authorities cannot provide schools with much needed physical and human resources, which phases a severe burden on parents who are south Africa mostly do menial work, have a lower level of education, and usually do not attach much value to schooling.

2.2.7 Teacher socialization -working with colleagues.

According to Pogodzinski (2012), the socialization of novice teachers can be considered as occurring in chronological phases moving from being a student teacher, preservice training, and in-service training, particularly during the induction phase. “Novice teacher’s socialization imparts communicate to novice the knowledge, attribute, and behaviour necessary to participate as a member of the professional and member of the school” (Pogodzinski,2012, p12). There is a sign of professional teacher socialization before novice teachers enter the profession.” Novice teacher’s induction has been conceptualized not only as a phase in learning to teach but also a process of socialization” (Pogodzinski 2012, p.984). The author further argues that organizational socialization communicates the core values and norms of the organization and informs new members of the role expectations. Moreover, the author argue that organization socialization helps establish relationships through which new members access resources, and support that may influence their practices as well as their perceptions of the organizational. Contexts new member socialization has been associated with worker turnover performance,

satisfaction, work attitudes and stress. According to Pogodzinski (2012) notes that, novice teachers are not empty vessels upon which the values and norms of the organization can simply be forced. Novice will enact personal agency that affects their openness to socialization.

2.3 SECTION B- Theoretical Framework.

This research study focuses on exploring how novice teachers fit into an established school context. The focus suggests that teachers need to be socialized into their new school environment. Hence the theory as proposed by Vygotsky (1997) was deemed most appropriate to frame this study.

“A framework is based on the existing theory in the field of inquiry that is related and or reflects the hypothesis of a study” (Bertram and Christiansen ,2014, p 21). According to (Bertram and Christiansen,2014). A theory could be described as a well-developed, coherent explanation for an event. The authors further contend that theories provide a possible explanation for why things happen, or they can provide models for how things happen. Other writers as Grant, and Osanloo (2014) argue that a theoretical framework is a blueprint or a guide for a researcher.

This study is grounded in a socio-cultural perspective of teacher’s professional learning which, it argued and particularly relevant to an exploration of schools –base approaches to teacher education and development. This theoretical framework is the most suitable for my study as it seeks to look at how people are socialized into the school culture that already exists. Through the narrative of novice teachers, their socialization into existing school contexts is illuminated and these illuminations will be explored and understood through the lens of social-cultural theory as proposed by Vygotsky (1997).

The basic assumption of Vygotsky’s theory is the idea that psychological structures do not exist in the individual’s mind, rather they are formed because of interaction with the social context. The above makes this theory most suitable to study this phenomenon (Fitting into an established community, narrative of novice teacher). According to Mitchell and Myles (2004) social cultural theory views novice teachers as active constructors of their teaching environment.

The author further notes that the focus of the social cultural perspective is not on the individual but on the surrounding claiming that learning is a social activity.

2.3.1.1 The historical roots of socio-cultural theory.

Socio-cultural theory grew from the work of seminal psychologist from Russia Lev Vygotsky. According to Vygotsky (1997) parents, caregivers, peers, and culture at large were responsible for developing higher-order functions learning has it is basic interacting with other people. The scholar further contends that once this occurred, the information is then integrated on the individual level. According to Vygotsky (1997) social-cultural theory focus not only how adults and peer influence individual learning but also how cultural beliefs and attitude affect how learning takes place. Social -cultural theory looks at the important contributions that society makes to individual development.

The social-cultural theory that guided the theoretical framework for this study is that this theory looks at the important contribution that society makes to individual development (Vygotsky, 1997).The advances of Vygotsky's key construct included intermental to intramental functioning, mediation of thinking by sign and tools, and the development of high order thinking (the zone of proximal development which is considered an important aspect in understanding the relationship between socialization and mental processes. These key constructs are relevant to this study as this study explore how novice teacher settle into the school environment, these constructs will help explore the mediation of novice teachers into the teaching profession.

2.3.1.2 Intermental to intramental.

The advances of key constructs of Vygotsky (1997) called Intermental to intramental functioning. Any function in the child's cultural development appears twice planes, first, it's appeared on the social plan and then on the psychological category and then within the child as an intra-psychological category. "Any function in the child cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological category, and then within the child as an intra psychological category. This is equally true regarding voluntary attention, logical memory, and formations of concepts, and the developments of volition. We may consider this position as a law in the sense of the world, however internalization transforms the process itself and changes its structure and functions, social relations or relations among people genetically underline all higher function and their relationships" (Vygotsky,1997, p12). This construct of Vygotsky is relevant to the study as its highlight cultural development that occurs through social interaction

and development that occurs voluntarily. For example, this construct was used to deeper understand such functions.

2.3.1.3 The Zone of Proximal Development.

According to Vygotsky (1997), the zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the “buds “or “flowers” of development rather than the “fruits” of development. “The distance between actual development level as determined through independent problem solving and the level of potential development as determined through problem-solving under adult’s guidance or in collaboration with more capable peers” (Vygotsky,1978, p86). According to Vygotsky (1978)the Zone of proximal development is guided at one stage which is realized and moves to the level of actual development at a second. In other words, what the child can do in collaborative today he or she will be able to do independently tomorrow. This construct of Vygotsky is relevant to the study as it will help understand the development of novice teachers. Novice teacher development is a collaboration process where different stake- holders are involved in teacher development.

2.3.2 Mediation

Mediation is one of the most significant constructs of Vygotsky’s (1978) theory which is also central to this study. According to Vygotsky, human does not make their relationship with the outer world only through direct stimulus-response reflexes rather they can use physical tools to make indirect connections and mediate their relationships. In doing so they can regulate and control their behaviours via psychological and technical tools or artifacts. The physical tools mediating these relationships are generated by human cultures and are gradually transferred to the next generation from a socialization perspective, learning is a mediated process. (Mitchell and Myles 2004, p.195) believe that “learning is mediated partly through learners developing use and control of mental tool”. Lantolf (2000) presented three versions of mediation, mediation by others, mediation by self through private speech, and mediation by artifacts e.g. (task and technology). The author further highlights that human development is not just the outcome of one persona attempt and individual function, but it is a result of a system of social connections and relations. This construct was relevant for this study as it explored the experiences of novice teachers when they come to the workplace. This construct assists with

providing an understanding of how human development was mediated by individuals and how it was mediated by others. In this case individual, I referred to novice teacher, mediation by other references to the Head of Department found in the school.

2.3.3 Summary of Chapter Two.

This chapter is divided into two sections. Section A has presented a brief discussion a theoretical framework that underpin the study. The literature review has focused on teachers work, novices' teachers' induction (how novice teachers are introduced into what they are they expected to do). The chapter has discussed such of education official role of a teacher within South African schooling system. The chapter also presented a discussion on kinds of support for novice teachers. The purpose of teacher induction was discussed in the chapter. Mentoring as type of support was also explained in this chapter. The chapter also presented the challenges experienced by novice teachers in doing their work. Lastly, the chapter has discussed teacher socialisation with colleagues. Section B has presented a theoretical framework that frames the study, this study section has explained what is meant by a theoretical framework, “ a framework is based on the existing theory in the field of inquiry that is related and or reflects the hypothesis of the study” (Bertram and Christiansen ,2014.p21).This chapter has discussed social-cultural perspective of teachers professional learning which argued and particularly relevant to an exploration of schools -base approaches to teacher education and development. This section of the study has also discussed the key construct of Vygotsky social -cultural theory.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY
SECTION A

3.1 INTRODUCTION

A research design is a strategy of how the scholar will methodically produce then analyses the information to reply to the investigation questions (Creswell, 2004, p. 12). In this chapter, research strategy is presented after having a review in the previous chapter. This chapter, therefore, focuses on the various elements of the research design includes an engagement with epistemological positioning taken in this study, the research methodology, the data collection processes and issues of credibility and trustworthiness.

3.2 Research design elements relating to the research approach and methodology underpinning the study.

3.2.1 Interpretivist paradigm.

According to Christiansen and Bertram (2014), research paradigm represents a particular world view that defines, for the researcher who holds this view, what is acceptable to research and how this should be done. Paradigms refer to the ways of seeing the world and doing research, (Creswell, 2004, p. 20). The term paradigm in terms of research originated with Kuhn (1970), who described a paradigm as an epistemological stance that determines the types of questions that are asked and understand subsequently, however paradigms have been conceptualized in various ways including as word views, epistemological stances, shared beliefs held by a community of researchers and exemplars of research (Mackenzie and Knipe (2006). This study employed an interpretive research paradigm as it places much importance on the research participant experiences and interpretation of events. Mackenzie and Knipe (2006) argued that the interpretive paradigm advocates for the belief that reality is created by subjective perception, therefore, predictions of research outcomes cannot be made. This study used interpretive paradigm as it seeks to explore the stories of novice teachers on how they settled into a schoolwork life intending to understand their experiences and how they make meaning of such experiences. and how they settle into the environment of teaching and learning. According to Henning (2004), the interpretive paradigm aimed to yield a descriptive analysed of social phenomena. In this case, the social phenomenon being novice teachers settling into an established school environment.

This paradigm was suitable for this study because it helped me as a researcher to get a deep understanding of the narrative of novice teachers and how they have settled into an established school environment. This is consistent with Nieuwenhui's (2010), the "ultimate aim of interpretive paradigm is to offer a perspective of a situation and analyse the situation under the study provide insight into how a particular group of people make sense of their situation or the phenomena they encounter" (2010, p.60).

3.2.2 The Research approach for the study: Qualitative

The interpretive paradigm commonly employs the use of qualitative research methods both in collecting and analysing the data. According to Creswell and Poth (2016) Qualitative research is a situated activity that locates the observer in the world, it consists of a set of interpretive material practices at make the world visible. The Authors further contend that these practices transform the world "they turn the world into a series of representation, including filed notes, interviews, conversation, photographs, recording and memos to self" (Creswell and Poth,2016, p.36). For this study, qualitative orientation was mostly suitable for the research. Qualitative methods specifically allowed the researcher to enquire depth stories, as well as exploring a deeper and richer understanding of the situation in which individuals create meaning of their lived experiences. According to Barbour (2007) the qualitative approach, "seeks to unpack how people construct the world around them, what they are doing or what is happening to them in terms that are meaningful and that offer rich insight". My study is qualitative as it seeks to explore the meanings that novice secondary school teachers have as they unpack their recollections on settling into an established school environment as teachers. According to Creswell (2012, p.205), qualitative research "relies on general interviews or observations so that we do not restrict the views of participants.". As such, the data generation process included interviewing my participants. Qualitative research was deemed appropriate as it explored the feelings and opinions of the participants. Working within a qualitative research design allowed me as the researcher to participate in the world of the individual to understand the experiences and perspectives from the participant's points of view (Creswell, 2012). For this study, this qualitative was mostly suitable as its help me as a researcher gets to the voices of the participant about their experiences.

