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KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**AN EXPLORATION OF NOVICE TEACHERS' EXPERIENCES OF
INDUCTION AND MENTORING IN A SECONDARY SCHOOL IN THE
UMZINYATHI DISTRICT**

BY

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Submitted in partial fulfilment of the requirements for the degree

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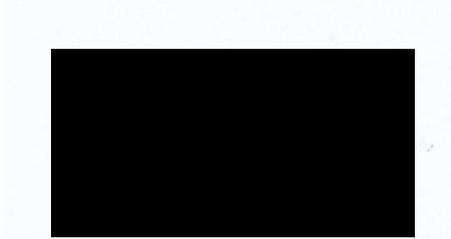
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SUPERVISOR'S DECLARATION

As the candidate's supervisor, I agree to the submission of this dissertation.

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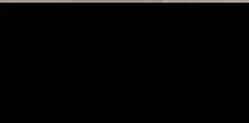


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DECLARATION

I, Zimiso Qiniso Dlongolo declare that:

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DEDICATION

This thesis is dedicated to my dearest brothers, Lwazilwemfundo Dlongolo, Sibonokuhle Sanele Dlongolo, and my cousin, Portia Phumzile Mnguni. Even though you all are no longer here, your spiritual presence was the guiding light and inspiration during the long duration of this study. Portia, thanks for believing in me and for all the encouragement and advice during the initial phase of my studies. We miss you all immensely.

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LIST OF ACRONYMS AND ABBREVIATIONS

CPD – Continuing Professional Development

DoE - Department of Education

HoD - Head of Department

IQMS – Integrated Quality Management System

QMS - Quality Management System

SDT - Staff Development Team

SMT - School Management Team

ABSTRACT

The significance of induction and mentorship as key components of novice teachers' professional development has regularly been underlined in various studies. The role of induction and mentoring within organisations ensures that newly appointed members of staff are quickly adapted to their new roles and how these institutions function. This indicates that it is crucial to introduce a new employee to their new workplace. In South Africa, many schools face challenges of large classes, few resources, and remote locations, leading to novice teachers feeling overwhelmed and discouraged. This makes the role of induction and mentoring even more significant. The purpose of this research was to examine the lived experiences of selected novice teachers concerning induction and mentoring in the early years of their teaching profession in a rural Secondary School in uMzinga, KwaZulu-Natal.

Hudson's Five-Factor Model for Effective Mentoring was used as the conceptual framework in the study. This qualitative study was located in the interpretative paradigm, using semi-structured interviews and document analysis. Although there was evidence of induction and mentoring, the findings revealed that the induction and mentoring received was not consistent across participants, which would suggest a lack of a formally designed programme. This also suggests that mentors did not fully understand their roles and as a result, the five key factors of effective mentoring outlined by Hudson were not applied equally. This led to gaps in the induction and mentoring received. Secondly, the study revealed that there was no formal structure to the induction and mentoring provided in the school, as evidenced by the lack of minutes of meetings on induction and mentoring. There was no policy on induction and mentoring other than the DOE mandated QMS policy for schools, and the QMS policy document was not shared with novice teachers. The study found that mentoring support could be strengthened if mentors understood their roles more fully and if there was a clearly developed programme in place. In addition, there was a need for the SMT to lead the process and use the system of QMS to develop effective induction and mentoring. Finally, it was recommended that the DOE play a key role to ensure full implementation of the QMS in schools.

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CHAPTER ONE

1.1 Introduction

The study's objective is to examine induction and mentoring for novice teachers as part of employment entry into the education system within the South African context. Using the voices of selected novice educators, the study aims to explore their lived experiences of induction and mentoring in a selected high school in the Umzinyathi District. The rationale and background to the study are provided in this chapter, followed by a brief review of related literature, the conceptual framework, and the methodology. The last section of the chapter provides the organisation of the full dissertation.

1.2 The Background and Context of the Study

The post-apartheid era brought significant changes to the South African education system. New educational policies were introduced, for example, the *Norms and Standards for Educators*, (Department of Education [DoE], 2000), and the *South African Schools Act, No. 84 of 1996* (DoE, 1996). These policies brought a new dimension to teacher training, teaching practice, and education management. Teachers were regarded as agents of change and had to work collaboratively with other practitioners in team-teaching and decision-making processes and supporting one another in their line of duty (DoE, 2000). An increased emphasis on teacher support emerged, with policy suggesting that the head of the department and the subject expert would assist a novice teacher in that particular subject as to how to teach it effectively. The Integrated Quality Management System (IQMS) was developed in South Africa to raise the bar for educational institutions nationwide (Government of South Africa. Education Labour Relations Council [ELRC], 2004). "Newly qualified teachers actively participated in IQMS to ensure self-development by identifying areas of professional growth and opportunities made available to them" (DoE, 2006, p. 5; DoE, 2007, p. 3). The Department of Education (DoE, 2006) established the IQMS as a supporting programme to develop novice and senior teachers. The DoE (2006) contends that novice teachers must actively participate in IQMS to enable them to develop personally and professionally. In this context, novice teachers need induction and mentoring as supporting programmes within the continuum of continuous professional development.

However, the IQMS does not evaluate competence because development and performance appraisal are combined, which makes it difficult to identify teacher developmental needs

(Poonsamy, 2012). Additionally, the National Policy Framework acknowledges and promotes induction and mentoring as a supporting strategy for novice teachers' professional development and it is adjusted to fit a particular school context (DoE, 2000; DoE, 2005; DoE, 2008). However, these policies are not specific or clear about when and how induction should happen in a school, either formally or informally.

Induction and mentoring are viewed as supporting programmes that can assist novice teachers to perform their duties effectively (Maake, 2013; Mlindazwe, 2010). These programmes enable novice teachers to perform their duties and make a meaningful contribution to learners' academic achievement. Evidently, the implementation of induction and mentoring is done haphazardly in some South African schools in the Free State, Northern Province, and the Western Cape (Williams, 2011). Studies conducted in South African schools have shown that most novice teachers receive inadequate support in their workplace (Dube, 2008; Kempen, 2010; Nghaamwa, 2017; Williams, 2011). In the study done by Williams (2011), it emerged that although policy supported programmes for novice teachers, these are frequently poorly conducted. Without proper support, new teachers are less likely to remain in the teaching field. Undoubtedly, it is believed that if novice teachers are not properly and systematically inducted and mentored, they might not be able to meet the ongoing curriculum and classroom demands faced by teachers on a daily basis. Given the aforementioned difficulties, it was imperative for me to explore the mentoring and induction experiences of novice teachers in a selected school.