3.2.3 Research methodology: Narrative Inquiry.

To explore the stories of novice teachers and how they settle into a schoolwork life with the view to understanding their experiences and how they make meaning of such experiences, narrative inquiry as the methodological approach was used. According to Hamilton, Smith, and Wothington (2008), Narrative inquiry is defined as a research strategy in which the researcher studies the lives of individuals through life experiences and stories told by participants. The researcher considers certain exploring the essential part of the stories that answer their research questions. Narrative inquiry is a method of inquiring and probing into experiences through "collaboration between researcher and participants, over time, in a place or series of places, and social interaction with participants" (Clandinin & Connelly, 2000, p.95- 115). According to Clandinin (2013) narrative inquiry is about narratively inquiring into experiences and studying of individual intimately, over time and in context. The author further contends that it is conceived as a way of honouring lived experiences as a source of important knowledge and understanding. Narrative inquiry employed narrative ways to generate field text (data) this includes among others; narrative interview (unstructured -a pertinent field text generation method in narrative inquiry, (Clandinin,2013, p 2). This study used unstructured interviews and letter-writing which is also explained. Narrative inquiry was adopted in this study as it allows the researcher to sit down with their participants and engage in their stories. The main intent of a narrative inquiry was to inquire into experiences, further understand and analysed the lived experiences of people in a particular context (Clandinin & Connelly, 2000).

3.3 research site:

This research was conducted in four secondary schools that are based in KwaZulu-Natal under the iLembe district. All the schools are based in Maphumulo which is in the rural area in the north of the province Kwazulu-Natal. In each school, one novice teacher in each of the four school was purposively selected to be research a participant for the study. However only narratives of the participants were analysed for the study. Data from the participant was collected on site. The time chosen by the researcher did not disturb teaching and learning as it was stipulated by the teachers who are the research participants.

3.4 Selection of participating schools.

Four secondary schools in Kwazulu-Natal were purposively selected to partake in this study. The secondary school was categorized as quantile rank 1. In each of the four school one novice teacher who is in their first year of teaching in the formal experience in the classroom were purposively selected to participate in the study. The criteria for the selection of schools include (i) being a secondary school in rural contexts. (ii) the schools had to have at least one novice teacher employed in the school and (iii) school categorized as quintile 1 schools. purposively sampling process. The study selected four novices which allowed the researcher to enquire about unique stories which are important for the research study as they revealed their experiences of fitting into the school environment. Moreover, the narrative inquiry also relies on a small sample size to produce rich data.

3.5 Purposive sampling.

According to Bertram and Christiansen (2014), purposive sampling means that the researchers make specific choices about which people, groups, or objects to include in the sample. The authors further contend that the researcher targets a specific group, knowing that the group does not represent the wider population, it simply represents itself. Purposive sampling was used to select research participants for the research. The sampling techniques selected participants for a particular purpose (Cohen et al 2007). As the researcher, I made choices of specific people to include the wide population (Bertram and Christiansen, 2014). In this study, a certain criterion was used to select the research participant. The participants had to fit into a certain criterion. The study included teachers in their first year of teaching their first experience of teaching; teaching in a rural secondary school. The study excludes novice teachers who had previous teaching experience as unqualified or underqualified teachers. The research participants were teaching in public secondary school in Kzn and four schools where the research was conducted was in quantile 1 schools. This study did not specifically adopt a gender, race, age, and teaching phase criterion as they are not the central focus of the study. In recruiting these teachers, the researchers inquired from the neighbouring schools about the existence of novice teachers. These novice teachers were invited to meeting with the researcher. In this meeting that took place in each of the four schools, the researcher clearly explained the purpose of the study and requested Novice teachers who were in their first year of teaching participated in the study. Purposive sampling was most suitable for this study it allowed the researcher to select research participants that made it is possible to explore the narrative of novice of how they settle into the established settle in the school environment.

3.5.1 Research methods: Unstructured interviews.

Bihu (2020) contends that unstructured interviews are sometimes referred to as in-depth interviews due to the tendency of engaging with the units of analysis to the real generation of crucial information about personal experience and perspectives. The author also notes that the inquiry process in the engagement of unstructured interviews may be individual face-face group or telephonic interviews. According to Bihu (2020) interview process require preparing and refining protocol to ensure interview questions are aligned with research questions, inquiry-based conversation will be well constructed, feedback can be made on the protocol itself and piloting the protocol. According to Cohen, Manion, and Morrison, (2001) unstructured interview is referred to a conversation between the interviewee and participants where knowledge is shared through the conversation. The use of unstructured interviews allowed the researcher to discover the stories of novice teachers as participants and asked questions relating to their experiences of settling into the schools. Cohen et al (2001) contend that in unstructured interviews research participants are allowed to respond to questions using their own words, therefore having greater flexibility and freedom in their responses. This data production method was appropriate as it allowed the researcher to understand the lived experiences of novice teachers. According to Cohen (2001) an interview permits greater depth, hence unstructured interviews create a platform in which novice teachers' participants freely express their experiences and memories and assist in making meaning of their novice teacher's experiences. In this research study, a list of questions was formulated to serves as a guide during the interview process, the interviews were one long and were conducted after school hours in a quit and comfortable space. The interview was audio -recorded and transcribed.

3.5.2 Letter-Writing

According to Morgan, Khau, Masinga, and Vande Ruit (2012), letter writing is a self-reflexive data generation method that allowed scholars to generate data by examining their selves and lived experiences. Letter-writing was deemed appropriate for the generation of data for this study as it allowed my participants to reflect on their lived experiences of settling into an established school environment. In guiding the letter -writing process I had developed a set of clue words, phrases, and moments around which they could reflect on their experiences. This was done to focus their reflections so that appropriate information could be obtained to allow respondents to my research questions. The identification of these clue words, phrases, and moments was influenced by the literature on novice teachers and their experiences.

In this study I have engaged novice teachers to reflect on their experiences of settling into an established school environment through letter-writing, for example, I have developed guidance to assist the novice teachers to construct their letters by illuminating the key moments, spaces they are expected to be on daily basis descriptions on how school experiences of mentoring and suggestions for teacher site-based inductions. The identification of these key moments will be influenced by literature on novice teachers and experiences and by social-cultural theoretical framework.

3.6 Data Analysis.

Qualitative data analysis can be described as the processes and procedures of gathering data and converting it into storied narratives which are then grouped into themes or plots. According to Cohen et al., (2007, p. 461) “qualitative data analysis involves organizing accounting for and making sense of data in terms of the participant’s definitions of the situation, noting patterns, themes, categories and regularities”. In this research study, selected data is analysed and interpreted based on the identification of themes and sub-themes and which was composed within the narratives of each participant. According to Cohen et al, (2007), Narrative analysis is a sequence of practices that is essential for transferring data that have been gathered into a precise arrangement to discover and understand the phenomenon under study. After the collection of the novice teachers orally generated stories; these are transcribed and transformed into written texts. The data collected from research methods unstructured interviews and letter-writing enhanced the construction of the stories three narratives about their experiences into an already established school environment. The stories were analysed individually and collectively which is consistent with a narrative inquiry methodology

3.6.1 Ethical issue.

Ethics are recognized as the superb rules of doing research. It is a set of responsibilities in human relationships “between the researcher and research participants (wag & Geale, 2015, p.197). As the researcher, I obtained ethical clearance from the higher Degrees committee at the University of KwaZulu-Natal Before the research began, I informed my research participants about the purpose of the study, also outlined that their participation is voluntary, they were allowed to withdraw from the study any time they wish to. Informed consent forms were provided for all participants to complete, they will be served as their agreement to partake in the study. Cohen et al., (2007) emphasize that the principles of anonymity must be a guarantee that the information provided by the research participant does not in any way disclose their identity. In my research study, confidentiality, anonymity, dignity, and well of the

participant was maintained. Participants were ensured that their identity would be withheld from the public knowledge and their names and names of the schools would not be used in my study. The study used pseudonyms to ensure confidentiality and anonymity.

3.6.2 Issues of Credibility and trustworthiness.

Credibility.

“Credibility refers to a person’s perception of the truth of a piece of information, it is a multi-dimensional concept that serves as a means for the receiver of the information to rate the source or transmitter of the communication about to with concerning the information” (Umeogu, 2018, p.20). The author further notes that the rating correlates with the willingness of the receiver to attribute the truth and substance to the information such as the research findings. Moreover, credibility is also described as a tendency to believe or trust someone with little or no body or no doubt of being deceived or manipulated. Vazire (2018), describes credibility as having transparency, and openness a move toward preregistration of more direct replication, and high standard of quality of evidence needed to make strong claims about a phenomenon. The main aim of credibility in qualitative research is to determine whether the data obtained from the participant are a true reality and they reflect the experiences of the participants. To ensure the credibility of the data obtained the researcher has done member checking (korstjens and Moser, 2018). As a researcher I have maintained strong channels of communication with my participant, for example, I have provided a detailed response on how I transcribed the data I have acquired from them. More than once participants were given a chance to confirm and verify whether I have accurately transcribed their experiences the way they were portrayed during the data generation.

3.7 Trustworthiness.

When using qualitative research methods, it is significant to use multiple methods of generating data, to obtain a deeper insight and to fully understand the phenomenon studied. In this study, I have used unstructured interviews and letter writing to generate data to construct the narrative of the participants. Triangulation through the use of letter-writing has assisted me in strengthening the stories of novice teachers’ participants. According to Bertram & Christiansen (2014) trustworthiness is reinforced by guaranteeing that the narratives capture the research participant voices to ensure validity. The chosen data that formed the narrative was derived from the interviews and letter-Writing and these narratives were confirmed by the participants of the study.

3.7.1 Limitations to the study

One of the limitations experienced in the data generation process was the ability to secure time schedules for the interviews. While plans were made to pre-determine time schedules for the interviews, this often did not follow the time schedules. Alternate times had to be negotiated with each participant to allow for the interview to take place. Another limitation of the study was the understanding and interpreting of certain terms that influenced on the data generation process. General terms and concepts such as “Experience” and “Implications” were difficult for some of the participants were noted. To address these conceptual limitations, I used examples to explain what participants could reflect on. Another limitation of the study was a language barrier between the researcher and the researched participants. Some research participants felt uncomfortable responding in English as English is not their tongue. Other participant’s responses were short and sometimes incoherent and incomplete. Probing questions helped in resolving this limitation.

3.7.2 Summary of Chapter Three.

This chapter has presented an introduction which explained what is a research design which is a strategy of how the scholar will methodologically produce than analyse the information to rely to the investigation questions (Creswell, 2004.p12). This chapter presented a research design element relating to the research approach and methodology underpinning the study. Interpretive the study. Interpretive paradigm was the most suitable paradigm for the study as it explored the stories of novice teachers on how they settled into the schoolwork life. This chapter has presented the research methodology which is narrative inquiry. This chapter has also discussed the research site for the study. The study was conducted in four secondary schools Kwazulu-Natal. Schools were purposively selected to partake in this study. The study has discussed the ethical issues. The study discussed what is meant by the concept ethics which were recognised as the superb rules of doing research. It is a set of responsibilities in human relationships between researcher and research participants (Wag and Geale ,2015). Moreover, this chapter has clearly explained the ethical considerations such as credibility. Credibility refers to a person’s perception of the truth of a piece of information, it is milt -dimensional concept that serves as a means for the receiver of the information to rate the source or transmitter of the communication about to with concerning information. This chapter has also presented the limitation of the study.

CHAPTER FOUR

ANALYSING AND INTERPRETATION.

4.1 Introduction to first-level analysis.

Having explained how the data was generated in the previous chapter, I engage with the data in the form of a narrative in this chapter. Hence the purpose is to present the narrative of the participants. Noting that there were four participants in the study, only three narratives are presented in this chapter for analysis. The reason for this little materially is to contribute to what has already been said in the first narrative. Hence, considering the scope of this dissertation and word limits, I decided not to include the fourth narrative in this chapter. The chapter commences with an elaboration of how the data was used to construct the narratives and how the stories were structured to allow for the analysis to occur. The Three narratives are presented. For the analysis, I looked at all the narratives collectively and identify key themes across them for analytical purposes to illuminate cross-cutting issues related to novice teachers' experiences of settling into an established school context.

4.2 Constructing and analysing the narratives.

The narratives use both first- and third-person voices in re-telling the stories. The use of narrative help captures the actual experiences of a novice teacher. The occurrence of re-telling the stories of the participant is separated into different themes that help the re-telling of the stories. The themes are as follows, the personal biography of each participant. The educational experience of the participant on becoming a teacher, teaching practice that illuminates her core values that they deploy in their teaching practices, first experiences of being a teacher, experiences of settling into the school (i.e., what were some of the issues they had to deal with in the first few weeks of being in the school), the first experience of their class, mentoring experiences in the school, and reflection on teacher induction. The stories that I re-tell in this chapter were collected through interaction between the researcher and participant. This interaction used an interview that occurred. This study also utilized letter-writing as a form of a data collection method. The researcher provided the research participant with clear guidelines on how to write the letters that share their experiences and stories of settling into the secondary rural secondary school in their first time being qualified teachers.

Kim (2016) asserts that "Narrative analysis is the way of understanding human experience through stories that in turn help us better understand the human phenomena and human

existence”. The author also defines narratives analysis as a cognitive process that organizes human experience into temporal meanings concern diverse aspects of experiences that involves human actions or events that affect a human being. Individual stories have their narrative meaning and culture also maintains collections of typical narratives meaning in Myths, and histories accumulated over time.

In constructing these stories, the researcher, and the researched work together to obtain meaningful data. The researcher set up interviews with the participant so that can share stories. The stories collected provided raw data for the based narratives elements such as the problems, character, setting, actions, resolution (Collereshaw & Creswell 2002). The authors further argue that narrative analysis is the study of how humans make meaning by endlessly telling and retelling the stories about themselves that both refigure the past and create purpose in the future.

The Different processes may be useful in thinking about conducting and representing narratives analysis when using narrative analysis, it is important to follow a certain strategy or have some guidelines that can help you as a researcher to structure your study of narrative analysis. According to Naidoo (2018), there are seven steps of narrative research. The seven steps are as follows, naïve planning, identification generating and eliciting stories, crafting narratives, conversations, and reflections, uncovering clusters of meaning, theoretical connectivity and coherence and narrative insights and clarity. According to Naidoo (2018), the first steps involve identifying the topic of an area of concern selecting suitable participants and sites. This means that before a researcher embarks on investigating the stories. It is very important to consider the mentioned process before generating data using narrative analysis.

The narrative analysis allows the researcher to study the lives and experiences of the participant, therefore, it is the most suitable data analysis as its help explore the lives of a novice teacher. The narratives data analysis will be separate into different themes, such as who are they, how they become teachers. Each section of the three narratives will be analysed. Literature that helps understand the finding will be included.

4.3 Presenting the narratives of novice teachers.

4.3.1 The story of Zinhle

i. My educational journey

My name is Zinhle Ngidi, I have been employed in the school for one year. To be quite honest I had no plans of being a teacher. I had always had strong ambitions of being a psychologist. I have felt that I was able to listen to other people's different stories, I decide to make it a career. When I passed my matric, I decided to apply to Howard college. In high school I was not an outgoing person, for instance, I did not like engaging in small talk with other girls and other people my age, would only greet people and we will go our separate way. The story was different when I got to the university. There was a module, where the lectures required us to working as a group. All the group members had to say something, that was when I was forced to speak to other people. I was forced to share my thought and some ideas. People always reckon that I was a gifted speaker who was able to attract people's attention, they would give a stare and give all their attention. They would seat quiet not even blink an eye and listen to me explain something. That when I realized that I was also gifted in teaching or explaining things to people, they would say my calm spirit made it easy to listen to me. At first, I did not enjoy talking too much, student in my group would request to have my cell phone numbers so that they make some time with me where I explain chapters they did not understand. They would run in cycles for me, that when I realized, I was gifted in teaching. I started to develop this love for teaching, I realized how much making a difference in other people's lives. Immediately when I finished my first degree in Bachelor of Social Science, I did not wait to be employed in my field of study. I went to the university of Kwazulu-Natal Edgewood campus and applied for a Post Graduate Certificate in Education. There were teaching Practices where I also become fonder of being an educator.

Once again instilled the love of learning in the learner's lives. Learners were inspired to see someone almost in the same age group. My passion for being in the field grow more. Teaching practice made me feel like being a teacher is not about being able to survive this life, however, it is more of a calling and giving back to the communities where one is employed and changing the lives of other people for the better. He is an amazing God, he knows all our wishes, I obtained my PGCE.

At home, my mother is the sole breadwinner. I have three siblings and we stay with our granny. She is the one who has been looking after the whole family from day one. God, know she needed someone to help financially. It is the truth that God has a plan for every human being.

Works well where there is patience, I waited the whole year to be employed as a teacher. I reckon it is true that his timing is perfect. After a year of being unemployed, I saw someone's post about a school where they needed someone to hold a substitute post in the North of the province. Deep down in my heart, I knew that job was mine. The only problem was that I did not know anyone there. I had to ask the lady, who shared the post for a place to sleep as the place was in a deep rural area. It was not going to be easy to find a suitable place to sleep. I came the day before. Still very grateful to the lady's hospitality she was teaching in the school, where there was a vacancy. We woke up prepare ourselves and went to school.

The school principal attended to me after I had waited an hour. Sitting at the reception.

Finally, I got to the headmaster's office, where there were four heads of department. I was asked where I was from. They told me it was not an interview as they have seen my curriculum Vitae. They said I was the most suitable candidate. This was the begging of great things and a breakthrough for me. I was so excited about being employed as a teacher.

ii Zinhle's educational experiences on becoming a teacher.

My journey on being a teacher wasn't a walk in the park as I had imagined. A one-year degree felt like a three-year degree. There was so much to do, and one had so little time to get it all done, assignments, and deadlines. There was a time where I felt like my combination of the specialization did not make a lot of sense. I was specializing in Social Science and English. I felt like I was lacking content knowledge in the subject. The idea that I was a shy person having to teach a subject I lacked content was one disaster I was not ready for. As they say, practice makes perfect. During my teaching practice, I would prepare before going to class. Preparation made my lessons more effective. When I passed my teaching practice, I knew nothing was going to stand in my way of obtaining my post-graduate certificate in Education. After Zinhle obtained her qualification, she then registered for Bachelor of Education Honours in Teacher Development Studies. She outlined that studying PGCE made her love to be in a department of education grow fonder. She obtained her BE d Honours in due time. After few months of being qualified with BE d Honours, she was appointed as a teacher in a high school.

She was so excited to begin as a teacher, later the excitement faded away. She mentioned that *“teaching is not for faint-hearted”*.

Zinhle’s first experience of being a teacher.

The first day at work was overwhelming. It was my first time teaching a class as a qualified teacher. It was overwhelming because I had to serve relief to three teachers three of who were absent, they were attending teacher workshops. The school has 15 staff members, including the school management teams. Having to take up three relief classes was difficult, as it was my first experience of serving relief to teachers on my first day of school as a teacher. Zinhle outlined that she expected her first day to be about orientation, being socialized to the school culture. She was not prepared to teach and monitor learners. Zinhle outlined that very few of the staff members were willing to help her in any way. She said trying to fit in was one of the biggest issues she had experienced. She later realized that it was because she was coming from the south of the province. I was the second person in the school coming from the south of the province. She said that some of her female colleagues had few perceptions about people who grow up in the south of Durban.

A week later I was assigned to a mentor, told who my head of department was. Being assigned to these people kinds of relieved a small burden as I then knew who I should turn to for help. My head of department was very helpful, during my Bachelor of Education Honours degree, I took a module on mentoring in schools and hoped that I would be mentored in the way I learned about mentoring from this module. This was far from the theory I learned. I felt that the mentorship programme was not structured. In this school mentoring was just a word, not a program that is facilitated well. Zinhle revealed that she learned some norms of the schools through seeing them in other people’s behaviour.

iv Experiences of Settling into the school.