Research conducted in rural schools shows that there is a need to prepare pre-service teachers to work effectively in rural schools and that they need support, both in the initial teacher preparation and in the initial years as novice teachers (Islam, 2010; Moletsane, 2012; Pennefather, 2011). This means that pre-service teachers need to have the knowledge and abilities necessary to teach in rural schools and that this is assisted by effective induction and mentoring. My study emanated from the challenges frequently experienced by novice teachers when entering the profession, and in particular from the challenges experienced by novice teachers when appointed to rural schools. My study focused on one particular rural school situated in the uMzinyathi District of KwaZulu-Natal. The school is classified as a quintile One school. In order to redress the underfunding of particular schools, the DOE has allocated schools into five categories (Quintiles), which determine the amount of funding that they receive. These quintiles are determined by the poverty levels of the surrounding communities, with Quintile One schools being regarded as the most poor, and thus receiving more state

funding than Quintile Five schools. The school in my study depends mainly on state funding due to the poor socio-economic status of the pupils that attend the school and the high unemployment rate of their parents/guardians.

The school lacks basic amenities, such as a science laboratory and a computer laboratory. There are insufficient textbooks, insufficient equipment (learners' desks, chairs, tables, teaching and learning material), and the toilets are in deplorable condition. There are multigrade classes in the school as a result of a lack of teaching space and too few resources. The school is led by a principal and has a staff complement of 21 teachers, 10 females and 11 males, including a deputy principal and 3 Heads of Departments (HoDs). Most teachers in this school come from urban areas and townships and they find it challenging to adapt to the working conditions of the school. According to Khoza (2012), one of the difficulties faced by many teachers, particularly new teachers in South Africa, is the geographical location of some schools as they struggle with the remoteness and the poor resources. Despite having limited resources, the school is still regarded as one of the best in the circuit due to the enormous number of students who enroll there from nearby communities. Additionally, the school consistently ranks among the top five schools in the circuit for Matric results. This means, however, that overcrowded classrooms are a feature of the school, creating challenges for classroom management and resource allocation.

The National and Provincial Education Departments recognise the challenges faced by novice teachers, and in particular those in rural areas, and that they have to create an enabling teaching and learning environment. These Departments are "obliged to create an environment which enables the development of newly qualified teachers to achieve a community of competent teachers" (DoE, 2006, p. 5). This enabling environment is created in part by the support given to novice teachers through induction and mentoring programmes. Swart (2013) contends that "schools that do not offer appropriate support and/or workplace conditions contribute to the initial shock experienced by novice teachers that ultimately influences what and how they learn as teachers" (p. 16). The "lack of resources has been found to have a major impact on novice teachers in schools" (Steyn, 2004, p. 87). It is the availability of appropriate resources and support that encourages effective teaching and learning. Failure to act by ensuring that supportive programmes are in place is hence a disservice to both senior and novice teachers.

1.3 The Focus and Purpose of the Study

The focus of this study was the mentoring and induction of novice teachers in a rural school. The purpose of this study was therefore to explore the induction and mentoring of the novice teachers in a particular rural school. This was revealed by their experiences and the policy documents on mentoring and induction in place in their school. In doing this, I considered the extent to which their professional development could be enhanced and what role the school management team played in the induction and mentoring of novice teachers.

1.4 Rationale of the Study

Numerous studies have been conducted internationally on the experiences of novice teachers as they enter the teaching profession. Each story about their challenges is different and unique, however, there are also some common themes (Kempen, 2010; Nantanga, 2014; Nghwaama, 2017; Zeru, 2013). For example, Zeru's (2013) study reveals that some mentees were more qualified than their mentors. Nghwaama's (2017) and Kempen's (2010) studies show that novice teachers could not connect their expectations with the realities of the classroom, leading to disillusionment and teachers leaving the profession as a result of this. Nantanga's (2014) findings also indicate that novice teachers experience pedagogical challenges, particularly challenges in planning their lessons and finishing them within the given time. Literature reveals that novice teachers need support through induction and mentoring programmes so that they can adapt to a new working environment and develop professionally and personally (Dinesh, 2016; Dube, 2008; Kempen, 2010; Nghaamwa, 2017; Zeru, 2013). Given the challenges experienced by novice teachers, "mentoring can enhance effectiveness and provide novice teachers with support and assistance that can positively impact teacher commitment and student achievement" (Ingersoll & Strong, 2011, p. 206). It was within this broad context of the recognition of the importance of induction and mentoring, that I felt the need to understand the lived experiences of the induction and mentoring of selected novice teachers in a particular rural school.

The rationale for this research also stemmed from my experiences as a novice teacher teaching in one of the rural schools, where I experienced challenges in adapting to the context of the school. Navigating from being a Post Graduate Certificate in Education (PGCE) graduate to becoming a newly qualified teacher was not an easy transition. Firstly, I experienced the challenge of being appointed out of my phase, a challenge frequently experienced by teachers

in under resourced schools. I had qualifications for teaching in the Further Education and Training (FET) phase (Grades 10 to 12), yet I was given a Grade 2 class in the Foundation Phase to teach. The methods for teaching in the Foundation Phase as well as the subject content are different from those used for teaching in the FET phase. The Foundation Phase demands that a teacher uses concrete examples, whilst in the FET phase, you are encouraged to move towards more abstract thinking. This is based on the differences in the psychological and cognitive development of the learners. There was thus a discrepancy between the theory and practice of teaching in the Foundation Phase and the Secondary school classrooms. I had very little support in the form of mentoring when adjusting to the school, its context, and this phase of teaching. I had high expectations of receiving orientation and induction, and of being assigned to an experienced teacher (mentor) who was going to support and guide me into my new profession. However, my expectations were not met. The only thing that happened was that the school principal introduced me to the staff members. I was then shown my classroom and expected to start teaching.