The first few weeks were the most uncomfortable, draining, and demanding time in my experience. This was due to several reasons. From being introduced to an area I have never been to, far away from home, having to teach in a new school, understanding the culture of the school, getting to know my learners, taking full responsibility as a newly qualified teacher in terms of administration and many other unforeseen circumstances. I felt much pressure as these become very overwhelming such that in some other moments I would break down and cry. Relocating is not an easy thing, as one had to adapt to a new environment they have never been to. When I came to the school, I did not know anyone around the school. My parents drove me

to the school. We had used a navigator to get to the school. The school was very far from my home, needed a place to stay while I was away from home. It was difficult to find the most suitable one as I was scared to stay alone in a room. The idea of staying alone become more horrifying when people shared stories of how powerful and dangerous the thunderstorm in the area was. There was one female teacher who was very nice, While I was sitting in the admin office she came and asked where I was from and where I was going to stay. It was like she knew that I did not know where I was going to stay. She offered to help me until finding my place. I had a good stay with her. I will be creating stories if I said there were times where we did not get along or had a conflict. She was renting a two-room house. One room was used as the kitchen and the other was used as a bedroom. The place was very cold, and I did not have enough jackets. There was a day when I had used all my jacket and did not want to repeat clothes. She offered to lend me one of her jackets that she had bought and never had worn.

The female teacher assisted Zinhle with a place to stay until she found her own. She did not only help her with the place to stay, but she shared information about the school's basic details like opening and closing times. They used to walk together to school. *Would say that our blood just clicked, because even at the school premises she also showed some great kindness. She showed me where I should seat and where to find some of the material that I will use for teaching and learning. She showed me where to make copies and how to use the school printing machines. When one knows their way around their workplace. It became comfortable to be in that environment.*

Zinhle revealed that another issue that she had to deal with was the issue of trying to settle down into the school. She reckons that this issue was caused by the idea that she was coming from the South of the province. She had too much workload to cover as there were no teachers in the school to teach the subject she was employed to teach.

Zinhle outlined that not all her colleagues were very nice to her. She felt that some were intimidated by how she/he dressed and how she does her hairstyle. She later finds out they said that she was going to get tired of looking like she was going to a concert when she is coming to teach learners. She outlined that made her feel like an outsider and she became inferior, she felt scared of getting close to her colleagues because of what thought of her.

Each teacher had their different dates to conduct the prayer and share some advice /bible verse from the bible. *I become very scared when it was my turn and did not know any verse to share with the learners. I was not scared of the learners; I was not comfortable about standing in*

front of my colleagues. The thought of them starring at my back made me feel not so good about myself. The lady I stayed with came to my rescue again. She shared a bible verse with me and taught me how to present the verse. Conducting that assembly prayer helped me boost my confidence. As even some of my colleagues did not even try to look at me, congratulate me after the prayer. They said it was informative. Zinhle outlined that Leading the assembly prayer kind of break the ice between her and her colleagues.

There was a pregnant teacher in the school, when I had joined the school, they had already done planning the baby shower. The friendly teacher I stayed with invited me to the babe shower. The baby shower was very helpful in getting to know my colleagues better. Zinhle revealed that being out of the school environment made her understand what kind of people her colleagues were. This made her realized that the school demands make people be short-tempered and not so friendly.

I was not made familiar with some of the school policies. During the first formal meeting, I was told what time I am expected to be in the school. The Head of the department also told me my duty load and, the grades I was expected to teach. I was handed a file that had the annual teaching plan. It was unfortunate that there was no record of where the last teacher stopped teaching the learners. The duties of a teacher were all clearly explained such as marking register and making it point that learner in my class is always neat. I was introduced to the whole school in the assembly by the school principal.

*Trying to settle into the school culture or adhering to the way of doing things in the school was one of the stressful processes that I had to endure. However, having one educator who was always in one's corner reduced the strain of being in the new environment. Zinhle outlined that having someone who serves as a support system made it easy for her to do her job of being a teacher to her best ability. The structures that are found in the school such as the Head of the department also made it's a point that as a new teacher in the school, I knew what was expected of me. The Head of the department was always willing to help, she emphasized that her door is always open for any kind of assistance. Zinhle revealed that her HOD played a vital role in assisting her with the way of doing things in their school, she reckons it was all the effort of her HOD that made her be a great teacher to her learners. Through her interaction with her Head of department outside the school premises, she learned that *being a good teacher is not all about how many interactions and relationships one has made with other staff members, however it's more based on producing the quality results, being there for your learners, having**

subject content that the teacher teaches and the positive change one brings to teaching and learning. Zinhle mentioned most of the words of wisdom she got from her HOD kept her coming to work every day regardless of some issues she experiences in the school. My HOD would mention the danger of being involved in the staffroom gossip, she was a reminder that a school is a work environment that serves as a platform to develop the self and change the lives of pupils. She described her HOD as someone who plays the most significant role in her settling into the school.

V. Zinhle's first experience of her class.

This at the time was a very exciting experience as I established relationships with my learners especially in grade 11 Life orientation class. They were very welcoming and happy souls; it is during our discussions where I learned a lot of things from them especially with regards to the community in which the school is built.

It was unfortunate that I was not only teaching grade 11, however my duty load also includes teaching grade 8 EMS. Economic management science was not my specialty. I have only done it in high school as one of the subjects that were compulsory. I had little content knowledge of the subject. I had no one to ask for help too, I only relied on the internet which was problematic in the area I was staying in. It became hard for me to research for my lesson. I would end up making learners writing note instead of me teaching or explaining the note. When the networks decide to pitch again, I would download videos on the laptop and share them with my grade eight. In the school, there were four classes of grade 8 learners each class was made up of 40 learners. Zinhle outlined that it becomes hard to discipline her learners as they become chaotic. Also, the idea of having to watch a video clip was unusually and very exciting which resulted in chaos. I also realized that they were few textbook textbooks for the subject, it becomes hard to always having to make copies as the school lacked resources as well. A teacher had to ask two days before making copies. My experience with the grade 8 class was the worst during the first few weeks of being a teacher. At times felt like I was ready to share the news of lacking the subject content with my head of the department. When Zinhle was ready to tell the news to the head of the department, she got cold feet as she thought she would get into trouble.

vi Mentoring experience.

Zinhle was assigned to a mentor when she first joined the school. She thought that she had too many expectations about the mentoring process. *I felt that the mentoring wasn't very structured. as I had one proper conversation with the mentor on the day, I meant her. I would not say that the mentoring process was effective. It did not help me grow or develop in some way. Besides personal differences, a major issue with our relationship was that the mentor wanted to impose her teaching practices on me because I am inexperienced maybe I have set my expectations too high for our mentorship. To me , it's felt like the mentor wanted to become my teacher. The mentor did not give training on what is expected of me as a new teacher.* Placing aside challenges, Zinhle said that there was some important aspect such as the mentor's paperwork and administration demands which she learned. *She was very organized and taught me well also.*

Vii Reflection on Teacher Induction.

It would be much ideal if schools could provide formal, well-planned induction programs for newly appointed teachers. At least there should be individual specifically trained to deliver such because there are very crucial in terms of preparing the teachers for the new environment. It is also through the induction process were retaining the novice in the teaching career is strengthened or weakened.

4.3.2 The story of Brand Girl.

I The personal biography.

My name is Brand girl, I have been employed at this school, for 18 months. I have always wanted to be a teacher. It has been my dream job. In high school I was always willing to help learners, who did not understand Accounting, calculations, I used to teach other learners how to do calculations? They would say it was easy to understand the calculation in the way I explained them. Deep down in my heart, I knew I was going to be an educator. When the application form from the central application office was given to my school. I made sure to put Bachelor of Education as a first choice for the University of Kwazulu-Natal. I am not such a shy person; I always had a lot of confidence. However, when I came to university. I felt intimidated when I saw how beautiful other girls look like. I felt that I was not beautiful enough. It was fortunate that there were not going to a beauty concert. We attended an orientation workshop, where I met my bubble roommate. There was a long queue, two girls were required to come to the front and be allocated to their residence. My roommate was in the queue to the

residence. My roommate was such a nice person, she was coming from one of the deep rural areas in the provinces. She had such a kind soul and have a lot of respect for others. She loved her studies that is one thing I love about her. It's what brought us together. We both took English as our major subject. We attended classes together She did not like poems, as she says she found it hard to understand them. I would help her explain some poems that better understand. She would say, I made the poem sound so easy to do. Seeing my roommate falling in love with poem through me teaching her. It gave me hope and encouragement that I will make a difference in the children's lives, through teaching them.

I was raised by my both parents. My father had more than one wife, so I came from a huge family with many siblings. My father is a spiritual healer, that is how he supports my family. Growing up in a huge family is not easy. I was the first one to go the university amongst all my siblings. That made me feel pressure, as all my siblings had bad expectations such as early pregnancy before I obtained my BE d qualification, Glory to God, I obtained my Bachelor of Education in due time. Having a qualification that I Had worked hard for was a symbol that the future was going to be brighter.

ii Brand Girl educational experience on becoming a teacher.

The year I obtained my first degree. I could not find employment. I had no plans to further my studies as my degree was not easy. I felt like I needed a break from studying, However, staying at home full time was not in my options. I decided to register for BE d Honours under curriculum studies. All my peers got employment; I was happy for them. It was like I am the one getting employed. Things started getting bitter when it became another year without employment. As painful as it was, I went on with life. I obtained my BE d honours. I was proud and very delight. In the following year, I register for a master's degree in Education. I continued to stay in the university residence. It was hard to go on, without funding as I was not founded in my postgraduate degree. I remember how hard it was, staying in the residents and not having enough to maintain the standard of living. My father would only give me R300, for the whole month. My friends who were working would support with few hundreds that made a huge difference. Will always be grateful to them. The year went by, would wake up and attended classes for my Masters. When it was March, I got a call from the district saying I must attend a job interview. The post was for four months. I was very nervous during the interview I felt that I was not prepared for the interview. Indeed, I did not get the job. Brand girl mentioned that she wasn't hurt for failing the interview, she took it as learning phase that prepared her for her next job interview.

In the same year, I received another invitation for a job interview from the school principal where I am employed right now. He said he got my name from the education District. He asked if I was still unemployed. Deep down during our conversations, I knew this call was about to bring me my big break. The interview was going to be in three days. I made it a point to prepare for the interview. I asked people who had attended job interviews previously. When I got to the school, I realized that I was the only person who had attended the interview others did not come to the interview. I was the only person who was interviewed. The first step to the door toward that interview room. I already knew the post was mine. After two days I got a call from the school asking me to come to the school with my banking details. This was the beginning of

great things for me. My mother's life was going to change for the better. That is how I got the job.

iii Teaching practices that illuminate her core values.

My first degree was not easy, I obtained the Bachelor of Education Degree through working hard, some modules were challenging at first, I registered for accounting as my major subject. As days went by, I realized that the Accounting we left at high school was different than the one we were learning in university. Continuing with the module made me realized that I was setting up myself for failure so I deregistered the module and decided to continue with Business Studies and English so that I could obtain my qualification in due time without any impediments such as failing the modules and having to repeat them. As I am a second language speaker of English, it has become hard to get good grades in English. I had to make a consultation to my lectures more often, however, through working hard, I obtained my Bachelor of education Honours. There were also teaching practices I would say that was the most difficult part in becoming a teacher. I felt that I was not ready to stand in front of more than ten people. Teaching practice was my worst nightmare. As I did not have enough clothes to wear, I had to borrow some of the clothes from my cousin who had a very good fashion sense. At the at time her parent was both educators. They afforded to buy her nice clothes. Looking representable to my learners during teaching practices also help boost my confidence when standing in front of learners. When I was wearing something nice, they would complement me to kind of break the tension as I was not very comfortable standing in front of them. Teaching practices got better with time. I got used to standing and talking to more than one person It's true that practice makes perfect, With time I become better becoming a teacher.

iv Experiences of settling into the school.

The first few weeks at the school were overwhelming. I remember the first day stepping into the classroom being introduced to learners. I was going to teach; it was nerve -wrecking. That moment when the room went silent so that they can hear the first word, I utter to them was scary. My Concern was that I incorrectly say something, and they would burst out of laughter. With laughter. The principal introduced me at the assembly, and I was shivering as all eyes

were on me. The staff members were very welcoming and friendly towards me. They showed me around and were hands-on in work-related stuff.

v. Experience of her class.

There were a couple of good memories I had for the first six weeks. Working in a warm and welcoming establishment tops the list. As aforementioned, the staff was super nice and friendly towards me. The learners were very respectful. They didn't have a qualified teacher for a long time, that my arrival was all they wished for. They would fetch me should I be three minutes late. One of the best memories was that I entered a debate for my grade 9 kids, and they did exceptionally well. I had a wonderful time preparing them. This one time on the sub-district-based debate one learner took a trophy. I was extremely proud of myself and her. It felt good hearing people congratulating us. Given that I was newly appointed, that boosted my confidence as I was solely preparing my learners. The principal was super proud of me as he got the news from the subject specialist before I could even break it to him.

vi Mentoring Experience.

Unfortunately, I still think I didn't get an internal support system from the school as I have expected and hoped. I was new to the teaching industry. I needed subject induction and guidance but there was nothing of that kind except the one done by the subject specialist, which I believe was not adequate since he gave highlights and did not go deeper into anything. I was never assigned to any mentor and that caused me to make a lot of mistakes. The English department doesn't have a head of the department to begin with. In the English department, it's every man for himself. As a newly qualified teacher, I needed guidance every step of the way to omit and avoid mistakes aligned with not knowing what to do and how.

Vii Reflection on Teacher induction

Most importantly, novice teacher induction is crucial for new reasons I am going to mention below. I didn't get an induction, yet I feel like I need an in depth one. Not only was it going to help me know what is expected of me subject-wise, but it was also going to help me avoid making mistakes. If an experienced teacher who has been teaching the subject for a long time with a learner's performance reflecting his or her hard work, can sit down with a novice teacher and take baby steps in showing him or her how everything is done. The first few months' stress and panic if one is doing things correctly would not be a thing. I am talking about an everyday slow-paced induction plays a major role in it. Induction should be done until the mentor is convinced that the mentee is doing what is expected.

4.3.3.1 The story of Siphumele

i. The personal Biography.

My name is Siphumelele Xaba, I have been a teacher for two years, when I was 6 years, I used to play a role of being a teacher, However, becoming a teacher was not of my best dreams in a career. I wanted to be a land surveyor, so in grade ten I chose to study physical science, graphic design, and mathematics. Deep down in my heart, I knew I wasn't very good with mathematics. Even in grade nine, I struggled with math. Being a land surveyor was not really my first career choice. My mother is a teacher. I guess, she wanted something she thought was best for me at the time, more the reason she encouraged me to study science. Siphumulele revealed that his parents wanted her to follow a career path that was in demand, had more job opportunities, and a worth salary. The idea of having a career in science was good until I realized that no matter how hard I tried with studying mathematics, I just could not get the marks I wanted. Would conclude that if a subject like mathematics is not in your head no amount of love for the subject will make you pass it, the way you need to. There were only three subjects where I always performed my level best It was English, isiZulu, and Life Orientation. Fortunately, I was promoted to grade eleven. At the beginning of the year, I went to the principal's office and requested that I replaced Physical science with history and Graphic design be replaced with Dramatic Art.

Siphumelele explained that in grade eleven she continues working hard as she was touched by the idea of changing her major subject in a grade that serves as a foundation to what is taught in grade twelve. She reckons that working hard made her achieve a good academic performance. When the top ten of learners who performed well was announced, she said she was always one of those learners, being number one was one of her strengths. Her position in the top ten made other learners be close to her. *In History, I always obtained level seven every term. In class I was nominated as a facilitator for history, being nominated also gave me better grades for the subject, because the more one talks about something the more it gets to their head. My classmates always compliment me, on how helpful it was to listen to me when the teacher was not around. It was not that I was now a good teacher, or I was trying to replace my subject teacher. I guess other learners enjoyed or found enthusiasm in listening to another learner explaining some subject content, it encouraged them to work hard. Gave them an idea that if your peer can do it, what can stop you to do it as well.*

I did not stay with my parents; I was in a boarding school. More often I spent time with other girls discussing our history essay. If not, we were practicing for our Dramatic Art performance. I am a very loud person by nature. Siphumelele mentioned that she always had a teacher's voice. Her peers always mentioned that she was loud and not shy because I would do some funny, dramatic dance moves, they would laugh.

ii. Siphumelele's educational experience on becoming a teacher.

Siphumele explained that obtaining a Bachelor's pass in matric was one of her biggest achievements. This achievement was about to open closed doors of a brighter future. *I obtained thirty-two points which made it possible for me to register as B.Ed. student, I was offered a firm offer at the University of KwaZulu-Natal. My mother accompanied me to the university to accept the offer. I attended an orientation workshop that was brief enough about the kind of a place the university was. During the orientation, we were shown different lecture venues. Myself and the group of girls could not wait for the teaching and learning time to resume. Time went by, attending lecturers began, there was so much to do fortunately, there was a lot of time to do it. It was a matter of not knowing how to start doing the assignment. For example, I did not know how to reference my assignment, how to get articles that we suppose to use in the assignment. There was a module where first-year student was taught how to reference their work, however, it was difficult to understand or grasp what was being taught because we were taught by foreign*

lecture who was Nigeria. It was either I did not hear what he was saying, or I did not understand what the lesson was about. I do not blame him for being a foreign, I think the problem was that the language that was used as a medium of instruction was a second language to me. The Language barrier made it difficult to learn anything during my lecture times. Fortunately, during the orientation workshop, we were assigned to students who served as our mentors as first-year student. The lady who was my mentor was always willing to help, it was a matter of requesting a meeting with her in advance. She was also a facilitator of a module called computer literacy; she was of great help as she taught me the most important things in the computer. Siphumelele outlined that knowing how to reference and to use a computer in the university are some of the best skills one needs to obtain good grades at the university level. Siphumelele explained that it was not easy being a varsity student, it called for hard work and more dedication in the schoolwork. Having a good academic performance was a great advantage in our times, one would obtain the better-paying bursaries, which also help the student to be quickly placed for work after being qualified as educators.

At a second-year level I applied for Funza Lushaka Bursary scheme. Being a university student is not like being in high school, where you allowed to make excuses for not being doing your work. We had deadlines for assignments. It was important to meet the deadlines it was said that each day you did not submit your work ten percent was deducted. Through working Hard, I obtained BE d qualification in due time. Shortly after I had obtained the BE d degree I was appointed as an educator in one of the schools in the province. I always knew that through the Funza Lushaka bursary the department was going to look for a job for me, However, I did not expect it to be so soon just after I have finished my degree. Starting a new job is more like opening a door to more happiness and success. That is what I was feeling when I thought of myself as a qualified teacher.

iii Siphumelele's first experience of being a teacher.

My first experience of being a teacher was exciting until I eavesdrop on the conversation between two teachers. It was early in the morning when I walked to the staffroom and heard female teachers discussing how they disliked a teacher that is placed by Funza Lushaka Bursary schemes because they easily take other teachers' jobs. They are not even interviewed; they just get a job for simply having a qualifying. After hearing that conversation all my excitement of being newly employed faded away. I felt like I wanted to quit the job before I

even get started. My heart did not want me to be around people who dislike me, because of taking someone's job, something which I did not deliberately intend to do. That very same morning I planned to pretend that I did not hear their conversation. I walked myself in and greeted them. After I had greeted them, I put my bags down and marched to the ladies' room. I continue to pretend as if all was well, no one knew that I was dying inside. The bell rang it was time for assembly, I was introduced as the new teacher for the subject. Learners screamed, seemed excited to see my face. I shared a smile. After the assembly I was called by a male teacher who said that he was my Head of the department. He welcomed me in the department and said that he hopes we will work well together. He handed over the files that had materials that I must use to teach. He shared advice such as that I must always remember why I am at the school which is simple to teach learners.

He showed me the classes I was going to teach and where to make copies. He emphasizes that if I need anything his door is always open. I was assigned to teach grade 10 English. There were four grade 10 English classes and each of them was overcrowded learners. The learner's ratio should be 1:30 in each classroom. However, there was only one class that had 30 other classes had 40 to 50 learners. The school was very big. As it was the beginnings of the year it was the first month of the year. I had not prepared anything to teach my learners. Learners were so excited to see me, they outlined that I was beautiful. They stood up and clapped their hands as I stood before them. That behaviour made my entire day. Once again, I introduced myself to them and what I was expecting from them in English grade 10. I explain that there were three papers and the structure of the papers. I did not give them a chance to introduce themselves as they were too many, I told them that I would know their names through working with them.

iv. Experiences of settling into the school.