Classroom management skills and teaching in a multi-grade class were my biggest challenges. Grade 2 and 3 learners were grouped into one class. I taught Grade 2 and my colleague taught Grade 3. Du Plessis and Mestry (2019) state that “in their experience of multi-grade teaching, teachers are required to teach different subjects and different grades in one class” (p. 3). As a new teacher in the multi-grade classroom, I struggled to focus on my work while my colleague taught her different grade learners. This was new to me. I felt the isolation and difficulties of teaching as I lacked the particular skills and knowledge required for teaching in the Foundation Phase. I only survived because of a teacher from the neighbouring school who was willing to assist me in how to teach Grade 2 content. She then became my informal mentor. My school lacked infrastructure such as decent classrooms and resources such as technological gadgets, textbooks, teacher guides, and proper chalk boards needed to execute our schoolwork effectively.

These issues are common in rural schools and result in teachers not wanting to teach in these areas. The problem of teachers not wanting to teach in rural areas is not limited to South Africa. For example, Barley (2009) states that rural schools in Thailand also have difficulties in retaining suitably qualified teachers. As a result, they recruit new teachers frequently. Barley (2009) contends that the nature of teaching is different in rural areas than in urban areas, given the lack of resources, the isolation, and the frequent need for teachers to teach multiple grades

in one classroom. Kempen (2010) also reports that teachers from rural schools face a range of challenges like inadequate resources, poor infrastructure, no running water, poor sanitation, and insufficient textbooks and teaching materials. These challenges point to the significance of effective induction and mentoring of novice teachers, and the need to understand what the experiences of novice teachers actually are.

My first few years of teaching were difficult and challenging, and I am therefore very eager to find out whether other novice teachers have had any form of induction and mentoring in their early years in the teaching profession, particularly in a rural context. Much has been written about the problems resulting from the lack of mentoring and induction in the international school context, but there is limited research on induction and mentoring in South Africa's rural contexts. During my engagement with related literature, I have realised that very few studies have been conducted in the South African rural schools' context about the impact of the presence or absence of induction and mentoring on novice teachers' professional development (Poonsamy, 2012). Kempen (2010); Khoza (2014); Maake (2013); Mabaso (2012); and Swart (2013) also agree that induction and mentoring in rural contexts is under researched in the South African context. There is therefore the potential that my study may contribute to an understanding of these challenges, and therefore offer some insights on what can be done to support novice teachers in their professional development, particularly in a rural context.

1.5 Research Questions

The focus of the study is the mentoring and induction experiences of novice teachers in a rural context in South Africa.

The main research question is guided by three sub-questions.

1.5.1 Main research question:

1. What are novice teachers' experiences of induction and mentoring in a secondary school in the uMzinyathi District?

1.5.2 Sub-questions:

1. What is the novice teachers' understanding of induction and mentoring?
2. How do novice teachers think induction and mentoring influences their performance?

3. How does the school management team (SMT) support the induction and mentoring of novice teachers at this school?

1.6 Brief Review of Related Literature

This section presents a brief overview of the related literature that will be presented in Chapter Two. My review of related literature draws from both international and local studies that assist in developing a deeper understanding of the induction and mentoring of novice teachers. To answer my research questions, the literature reviewed focuses on concepts like novice teacher; induction, mentoring; context, and in particular the South African rural context; continuing professional development (CPD); policies associated with this; and the role of school leadership in supporting novice teachers.

There are various definitions of novice teachers, with some studies describing novice teachers “as newly qualified educators or teachers with no or less than two years of teaching service” (Heyns, 2000, p. 161; Ingersoll & Smith, 2004, p. 29).

Dube (2008, p. 11) defines induction as occurring when teachers are transferred in from other schools, teachers are promoted internally, and when substitute teachers are brought in to replace teachers on leave for various reasons. Novice teachers are also included in the focus on induction as it serves as a form of bridging support for novice teachers for their professional development (Curry et al., 2016; Freeman, 2001; Kim & Roth, 2011; Sasser, 2018). Research also shows that induction helps a lot in retaining teachers in the profession (European Commission, 2007; Ingersoll & Strong, 2011; Kitching, 2017; Luft, 2009). While mentoring can be seen as programmes that are commonly developed to assist new teachers transitioning from other fields into education (Callahan, 2016), this can also include novice teachers transitioning from teacher education institutions into their employment in schools. Although research highlights the challenges novice teachers experience when they transition from teacher education institutions to schools, research also reveals that novice teachers are being retained in the profession and can acclimatise to the new working environment, through the use of supporting programmes like induction and mentoring (Belanger, 2018; Griffiths, 2011; Ingersoll & Strong, 2011; McElroy, 2012; Rees, 2015; Sherma, 2016). Given the challenges experienced particularly in rural schools with their large classes, limited resources and

isolation, induction and mentoring take on even greater significance. The literature review is expanded upon in Chapter Two.

1.7 The Conceptual Framework

This study was informed by Hudson's Five-Factor Model (Hudson, 2004). This model outlines the key aspects of effective mentoring, namely the personal attributes of the mentor, system requirements, pedagogic knowledge, modelling, and feedback. The model describes what to expect when effective induction and mentoring happens between mentors and their mentees. I used Hudson's Five-Factor Model (Hudson, 2004) as a lens to deepen my understanding of the induction and mentoring experiences of the novice teachers selected for my study. The model was also used to inform the collection, analysis and interpretation of data emerging from the study. The conceptual framework is expanded upon in Chapter Two.

1.8 Research Methodology

This study used a qualitative case study approach within the interpretive paradigm, as I sought to explore the novice teachers' experiences of induction and mentoring. According to Maree (2013), understanding the mechanisms and social and cultural factors that underlie behavioural patterns is a major concern of qualitative research. It also emphasises responding to the research's "why" questions (Maree, 2013). Creswell (2013) contends that because it enables participants to speak about their experiences in their own words, qualitative research should be conducted in a natural environment.