Already mentioned that on the first day, I found two teachers gossiping about hating teachers that are placed by funza lushaka bursaries. The act of gossip by my colleagues made me feel so bad as I try to move from such gossip. Weeks passed I felt like I needed to share the news with someone. Fortunately, my mother is a teacher, she understands some politics that may be found in the workplace. I shared with her how I felt. She warned me not to quit the job because of such minor things that will eventually cool off. These words were comforting and gave me strength. Days went by, I did my level best to do what I was employed to do which was to teach learners English. I had no choice but to focus on being a teacher and forget about staffroom

gossip. Time went by there come other two female teachers that did not respond when I greet them. I decided not to greet them and did not care about how they looked at me. One male teacher who was kind of welcoming, always making a joke about something and everyone would end up laughing later. One of the teachers who I found talking about me took a cross transfer. The other started being nice to me and I had nothing to lose and become civil with her. I had to work closely together with my colleague who was gossiping with me, we had to plan a farewell of the other teacher who took a cross transfer.

Furthermore, there was the issue of teaching in an overcrowded classroom, teaching a second language a subject that needs a teacher to provide undivided attention to each learner. Language requires that learners be given work to do, and that work must be marked or checked by the teacher to ensure learners' progress. In language you cannot mark the work without doing corrections, we had to do corrections first, which was a challenge as well. Some learners would copy the corrections and claimed that they got it all correct. It became hard to mark for every learner. I suggested that they use their pencil to mark their work and later I would put on my signature. When I was not in class, I would ask them to group their exercise books so that I can mark and put on signatures. It was difficult to track their work as some did not submit their exercised book. The sad part was that I did not even know if they knew how to write something down. It was hard to monitor all of them even during classwork, the setting of their classrooms did not allow the teacher to move freely along their desks. Another most devastating issue was finding my HOD signature in the exercise book of the most misbehaving learner who does not do his/her homework. It made me felt like I was less of the teacher, or I do not teach the learner as there were spaces in their exercise books.

v. Mentoring Experience

Siphumelele explained that no one was assigned as a mentor when he was employed as a teacher. A mentor was only assigned during teaching practice. However, the Head of the department in the language department is the one that serves as a mentor. As the HOD shared good advice on how to be a productive teacher who produces a good result.

4.4 Analysis of narratives.

Having presented the narratives, I now use thematic analysis to draw out the finding of the study. In this section, I present the key issues that emerge within the different components of the stories of the participants. In constructing the stories of the participants, I used thematic structuring to allow for easy link between the analysis and the stories.

Theme 1

Who are they and how do they become teachers?

The narrative of participants reveals that personal introspection across different times of their growing up has led them to become teachers. Such personal introspection includes their interactions with others, including their parents, siblings, and peer. Some realizations within these introspections that direct them to become teachers. In the case of Zinhle, she did not plan to become a teacher. Her interest was in psychology. However, during her study at university, she was able to find a voice within herself that made her think seriously about becoming a teacher. Her peers loved the way she explained things to them her ability to make things simpler to understand and her realization that teaching is a possibility as some of the things that made her re-direct her study to become a teacher.

While there is Brand girl who always wanted to become a teacher. Being a teacher was one of her biggest dreams. She was always willing to help other learners with their accounting calculations. BE d was the first choice she has always been confident about who she was and what she wanted, which was becoming a teacher. On the other hand, there is Siphumele from a young age she wanted to be a land surveyor. Her choices of the subject in grade 10 were influenced by the love and benefit of a career in science and encouraged by her mother. She never also wanted to be a teacher. When she later saw that things were not working out in the science discipline, she quickly changed her subject to humanities, where she felt like she was performing better in her subject. Subject performance was a key driver in making her realize her potential and that she had the wisdom to realize the need to change at opportune moments – like at the end of grade 10 when one is allowed to make subject changes in the FET phase of schooling.

Theme 2

Educational experience in becoming a teacher.

The narrative of the participant reveals that Zinhle continually finding challenges and they also finding a solution to overcome such challenges changing majors and language issues. For example, it was revealed that through the journey of becoming teachers they also experienced difficulties in coping with the schoolwork such as assignments, workload. These challenges that were experienced by Zinhle is not being able to reference their assignment regardless of being taught how to. On the other hand, there is Siphumelele who felt like she was lacking subject content in the modules she had chosen. The findings of the study also include different issues /Challenges that started haunting the participant from tertiary level, in becoming teachers. They had to do everything in their power to become qualified teachers regardless of the challenges they faced. Duplessis and Sunde (2019) also contend that begging teachers embark on challenging journey to interweave personal and professional beliefs that shape their identities as teachers and human beings.

Two of the participants showed a high level of uncertainty in the modules they registered for in the university. One deregistered a module she chose in her first year as she learned it was going to hinder her in obtaining her Bed qualification in due time. Furthermore, the narratives of participants revealed that even with proper training and constructive support from their lectures and mentors they continue to experience difficulties in obtaining good academic performance. Even the period of teaching practice which is the most important part of being a teacher training was challenging for some. They felt like they were not good enough, as they lacked confidence and did not believe in themselves. One participant revealed that she had to borrow the most fashionable clothes so that she felt representable in front of the learners.

One would conclude that they somehow, lacked self-esteem. The lack of self-esteem in a teacher is not good for society and the learners who are going to be taught by that teacher.

The other participant revealed that she experienced a language barrier, as she felt that the lecturer who was teaching her a certain module Weirdly pronounced some English words. She reckons that this was because the lecturer was foreign. One would conclude that all the participants somewhere experienced these challenges of a language barrier. These challenges include being second-language speakers in the institution where English is the medium of

instruction, and their mother tongue was isiZulu. They all experienced challenges when they had to do their assignment. We cannot shy away from the fact that South Africa has experienced an oppressive past, where people were not equal in terms of social and economic backgrounds. As a result, the provision of education was not the same, as most participants are African and most come from diverse families who could not afford proper education to good schools. For them, it meant they had to attend local schools, where the standard of education was very poor, as they were unqualified teachers. The lack of quality education might have been a result of some the challenges that were experienced by some participants in this study. According to Kimathi and Rusznyak (2016), teaching and teachers education in South Africa started from a huge, fragmented past, teachers from different backgrounds, experiences, and qualifications. find themselves working together in schools where they do not necessarily have access to a common language of practices or not shared understanding of professional teaching practices. One interesting thing about the participants is that regardless of all the difficulties they experienced they were able to obtain good grades and their qualifications. As a result of working hard for some participants, they obtained bursaries which proves that with time they learnt how to cope with the university.

Theme 3 First experience of being a teacher.

The narratives of the participant regardless of the rumours' that were said about teachers being able to get employed more quickly was not so true. In the narrative one participant did not get a job immediately, she only got one when she was doing her master's degree. The finding of this study reveals that there is variation in time between completion of degree and getting employed as a teacher. For example, while a bachelor education degree is done for four years then students obtained the qualification and get employment immediately, other students also encountered challenges in getting employed. The process of getting employment can be a varying. A Student who is a bursary holder such as Fudza Lushaka is more privileged as opposed to the interview process. Bursary holders are placed into schools without any interviews process Department of Education (2016).

The findings also reveal the challenge of finding employment as a teacher after being qualified to be teacher. For example, newly qualified teachers are employed as temporary /contract for a fixed period /permanent. This causes stress for unemployed teachers as they come from

different teachers' socio-economic backgrounds, where certain parents are sole breadwinners who do not have based income. "At home my mother was a solely bread winner".

The narrative of participants revealed that others felt overwhelmed and nervous because they were not orientated on the new job and were not conscious about what was expected of them. One participant revealed that on her first day in the school most teachers were absent at her school as they attended moderation for their subject. She explained that this was a very difficult time for her as she expected her first day to be about orientation /induction to the workplace. She had served as relief for some educators which was a challenge for a new teacher as at the school. This reveals that newly qualified teachers are not treated as beginner teachers they are expected to behave as a professional know what is expected of them. Other scholars such as Fantil and Douglas (2016) also refer to teaching as a profession that eats its young, the authors further contend that novice teachers assume the complete duties of a veteran teacher, including the instruction and management of a full contingent student. Trying to monitor difficult misbehaving learners' classes alone was not easy an easy task. One participant felt that her duty load was not fair as she was given a subject, she last attended at her high school. The subject was not her specialization. According to Duplessis and Sunde (2019) beginner teachers are required to teach large classes or subjects and grade levels outside their fields of qualification makes its difficult teaching positions even more challenging.

On the other hand, some participants revealed that they did not receive proper induction from immediate supervisors. Besides proper induction, the allocation of duty load was not properly distributed. They give a teacher who did not specialize in that subject an opportunity to teach learners. A teacher who lacked subject knowledge teaches learners they not only jeopardizing the learner's academic performance of one learner. However, they are placing the future of that community in danger.

According to Jackson (2019), new teacher induction program serves as a comprehensive system of aligned support and professional learning opportunity designed to improve teacher effectiveness. While other participants felt welcomed by their colleague's others found their colleague talking about how much they did not like the fact they are employed in the school and their previous colleague lost their jobs. Such negative interactions made them feel unwanted. Moreover, other participant revealed that as they were no proper induction, they had to learn the norms of the school through seeing them from other colleagues. The narrative

revealed that most of the schools are not the same which makes the way of doing things differently as some participants experience an effective induction, they were told where they could find things around the school, the school norms, and standards, and who to run to for help.

Although some schools have induction programs, they are not so productive as it only about providing novice teacher with an annual teaching plan, which only tells them what to teach and when to teach, providing them with the material while the role of a teacher is not just about the pedagogy. Teacher's emotional and well-being is important such as teaching and learning. The narrative reveals that the emotional being of teachers is not considered during the induction programs which end up making the induction programs less effective. Moreover, what is interesting in the narrative is that it was found that some school principals were involved in helping their novice teachers feel inspired to do better in the workplace.

Theme 4

Experiences of settling into the school.

The setting of a classroom, as part of the school environment, influences learner's performance. Olaleye, Ajayi, Oyebola, and Ajayi (2017) suggest that most public schools are overcrowded and as such noise- making, medical health problems, fighting, and other social problems present themselves. Overcrowded classrooms do pose serious challenges to teachers more specifically novice teachers such as managing classroom discipline, such challenges do contribute to how novice teachers settle into their roles as teachers in their respective schools.

These participants revealed that they were overwhelmed about being in the new place. According to the Cambridge dictionary the term overwhelmed refers to describing a person or even, it can imply physical or emotional exhaustion. However, the term can also reflect positive connotations, unless the speaker indicates otherwise. Brand-girl was overwhelmed because of not knowing who their Head of department and mentors are. While on the other hand there is also Sphumelele who revealed that she was not introduced to a mentor. One participant was overwhelmed because of collegial challenges like gossips in the staffroom, such gossip put new teachers down. While other participants revealed that they encountered difficulties in finding someone to guide them. They were nervous to meet their learners for the first time while one participant explained that she experienced the issue of teaching in an overcrowded classroom.

Teaching an overcrowded class, a subject that is not their mother tongue is an issue itself. Learners always need undivided attention; it becomes difficult to move around in an overcrowded classroom. One can note that if the environment is not friendly toward teaching and learning the cognitive development of their learner cannot develop.

Theme 5

Meeting learners for the first time.

The narratives of participants revealed that the first day of school is always rich in emotions. The participants realized that meeting learners for the first was filled with different emotions. Zinhle revealed that she was nervous and overwhelmed because of being in the new environment and meeting people. For example, being in a class size of 40 to 50 learners not knowing each of their names was overwhelming. While there is Siphumelele who revealed that teaching in an overcrowded classroom did not allow her to give her learners undivided attention. In the case of Zinhle, there were also some positive moments, where she used digital media to excite learners to through different media. “I would download videos on the laptop and share with my grade 8 learners”. The narratives of participants also suggest that first experiences of meeting their learners had some disturbing thoughts, as they were trying to figure out the personality of their learners.

The participant revealed that every time they were introduced to a new teacher in the school, they become very happy as they were more interested to be taught by a new teacher. The learners were interested in meeting and being taught by a new teacher because new teachers were kind because of trying to mend the new working relationships with learners. “New teachers were always kind and patient with learners”. One participant explained that she was nervous because she felt that maybe the learners had the same perception they had about their teachers while there were still learners. For example, they saw a teacher as someone who is perfect, in their decision- making, the way they dressed, and the way they conduct themselves. However, such perceptions changed as they begin having relationships with their learners, one participant revealed that learners were enthusiastic about their learning, they determined to work hard so that they obtain good academic performance.

One participant explained that she was not as excited to be in class for the time because of not knowing the subject content. The participants revealed that with time, her subject content got

better because of attending teacher workshops and engaging with the head of the department made her know more about content knowledge of the subject content. Some participants explained that although learners are not the same in terms of their intelligence the school also had the worst group of learners who did not know how to read and write. As a result, she had to create more remedial classes so that all learners can pass the subject. Another participant revealed that

they find it hard to teach learners as they were a shortage of resources. One can note that if the provision of resources is not enough effective teaching and learning cannot take place.

Theme 6

Mentoring experience.

The narrative of participants revealed that certain participant experienced mentoring in different ways. For example, Brandgirl reveal that she was not assigned to a mentor while other participants had mentors, they reveal that mentorship provided very little assistance some of the mentoring was not relating to how they teach or engage learners learning. It so unfortunate that all the participants reckon that the mentoring was not effective in helping them as novice teachers. Some participants explained that they did not get internal support from the school as they have expected and hoped. One participant revealed that mentoring was just written in black and white not practiced. The mentoring was not well structured as it did not help the participants grew as professionals. The mentoring experience was inadequate for some participant they end up making mistakes. For example, one participant explained that the mentor only imposed her teaching styles.” *To me, it felt like the mentor wanted to become my teacher*” explained Zinhle.

One would conclude that the mentor did not know the function of a mentor, which is to guide, scaffold knowledge does not impose their own way of doing things. The mentor and the mentee are supposed to work together to make it a point that the desired goals are achieved in this case that may be teaching and learning. To elaborate on this, I have cited Awaya, McEwan, Heyler, Lum and Wakukuwa (2003) Whey they note that mentoring exists only in the context of a collaborative relationship based on partnership in which neither party hold a position of power over the other. Moreover, the function of the mentor is to advise and guide to the mentee. The mentoring work through the problems and the challenges by helping the mentee to see the new path to solving them. Awaya et al (2003) argue that the mentors’ roles also include encouraging

the mentee to take appropriate action. One participant revealed that when she was last introduced to a person who mentored her in teaching practice. When she got employed, she was only introduced to the Head of the department, who she later thought serves both the role of being the representative of the department of education and a mentor. This suggests that the school had no proper mentoring program put in place.

Theme 7

Reflection on teacher induction.

The narrative reveals that participants were exposed to some sort of induction. However, they all revealed that the induction they received did not help them avoid certain mistakes they had made when teaching learners. Sharp (2006) suggests that professional support through effective induction is not always provided. This could suggest that when the induction is not effective, teacher's professional tend to weaken or strengthened. To support this view, I have cited Sharp (2006) when he argues that inadequate inductions that lack support have a negative effect on many aspects in the professional lives of beginning teachers, such as a stressful classroom. Some participants revealed that where they got training was during the teaching practice. During the teaching practice they were orientated on how to teach and what to teach.

Summary of chapter four.

This chapter has presented the introduction for the first-level analysis. The chapter has explained the procedure that was followed in constructing and analysing the narrative. The narrative use both -first and third person voices in re-telling the stories. The narratives account began with the story of Zinhle who shared the educational journey, education experiences on becoming a teacher, experiences of settling into the school, Zinhle's experiences of her class. Mentoring experience and reflection on teacher induction. All of the three-participant shared different experience on the above themes. There were some positive experiences in some of the narratives, however other participants revealed that they had mixed feeling which made them feel uncomfortable about being in the workplace. On the positive in sight participants such as Zinhle revealed that other female teachers assisted with a place to stay until she found her own. She further notes that she did not only help her with a place to stay but she shared information about the school basic details such as commencement of the school day. "There were a couple of good memories I had for the first six weeks, working in a warm and

welcoming establishment tops the list”. Other participants in their narrative revealed that they had a negative experience in the way they were introduced into the school. For example, in terms of settling into the school Zinhle and Sphumelele felt that they were not socialised into the school way of doing things in a good manner.” I was not made familiar with the school policies”. On the other hand, Sphumelele heard his colleagues talking about how unhappy they were as he was a fudza Lushaka bursary holder and had to employed in the expense of another employee. The narratives accounts revealed that the novice teachers experienced different challenges from the very first day they got employed as teachers.

CHAPTER FIVE

DISCUSSION OF FINDINGS, THEORISING DATA, RECOMMENDATION, SIGNIFICANCE AND, CONCLUSION

5.1Theorizing the data

This chapter provides the theoretical discussion on the narrative of novice teachers and how they fit into an established community of teaching and learning in public high school.

As mentioned in the theoretical chapter, social culture theory is the theory of the development of higher mental practices which regard social interaction as the core of communication and learning process, (Behnoozized, Nambian, Amiri,2014, p2). One of the research questions is what challenges novice teachers experiences in settling themselves into their new teaching environment. The finding of this research revealed that teachers faced a lot of problems as they come to the school environment for the first time. Understanding these problems can help schools provide effective socialization programs for novice teachers.

From the data generated from the study, it was revealed that some novice teachers felt unwelcomed in the schools, others felt frustrated and exhausted. This is evident in their words.

“I didn’t get an internal support system from the school, as I have expected and hoped”

“I walked to the staffroom and heard female teachers discussing how they disliked a teacher that is placed by Fudza Lusaka”

“The first at work was overwhelming”

The frustration and stress that were experienced by novice teachers were a result of the challenges that they experienced on their first day of being in a teaching and learning environment. Teachers felt that they did not receive proper essential support that was needed for them to settle into the workplace. One participant felt that they were not aware of what was expected of them. One participant continues to reveal that she came into the school when most teachers were absent from the school premises due a to teacher workshops. As a result, she had to monitor more than one class, which was a challenge for her as learners were not familiar with her. One would note that learner’s barely take instructions from the new teachers especially when they first joined the school. These were one of the challenges that were experienced by novice teachers. Novice teachers experienced lot of challenges when they get employed as

qualified teachers, they are expected to master most of the things in the field of work. “Unlike other professions, such as medicine and laws, newly qualified teachers (NTQ’s) are required to assume full professional responsibilities from the first day they enter a classroom” (Nally and Ladden, 2020, p1).

One of the key constructs of Vygotsky’s theory is socialization, from the data generated in this study socialization process within the school environment was not coordinated, minimal focus was largely on getting the novice teachers to teach their subject.

There is a second construct of enculturation According to Vygotsky (1997) people are born with biological constraints on their minds each culture, however, provides a tool of intellectual adaptation. These tools allow people to use their abilities in a way that is adaptive to the culture in which they live. For example, in this study novice teachers were supposed to be introduced to the culture of doing things in the schools so that they can adapt. E. g Instead of novice having to find their way around the school, the Head of Department was supposed to create a program to help novice adapt to the school. For example, creating a rule of submitting teacher subject file, that has an annual teaching plan and lesson plan every after two weeks. In this way, the novice teachers will know what is expected in their file and will keep their work up to date. This can be one way to strengthen communication between novice teachers and their supervisors. The findings of this study reveal that enculturation was largely dependent upon individual novice teachers who had to find things for themselves to operate effectively within the school.

Moreover, some participant revealed that some challenges that they experienced as novice teachers was due to the school management teams who did not know how to support them. Instead of supporting them as new teachers, they imposed their way of doing things which did not help teachers settle into the new school, instead, it bought more confusion for teachers as they were not given a chance to do things in their ways. As explained in the theoretical framework that teacher socialization plays an important role in helping new teachers settle into the new school. Therefore, if socialization is not effective it is likely that teachers experienced such challenges.

5.2 Mediation

As explained in the theoretical framework that mediation is one of the most significant constructs of Vygotsky (1997). According to Vygotsky (1997), humans do not make their relationships with outer worlds only through direct stimulus-response reflexes rather they can use physical tools to make indirect connections and mediate their relationships. In doing so they can regulate and control their behaviours via psychological and technical tools artifacts. The authors further note, the physical tools mediating those relationships are generated by human cultures and are gradually transferred to the next generation from a socialisation perspective, learning is a mediated process.