I chose a case study because it enabled me to focus on the case in question (Cohen et al., 2018). The case of my study was the induction and mentoring of three novice teachers in a deeply rural school, which was revealed through their experiences and the policy documents on mentoring and induction in the school. The purpose of my study was to explore the induction and mentoring of selected novice teachers in a particular rural school. This enabled me to illustrate some general principles on induction and mentoring, particularly in a rural context. Although a case study seemed most appropriate, it should be noted that the findings of a case study cannot be generalised because each case is unique (Cohen et al., 2018).

Creswell (2009) defines the "case study as a systematic and in-depth program, event, activity, process, or one or more individuals" (p. 14). Additionally, Rule and John (2011) are of the view that a "case study is a popular approach that allows researchers to develop and present an

in-depth view of a particular situation, event or entity” (p. 28). In my study, I intended to enter the lived experiences of the participants to seek their individual perceptions and meanings to get an in-depth understanding of a particular phenomenon, i.e., the induction and mentoring of novice teachers in my school. I used their voices and the particular policy documents in place in the school related to induction and mentoring of teachers.

Two approaches were used to collect data: document analysis and semi-structured interviews. Semi-structured interviews, with their flexibility, allowed me to ask probing questions to get more information. My intention was to do a document analysis of all school policies in place on mentoring and induction, however, the only policy in place was the one on the Integrated Quality Management System (IQMS), now referred to as the Quality Management System (QMS). This meant that my document analysis focused on this particular policy, and in particular on the section on induction and mentoring as part of teacher professional development. I used purposive sampling as my sampling technique and recruit teachers who were available at the school as my participants.

The research design and methodology are expanded upon in Chapter Three of this study.

1.9 Overview of the Dissertation

The following five chapters make up the study:

Chapter One presents a general introduction to the study, the background, focus and purpose, the rationale for the study, and the research questions that guided the study. It includes a brief review of the literature, and the conceptual framework that guided the study. Also included in the chapter is a brief outline of the research design and methodology.

Chapter Two presents a review of the relevant literature and the conceptual framework used in the study.

Chapter Three provides a comprehensive discussion of the research design and the methodology. It considers the limitations of the study, as well as the ethical considerations.

Chapter Four presents the findings of the study based on the research questions. Hudson’s (2004) Five-Factor Model is used as the conceptual framework for the data analysis and discussion of the findings.

Chapter Five summarises the findings, outlines the limitations, and offers recommendations and concluding remarks.

1.10 Conclusion

The context, purpose, justification, and research questions of the study have been discussed in this chapter. The next chapter will explore the literature review, as well as the conceptual framework of the study.

CHAPTER TWO: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

The focus of this chapter is to review literature on the concepts of the novice teacher, induction, and mentoring, and why there is a particular need for novice teachers to be supported in their early years of teaching. As my study was a case study set in a rural school, I focus particularly on the challenges experienced by novice teachers in rural schools, the importance of preparing them for the challenges of the rural context, and the importance of supporting them in their early years of teaching. I then consider the policy terrain of continuous professional development (CPD), and in particular the role of induction and mentoring in the CPD policy; the *Integrated Quality Management System* (now called the *Quality Management System*). This is followed by an exploration of Hudson's Five Factor Model as the conceptual framework that underpinned this study (Hudson, 2004). This conceptual framework provided a guide for the collection of the research data and was used to analyse the novice teachers' experiences of their induction and mentoring within a rural school context. The chapter ends with a conclusion that provides a summary of the information contained in the chapter.

2.2 What is a Novice Teacher?

There is an agreement amongst some scholars that novice teachers are newly qualified teachers who have been working as teachers for less than three years (Goldhaber & Cowan, 2014; Makhanya, 2010). Similarly, Hobson et al. (2009) suggest that novice teachers are those undergoing "*programmes of initial teacher preparation or are in their first three years as qualified teachers*" (p. 207). The participants in my study newly qualified teachers who had three years of teaching experience or less. Maski and Orland Barak (2011) contend that novice teachers experience complex methodology, content, and pedagogical knowledge gaps during their transition from being a student to being a teacher in a real-life classroom. When they move into teaching practice when they are initially appointed as novice teachers, they find themselves plunged into the deep end and this may lead to frustration and being overwhelmed. Studies reveal that some novice teachers resort to leaving their profession when there is no effective process of support (IGI Global, 2017; Pearce, 2011; Sowell, 2017). Studies conducted in South Africa found that some novice teachers experienced challenges both inside and outside of the classrooms. These included, amongst other challenges related to context, a lack of experience

in handling classroom discipline and in building relationships with colleagues, and a lack of effective methods for delivering subject content (De Clercq & Phiri, 2013; Steyn, 2013).

2.2.1 The reality shock as a transitional process for novice teachers

The reality shock is the distressing experience that has to be endured by novice teachers when they are first assigned to schools after graduating from their teacher education institution. It is most often as a result of inadequate preparation for their professional practice (Kempen, 2010). Novice teachers find themselves in a new environment that is completely different from their classroom training or even the teaching practice training that they experienced whilst at the teacher education institution. They are required to face and handle these shocking realities, and these are more pronounced in rural school classrooms (Erawan, 2019). It is where novice teachers experience difficulties in dealing with unknown learners, meeting new staff members, working with complex policies and procedures, as well as with classroom and school traditions (Fry, 2010).

It becomes a reality shock in the sense that it makes novice teachers feel they are overwhelmed by the new expectations in terms of the amount of work they are expected to learn and know in a short period of time (Gehrke & McCoy, 2007). Smit and Du Toit (2016) are of the opinion that there is a huge gap between teaching practice and the realities of the classroom, therefore novice teachers need to be supported. Induction and mentoring are the integrated programmes required to provide such support. They help to develop the novice teachers professionally so that they can cope with their new realities and can settle into the school environment (Maake, 2013). In some instances, the negative realities experienced by the novice teachers result in them leaving their profession and career prematurely (Flores & Day, 2006; Steyn & Schulze, 2005). Given that my study was located in a rural context, some of the challenges associated with context are outlined more fully in the section below.

2.3 Rurality and Teaching in South Africa

It is important to shed light on some of the elements of rural education in South Africa, and I begin with an explanation of rurality as it is particularly relevant for this study. Since school curricula and procedures are frequently similar, general perceptions of rurality frequently place the rural and non-rural as being close to each other while ignoring their contextual variations (Mulkeen, 2006). According to Mukeredzi and Mandrona (2013), rurality is defined as a place

with sparsely populated areas, undeveloped physical infrastructure, poor educational and economic possibilities, and few access points to amenities like water, power, sanitation, health care, and recreation. Some of the South African studies have found these to be amongst the factors that may militate against the induction and mentoring of novice teachers in rural areas (Mukeredzi, 2017; Mukeredzi & Mandrona, 2013). Mukeredzi and Mandrona (2013) provide a further understanding of how rural areas tend to have similar elements. Among the elements that characterise rural areas are the experiences of social ills and hindrances that impact upon quality student achievements. These include low learner attainments, poor financing and resourcing, and a dearth of social and cultural facilities and services for the families in the area (Hlalele, 2012; Moletsane, 2012). Wedekind (2005) defines rurality in the context of the South African experience, which means that rural contexts may exhibit different characteristics internationally. The majority of South African schools located in rural areas share similar characteristics. Some of these components include the deficits identified above in the educational, infrastructural, and basic services/facilities, given that they were historically long ignored in terms of their development. Islam et al. (2011) hold the notion that these limitations in the rural settings negatively affect the attraction of teachers to them as a place of choice for a teaching career and for living.

2.3.1 Contextual factors

It is evident from the literature that schools in rural areas in South Africa are still under-resourced (du Plessis & Mestry, 2019; Mabaso, 2017; Poonsamy, 2012; Spaull, 2013). This contributes to the poor teaching and learning in these areas, thus resulting in learner underperformance (Spaull, 2016). The teachers in rural schools face a range of historical challenges, such as inadequate teaching resources (textbooks etc.), poor infrastructure, a lack of running water, and poor sanitation, to name a few (Kempen, 2010). Spaull (2012, p. 16) explains that “the post-apartheid government inherited a divided and mostly dysfunctional system” of education. Post-apartheid education was introduced to redress the past imbalances in the education system by providing “free and equal education to all” (du Plessis & Mestry, 2019; Hlalele, 2012; Mabaso, 2017; Poonsamy, 2012; Spaull, 2013).

Much research has been done on the unfavourable and tough challenges that teachers in South African schools endure. Amongst those studies is an in-depth study conducted by the Nelson Mandela Foundation (2005). The study focused on KwaZulu-Natal, the Eastern Cape, and

Limpopo provinces, due to their high rates of unemployment, poverty, and low levels of educational attainment. It is interesting to note that more than half of the learner/student population in the country comes from these three provinces. Out of the 11.4 million learners in South Africa at the time, the study found that 2.6 million were located in KwaZulu-Natal, 2 million were located in the Eastern Cape, and 1.7 million were situated in Limpopo province. This means that these three provinces had the majority of the learners in the country, while the other six remaining provinces had a combined total of 5.1 million learners (Nelson Mandela Foundation, 2005).

A large number of these learners come from the rural areas in these provinces, and they have not enjoyed a quality education (Gardiner, 2017). The reports from the Nelson Mandela Foundation (2005) at that time pointed out that since the 1990s, Mr. Mandela, the former State President, had commissioned the building of over 120 schools in the rural areas of the country. The targeted areas for this infrastructure development were the rural areas because of the prevalence of overcrowded classrooms and dilapidated buildings in those areas (du Plessis, 2013; Nelson Mandela Foundation, 2005). The continuing huge backlogs in terms of infrastructure development and the provision of resources shows that this is a long-term project that needs a lot of political will and funding if there is to be long-term improvement (du Plessis, & Mestry, 2019).

Besides these resource challenges, there are other debilitating factors affecting rural education. Amongst these, the children in rural areas are expected to perform some core domestic duties prior to and after school, which sometimes clash with schools' expectations of set standards of performance (Gardiner, 2017, p. 11). These duties affect the routines of the school timetable, and as such contradict the expected school policies and interfere with the progress of these learners. Teachers also have high expectations of the learners, for example, they require the completion of homework and parental support for their children's education. This leads to clashes with parents in some instances, in terms of the priorities expected from these children (Gardiner, 2017). Additionally, in spite of the provision of nutrition at school, most of these learners attend school hungry and this affects the level of their concentration on their schoolwork (Hellsten et al., 2011).

It is against the above contextual factors that the literature reveals that South African novice teachers are faced with huge challenges in their professional and academic development (Amin,

2018; Feiman-Nemser, 2003; Kempen, 2010; Nghaamwa, 2017). Apart from the issue of poor amenities and the lack of a conducive school teaching and learning atmosphere, novice teachers are required to contend with huge workloads, demanding classroom management, marking of assessments of learners' work, and the planning and implementation of a complex curriculum (Billingsley et al., 2004; Feiman-Nemser, 2003; Joiner & Edward, 2008; Olivier & Williams, 2005). In most of the rural schools there is understaffing due to the allocated Post Provisioning Norm (PPN) that does not consider the rural context (Hellsten et al., 2011). The novice teachers are also faced with continuous discipline issues, emanating from the non-completion of homework by the learners. This could be attributed to the poor education levels of parents who may be lacking in providing the required academic support (du Plessis & Mestry, 2019). A large proportion of these learners thus come to class with low levels of interest and motivation. This may add to the frustration that is faced by novice teachers when handling the incomplete homework, poor performance and other demotivating factors that these learners bring to the school environment on a daily basis (Erawan, 2019). Kempen (2010, p. 38) contends that these demotivating factors may even affect experienced teachers when they relocate to rural schools, either due to promotion or to meet some other deployment requirement. There is, however, general agreement amongst scholars that most of the difficulties are experienced by the novice teachers in the rural schools (Amin, 2018; Flores & Day, 2006; Romano, 2008; Steyn & Schulze, 2005).