From the finding obtained, it was revealed that very limited or no support was given to novice. The structures found in the school such as the school management teams including, did not play a role in novice teacher socialization. The school management teams did not work as physical tools that mediate human culture and relationships. Some novice teachers revealed that the mentoring program did not help them as they hoped it would.

“A week later, I was assigned to a mentor, was introduced to my head of department being assigned to these people kind of revealed some burdens as I knew who I should turn to for help”

“Unfortunately, the Head of the department was not so helpful as I had to figure out a lot of things myself”

“I took a module on mentoring in schools and hoped that I would be mentioned in the way I learned about mentoring from the module. I felt that the mentoring was not structured”

In the responses from the novice teacher's data, the amount of support from immediate supervisors was not adequate. The Socialization process of novice teachers took time, for example, it took an entire week for the novice teacher to be assigned to a mentor. According to Pogodzinski (2012) organisational socialisation communicate the core values and norms of the organisation and informs new members of the role expectations. /mediate their learning. The mentoring process was created to capacitate mentees in the field of work, which for this study being newly qualified teachers, however the findings of the study revealed that mentoring was not so much effective to some participants. “Having a mentor means there is someone to supervise and provide suggestions so that improvement can be made” (Mckinely, 2019,p1). This caused further frustration as novice teachers were still trying to settle into teaching and

learning coming from the University. Teachers experience low socialization in the workplace due to deliberate acts of poor supervision from their supervisors.

5.3 The zone of proximal development.

As explained in the theoretical framework that ZPD is according to Vygotsky (1997) the zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. Understanding the Zone of proximal development is very significant in understanding novice teachers. In the teaching and learning environment setting teachers, work is evaluated by subject advisors and Head of Department in the school. The mention above leaders assesses teachers to determine their current skills in the provision of teaching learners. Subject Advisors and Head of Department can offer instructions that may require teachers to comprehend.

The teachers may require assistance from someone who is a more knowledgeable person. Acquiring knowledge on how things are done will eventually expand their zone of proximal development. For example, novice teachers maybe developed on how to manage /teach an overcrowded classroom. This understanding of the ZPD can be used to draw an understanding on how teachers can organize the learners into groups where less skilled learners are paired with students who are higher skill level. In this way, novice teachers can be developed on managing overcrowded classroom.

The study aimed to explore what existing support is available to assist novice teachers. To respond to the above, one would note that support is put in place for novice teachers, however from the data, I have received from the research participants the support varies. The support was received in different ways, by different novice teachers. One bigger picture is that the support was not effective in helping novice teachers settle in schools. The support that was put in place for novice teachers included teacher workshops, moderation, and cluster meeting. Moreover, there were school management teams. The teacher workshop served as an important tool for novice teachers because they gained content knowledge and how to master the subject they are teaching.

The findings revealed that not only do teachers need subject content to survive the learning and teaching environment. Teachers also need emotional support; this emotional support is important because it also helps teachers to cope with their work. If teachers experience a low level of emotional support, they end up leaving their workplace at an early stage, they do not

grow in their field of work. To emphasize novice teacher also need to be trained how to use the policy documents such as the CAPS documents. According to Dishena and Mokoena (2016) they should be induction programs that aim to capacitate teachers. The authors further argue that the programs are delivered to schools under two level, which are school level and cluster level; in the school level these programs are facilitated by mentor's teacher and the Head of Department and in the cluster level the Department of Education organise teacher training workshop. In these workshops teachers are trained in subject content. Findings revealed that are given documents that outline what they should teach and when they should teach, it is so unfortunate that they are not trained how to teach the content found in the annual teaching plan.

5.4 RECOMMENDATION

This study has identified recommendations for future studies as well as policymakers in the department of education. The literature review reveals that the challenges faced by novice teachers are real. The literature reveal that they are structures put in place to support novice teachers, however they are gaps as some novice teachers experience some challenges, even when these structures were available in their schools.

This study firstly recommends that the structures found in school such as the Head of the Department, school principal, and mentor teachers, who help the novice settle in the new school should be provided with proper training on how to provide proper support and constructive feedback to novice teachers. Moreover, the findings of this research have identified that they are documents available that help facilitates teaching and learning such as the annual teaching plan and CAP documents, however novice teachers are not fully aware of how to effectively utilize these documents. Therefore, this study suggests that the documents be more detailed in such a way that they clearly explained how they must be used and that relevant material that is in line with what is in the ATP must be provided for teachers.

The second recommendation, that the study made is for universities institutions to increase the number of points needed to study for being a teacher. From the narratives of novice teachers, it revealed that some novice teachers had no goals of becoming teachers, they do not have passion for being teachers or working with people. This means that such teachers cannot be effective teachers, who flourish in this field, therefore the study recommends that institutions implement a certain structured criterion for university entries if people want to become teachers. It stipulated that teacher are the builders of a nation. The successes of the country depend on the

education system of that country. There is therefore a need to select the best people in terms of attitudes, love for children, and passion for teaching to train the minds of children of South Africa to make sure that quality education is received.

Another recommendation that was made for the study is that the Department of Education should arrange teacher content workshops, where teachers are taught the subject content, because some novice teachers are coming from the university and where they have never been taught such content and novice teachers always encounter challenges when they must teach learners certain parts of the content.

5.5 Significant of the study and to who it may be significant too.

Studies reveal that there have been several support programs put in place for supporting novice teachers. Studies revealed that these programs only focus more on developing the professional aspect of novice teachers. Little has been done to socialize novice teachers into teaching and learning. These programs do not teach how to cope with the challenges they face. They gave professional development, such as instruction on how to teach and manage the classroom. This study is important as it will serve not only as a voice for novice teachers but will bridge the gap between professional development and socialization of novice teachers. Moreover, this study will help identify the effect of induction programs, mentoring programs on new teacher's experience.

Through an interpretive paradigm, the study will take the notion of understanding the reality faced by novice teachers. When coming to an already established community of learning and teaching. The experience can inform policymakers, administrator's other stakeholders in the education system on how to solve the challenges faced by beginner teachers. This study will also help guide administrators in better designing induction practices to maximize novice teachers to sources of information and support that they view as valuable.

Moreover, this study is important and relevant for KwaZulu-Natal where education system is undergoing a rapid transformation. For example, the learning and teaching process has been affected by the corona pandemic. This pandemic required schools to change their way of teaching and learning. For example, they had to do social distancing in schools, a certain number of people or learners were now stipulated to be in a room. This meant that the duty load of other educators was going to increase, therefore new teachers had to be employed. Social distancing

was not the only reason to employ new teachers, there was also a request by the Department of Education that edge teachers who had certain illnesses that made them vulnerable to covid 19 to remain at home until summertime, where the virus slows down. Therefore, this study is significant as it will assist not only the Department of Basic Education however it will assist even the department of higher Education on how to train teachers that are able to be effective in the new era where they are social ills that affect teaching and learning. This study is important as it will provide recommendations on the needs and support for novice teachers socialisation. Hence the focus of this study is exploring how novice teachers are socialized into teaching and learning.

Summary of Chapter Five.

This chapter has provided theoretical discussion on the narrative of novice teachers and how they fit into an established community of teaching and learning in public high school. Chapter five also responded to research questions such as what challenges novice teachers experience in settling in their new teaching environment. The chapter also presented a discussion about the key findings of the study. The findings revealed that teachers faced a lot of problems as they come to the school environment for the first time. The findings and recommendations provide a valuable understanding as to what could improve teaching and learning in South African secondary school.

Conclusion.

This study has provided insightful information about how novice teachers fit into an establish community of teaching and learning. The study has provided an introduction and a background. The study has also presented the purpose of the study which is to explore the challenges and opportunities of novice teachers in their attempt to settle into a school environment. The study outlined the research questions which included what novice teacher experiences of are settling into an existing school context. The study has explained who are considered as novice teachers, Simpson (2005) captures the essence of conceptualising a novice teacher by suggesting that she/he is a teacher who is new to the field of education, who has obtained an educational qualification, is accredited with teaching academic record, and holds not more than three years of teaching. The study has provided chapter summary for all the chapters. The study has presented a brief outline about how newly qualified teachers are employed. The study has presented chapter two which was divided into two sections. Section A consists of literature review on novice teachers and their experiences of their first year of teaching. Section B consist

of theoretical framework that frame the study. The concept framework was explained for the study. The theoretical framework that was used in the study is grounded in socio-cultural theory which grew from the work of seminal psychologist from Russia Levy Vygotsky (1997). The study has presented chapter three which presented research design and methodology for this study. Chapter three has explained what is meant by the research design. The study utilised the interpretive paradigm. According to Christiansen and Bertram (2014), research paradigm represents a particular world view that defines, for the researcher who holds this view, what is acceptable to research and how this should be done. The research approach that was utilised in the study was conducted into four secondary school that are based in Kwazulu-Natal under the iLembe district. The school that are purposively selected were quantile rank 1. The study explained the research method that was employed by the study which were un-structured interview. Bihu (2020) contents that un-structured interview is sometimes referred to an in-depth interview due to the tendency of engaging with the units of analysis to real generation of crucial information about personal experience and perspectives. The study also used letter-writing in order to be obtained data from the participants. According to Morgan, Khau, Masinga and Vande Ruit (2012). Letter-writing is a self -reflective data -generation. Method that allowed scholars to generate data by examining their selves and lived experiences. Ethical issues were dearly explained. This study has provided chapter five which presented introduction to first-level analysis chapter five has presented the narrative of participant. The narrative used both first-and person voice re-telling the stories. Chapter five is also divided into different themes. The study also presented chapter five which consisted of discussion of the findings, theorising data, recommendation, significance, and conclusion.

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20 June 2020

Miss Thobeka Hlanzeka Gcabashe (214513934)

School Of Education

Edgewood Campus

Dear Miss Gcabashe,

Protocol reference number: HSSREC/00001354/2020

Project title: Fitting into an established community. The narratives of novice teachers in KwaZulu- natal high schools.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 13 May 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

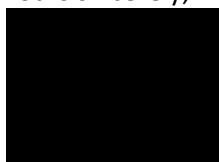
This approval is valid until 30 June 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

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FITTING INTO AN ESTABLISHED COMMUNITY:
THE NARRATIVES OF NOVICE TEACHERS IN
KWAZULU-NATAL HIGH SCHOOLS.

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JULY 2021

Ethical clearance number HSSREC/00001354/2020