Another challenge is that most teachers in the rural schools do not like to stay close to the schools in these areas due to the poor amenities and lack of infrastructure there. Most teachers prefer to commute to and from their places of work on a daily basis, regardless of the distances. This affects the teachers' arrival and departure times at work, reducing their commitment to teaching (Gardiner, 2017). Besides that, there is little cooperation amongst teachers in sharing the workload in instances when another teacher is absent, which impacts negatively on the morale of the staff. Amongst other problems, curriculum coverage may be inadequate as a result of teacher shortages in some subjects and high levels of teacher absenteeism (Amin, 2018; Gardiner, 2017).

The unfavourable conditions in the rural schools often result in shortages of experienced teachers in these schools. There is a high staff turnover as teachers leave the profession or are transferred to township and urban schools (Amin, 2018; du Plessis & Mestry, 2019; Gardiner, 2017). These are some of the factors that may hinder the progress of the training and mentoring

of novice teachers. The schools' governing bodies are expected to handle these challenges that affect the quality of the staffing in their rural schools. However, a study done by the Ministerial Committee on Rural Education (DoE, 2005) and the Emerging Voices' report both noted that the parents and the school governing bodies are unable to address the complex problems in the rural schools.

2.3.2 The impact of the South African rural context on novice teachers

Literature reveals that few studies have been done on the impact of the presence or absence of induction and mentoring on novice teachers' professional development in the South African rural context (Poonsamy, 2012). Given the challenging context in many of the rural schools, it is necessary to comprehend the plight of the novice teacher who is confronted with these distressing elements that can potentially obstruct their induction and mentoring. Novice teachers entering these schools need to be prepared and supported in order to overcome these challenges. Novice teachers who come from teacher education institutions where they may have done their teaching practice in better resourced, more functional schools, may find it difficult to acclimatise to dilapidated classrooms where good teaching and learning facilities are lacking (Nghaamwa, 2017). Kempen (2010) cautions that novice teachers face a devastating acculturation process as most rural schools in the country lack the tools to support their development as professionals in the teaching profession. Their careers may thus not blossom in the same way as those who are placed in schools that are better resourced (du Plessis, 2019). Wood (2016) similarly emphasises that poor teaching and learning may negatively affect the professional development of these novice teachers (Wood, 2016). It is therefore important to understand the extent to which novice teachers experience induction and mentoring and how this contributes to their professional development.

Starting a new teaching job is not easy as there is pressure to perform effectively while unfamiliar with the many demands of the profession. According to Nghaamwa (2017), new teachers confront a variety of difficulties, including poor student behaviour, issues with classroom management, and difficulties with the curriculum, such as the absence of policy documents. Kozikoglu and Senemoglu (2018) thus agree that it is crucial for novice teachers to receive support so that they can adjust to their new working environment. Peitch and Williamson (2010) also state that "novice teachers need support to navigate the rough waters and dangerous shoal of their first school, classroom, and learners" (p. 331). Their statement emphasises

the vital role of induction and mentoring for novice teachers, especially when they are plunged into such poor working conditions. Without an appropriate induction and mentoring programme, novice teachers will not receive the support and guidance required. Mlindazwe (2010) believes that novice teachers need specific mentors to provide a support system so that they can become productive teachers.

Besides the infrastructural challenges, du Plessis and Mestry (2019) elaborate on the other challenges faced by novice teachers that are curriculum and pedagogy related:

In most instances, teachers in rural schools are subjected to multi-grade teaching where they are required to teach different subjects and different grades in one class. Undoubtedly, this has serious repercussions for teachers in terms of planning lessons for each day and each period, balancing their time to teach different grades, conducting assessment tasks for learners, and maintaining discipline. Teachers usually resort to teaching abridged curricula and rarely adapt the curriculum, use contextual examples, or link the curriculum to local needs (p. 2).

In addition, most rural teachers often struggle to gain access to developmental programmes such as support services, in-service courses, and access to books and materials that will aid their development in their specialist subjects (Erawan, 2019; Wasonga et al., 2015). These negative factors can demotivate novice teachers, regardless of their teaching qualifications (Izadinia, 2016). Novice teachers find themselves ill-prepared to meet such distressing school environments. Their first few months are often focused on their integration process into these challenging contexts, and this can impact their level of competence and the discharge of knowledge to the learners (Hobson et al., 2009; Hudson, 2004). Giving their best pedagogically in the distressing rural schools setting therefore necessitates a facilitation programme through which these new teachers are inducted into these settings (Hudson & McRobbie, 2003). Novice teachers also need time to adjust to their new environments, so this must form part of the induction and mentoring process. It also requires that they develop their different pedagogies to accommodate the learners in the acquisition of knowledge in the midst these challenges (Erawan, 2019; Hudson, 2004).

Hudson (2016) also emphasises the importance of orientation of novice teachers through induction and mentoring which includes an awareness of the challenges they will face. He

highlights the significant role played by experienced teachers as mentors of novice teachers. This becomes even more significant in the South African rural context, according to Erawan (2019), who stresses the importance of preparing and training novice teachers for the peculiarities of teaching in a rural school setting. The understanding of these contextual factors is key for the identification of the form of induction and mentoring that needs to be provided to novice teachers in rural schools.

2.4 What is Induction and Mentoring?

Many studies point to a number of components that are common to induction and mentoring programmes, including orientation, professional development, setting up a learning community, and follow-ups (Ashby et al., 2008; Glazerman, 2010; Nielsen et al., 2007). Kempen (2010) asserts that “mentoring programmes have been identified as one of the supports having the greatest impact on teacher retention, provided it is carefully planned” (p. 56). The literature review focuses on peer support, professional development, observation, and mentorship.

For the purposes of this study, induction and mentoring is considered as an integrated process for new employees entering the school environment. Numerous studies see induction and mentoring as a vital element for schools to be effective as it allows the novice teachers to become familiar with their new working environment (Dube, 2008; Kempen, 2010; Nantanga, 2014; Nghaamwa, 2017; Swart, 2013; Zeru, 2013). I fully agree with the opinion held by Dube (2008, p. 20) that induction and mentoring is a systematic process of introducing a new teacher to the practice of teaching in a professional way. This alignment between the role of induction and mentoring within organisations ensures that newly appointed members of staff are quickly adapted to their new role and how their institutions function (Mlindazwe, 2010, p. 18).

Generally, induction and mentoring means the introduction of a new employee to a new working environment. The employer provides support and guidance to the newly appointed person in their new job, which allows them to adjust easily to their new position (Tomlinson et al., 2010). School districts are expected to have induction and mentoring programmes that will train, support, and develop novice teachers professionally (Dube, 2008). These programmes need to provide novice teachers with the knowledge of their professional responsibilities, and the mission and beliefs of their schools. By supporting them in the process, novice teachers are

more likely to experience success and confidence in their initial years of teaching, rather than struggling to adjust to their new working environments (Nantanga, 2014). Although teacher education prepares novice teachers in terms of the theory and practice of teaching, it does not prepare them fully for the realities of their school context (Dube, 2008; Swart, 2013; Osler, 2005). Support should therefore be offered to novice teachers in their initial years of teaching as this will enhance their skills and pedagogical knowledge (Dube, 2008). This is a process of transforming the inexperienced teacher so that they are able to work within the educational system in an effective manner (Mlindazwe, 2010). Dishena (2014) advocates that induction and mentoring is important as it is expected to introduce, initiate, train, and support new teachers, and provide them with adequate knowledge of the teaching profession. Induction and mentoring needs to focus on meeting the expectations of new teachers, with support provided by the experienced teachers in the field (Kempen, 2010).

Moreover, induction and mentoring bridges the gap between educational training and the place of employment (schools), as novice teachers are enabled to conform to the teaching environment (Belanger, 2018). I agree with Maake (2013) that induction and mentoring needs to be an ongoing process that starts when the new teacher is introduced and appointed into the teaching profession and continues throughout their career in the classroom. Wong (2004) explains induction and mentoring as a structured training approach that familiarises a newly hired teacher with the school's culture, mission, procedure, philosophy, and programmes. The Department of Education (2000) recommends that schools have a carefully planned and structured induction and mentoring programme to achieve this. This needs to go beyond the notion of a period of induction and mentoring that is only for novice teachers. Instead, it must be a holistic and continuous process of learning for all teachers. This study looks at school induction and mentoring as an integrated process to prepare novice teachers, with the intention to sustain and support them during their entry into the profession (Nghaamwa, 2017), but it also understands that it is an ongoing process.

2.4.1 Understanding the process of induction and mentoring

An effective mentoring programme needs to expose novice teachers to systematic reflection on their sessions with mentors whilst in class and outside of the classroom (Du Plessis, 2013). Novice teachers expect to learn how to monitor, explore, interpret, and explain their actions in the classroom, and look to veteran teachers for guidance. This involves reflection, which is part

and parcel of the mentoring by the experienced teachers in the field. Reflection is thought of as a process where new teachers learn about themselves in relation to others during the entire induction and mentoring process, and mentoring can serve as a catalyst to accelerate this learning process (Frick et al., 2010). This is consistent with Hudson's (2010) assertion that mentorship by experienced teachers has a substantial impact on the development of new teachers.

Mentoring is a process for inducting and apprenticing a new teacher into their school setting. It involves the one-on-one support of a novice teacher (mentee) by an experienced teacher (mentor) (Izadinia, 2016). Mentoring is designed to develop a mentee by providing them with the required expertise and by familiarising them with the social, cultural, educational, professional and other practices that will guide them, both in and outside the classroom environment (Hobson et al., 2009). For novice teachers this is a transitional stage between classroom theories and practical classroom situations (Dube, 2008). Novices thus often arrive in the workplace with either anxiety or very high expectations of themselves and the school (Ingersoll & Strong, 2011). Since novice teachers find themselves in a transition phase, they need support and guidance by mentors to make this transition possible. For Dube (2012), induction and mentoring is a critical stage in the professional development of the novice teacher. Novice teachers need full support from experienced teachers so they can improve on their teaching practice and showcase their competencies as soon as possible. Care must be taken when pairing a mentor and mentee, however. This is because the results of Uugwanga's (2010) study reveal that, contrary to popular belief, pairing a mentor teacher with a novice teacher may not always be beneficial, as there may be areas of difficulty in the mentor teacher/novice teacher relationship. Additional strategies may therefore include continuing professional development for teachers and educational managers, which includes a focus on the development of an understanding of what mentorship means and the skills associated with effective mentoring. With these needs, Wasonga et al. (2015) affirm the importance of instituting an effective mentoring programme that will facilitate a quick process of adaptation to the new school environment (Wood, 2016).

2.4.2 Induction and mentoring as part of continuing professional development (CPD)

I examine the South African model for the professional development of teachers as part of the various strategies and interventions that pertain to induction and mentoring. Day (1999) defines

continuing professional development (CPD) as “experiences and those conscious and planned activities which are intended to be of direct and indirect benefit to the individual group or school which constitute through these to the quality of education in the classroom” (p. 222). Furthermore, CPD refers to all the activities that teachers are involved in to improve their practice throughout their career (Day & Sachs, 2004). CPD helps teachers to build a professional relationship, learn individually and collaboratively, and helps school managers (principals) to get the best out of their teachers.

The Ethiopian model of CPD is utilised to prepare novice teachers for the transition from pre-service teaching to practical teaching experiences, as part of their induction and mentoring intervention. This form of induction and mentoring is structured and lasts for up to two years. After two years on this induction and mentoring programme, the novice teachers are expected to understand the pedagogical content and teaching methods for the subjects they teach (Zeru, 2013). According to Moe (as cited in Zeru, 2013, p. 16), this CPD model of induction and mentoring identifies the kinds of stakeholders who are required to collaborate and implement the novice teachers’ induction and mentoring at the school. CPD can be done formally or even informally, and it can take the shape of mentoring and staff development programmes, workshops, talks, and peer-to-peer support groups (Nantanga, 2014). This means that the novice teachers are required to participate in all of the above activities as part of their mentoring.

There are different ways that institutions can conduct a CPD programme. It can be in the form of trainings, workshops, progress meetings, and other professional development support structures/processes that novice teachers can benefit from (Ashby et al., 2008). Hopkins (2003) advocates for schools to create learning communities for novice teachers, and to allocate time for the novice teachers to attend the workshops, etc. Matee (2009); and Zeru (2013) believe that the CPD model is of mutual benefit to both novice teachers and experienced teachers. However, it is critical for the novice teachers to participate in the CPD activities as this will provide them with the fundamental knowledge and abilities needed to enhance the quality of their teaching and learning. The programme also provides them with an opportunity to network and socialise with other teachers in the field, thus minimising and bridging the gap amongst the rural schools where they are clustered (Luft, 2009).

CPD equips the novice teachers to meet their professional development agenda as it addresses their institutional expectations, needs and challenges (Alan, 2015). It is a successful strategy as they learning in collaboration with experienced teachers. Socio-cultural learning theories state that students learn faster whenever they participate in group discussions and interact with each other, and this is a method that is relevant to novice teachers (Wang, 2007).

Novice teachers thus need to participate in the professional development activities scheduled as part of their ongoing programme of development. Feiman-Nemser (2012) agrees that induction and mentoring programmes are a bridge that prepares novice teachers for teaching. These programmes incorporate these novices in the collaborative professional learning communities, and form part of their CPD. Novice teachers' participation in workshops, meetings, training sessions and other formal and informal platforms thus needs to be encouraged. Fry (2010) adds that CPD is a supporting strategy that can assist novice teachers to develop professionally and to be initiated into the expected aims and practices of a school system.

South African educational policies hold the view that teacher professional development should be recursive and continuous (South African Democratic Teachers' Union [SADTU], 2017). Induction and mentoring of novice teachers (NT) as well as experienced teachers is perceived as an integral component of teacher professional development. This is highlighted in the DoE's (2005) study that emphasises that each NT must take part in the induction and mentoring programmes that are designed at the district and/or school level. These programmes should be embedded as a collaborative evidence-based enterprise; the teaching profession should be de-privatised; and learners' achievement rates should not be the sole responsibility of teachers (Gamble, 2010; SADTU, 2017). In terms of the CPD policies, there is acknowledgement of acquired formal teaching qualifications as resources. However, these are not sufficient for novice and experienced teachers in handling the increasing volume of professional requirements and the demands of the workplace (SADTU, 2017; Watson, 2013). Induction and mentoring in South African public schools is included in the *Integrated Quality Management System* (IQMS) (Government of South Africa. ELRC, 2003). This is a CPD policy designed to address the mentoring needs of novice teachers and to support the continuing professional development of experienced teachers. Mentoring is seen as a key element in the professional development of both novice and experienced teachers. The IQMS policy was subsequently

changed to the *Quality Management System (QMS) for School-Based Educators* (Government of South Africa. ELRC, 2020).

I will now discuss the key aspects of CPD as it relates to the induction and mentoring of novice teachers. In terms of the policy requirements of CPD, school principals have to take the initiative by providing CPD programmes in their schools and must ensure that novice teachers participate in them (SADTU, 2017).

2.4.3 Observation as part of CPD induction and mentoring

The process of observation occurs between a mentor (experienced teacher) and a mentee (novice teacher). Observation is considered within the modelling approach as a supporting strategy that is commonly used to assist novice teachers (Angell & Garfunkel, as cited in Zeru, 2013). Given that novice teachers continue to learn by observing others engage in the practice, Fry (2010) also sees observation as a support method. This is usually achieved by allowing a novice teacher to observe an experienced teacher in the classroom while they are teaching so that they can gain more practical knowledge, improve their teaching styles, and develop additional skills. The novice teacher then teaches while the mentor observes, and the mentor then evaluates the novice and amends and directs their practice where improvement is needed (Hudson, 2004). Nantanga (2014) asserts that observation is imperative for novice teachers because they gain practical knowledge and skills that will enable them to use diverse teaching practices.

Part of the feedback given to the novice teacher using this method includes both mentor and novice teacher analysing the teaching material after observation in order to assess development. The mentor then offers advice and reflection in addition to the feedback, which enables both participants to "establish new goals and plan the next steps" of the mentorship (Belanger, 2018, p. 23). Self-reflection is used extensively as a way of providing feedback to novice teachers as part of the CPD approach. Through self-reflection, novice teachers can question their practices and in this way work on improving them (Ugwanga, 2010).

2.4.4 Personal support

A novice teacher needs personal support to find his/her identity in a new school. As discussed earlier in the chapter, a novice teacher struggles in his/her first few months or years, as he/she

faces both professional and personal challenges (Hellsten et al., 2011). As novice teachers, they need mentors to guide them to gain confidence in practical classroom situations as well as in working with learners and staff members (Hellstein et al., 2011). Mlindazwe (2010) points out that this will assist in resolving any trust issues between the parties. As part of an induction and mentoring programme, personal support will enhance the novice teacher's confidence, motivation, and sense of belonging European Commission Staff Working Document (ECSWD, 2010). The recommended personal support systems are mentor-to-mentee support, reduction of the workload for novice teachers and working in a secure environment.

a) Mentor-to-mentee support: Having regular contact with an experienced teacher can build an interpersonal relationship between the novice and his/her mentor (Hudson, 2004). The novice teacher then has someone with whom he/she can share his/her frustrations, thus creating a sense of belonging (Hudson, 2004). At this juncture, the working relationship needs to be based on them being peers who share the same interests and goals (Belanger, 2018; Wasonga et al., 2015). This is made easier if there is joint interest, constant interaction, and attention from the mentor towards the mentee (Hobson et al., 2009).

b) Reduction of workload for the novice teacher: According to Hobson et al. (2009), the novice teachers' workload burden has to be decreased. This is because they often need more time working with their mentors to familiarise themselves with new subject topics, different teaching styles, school settings, and the nature of the class and who their learners are (du Plessis & Mestry, 2019). The novice teachers can be assisted as part of the support system by being assigned a lighter workload until such time that they have attained adequate expertise and competence (ECSWD, 2010).

c) Secure environment: It is further suggested that novice teachers require orientation to the context of their school environment (ECSWD, 2010). This can include an understanding of the dynamics of the school environment (ECSWD, 2010). Besides this, they should be given ample opportunity to voice their opinions in an open and supportive environment (Ingersoll & Strong, 2011).

2.4.5 Social support

Part of the support needed during the induction and mentoring process of a novice teacher is the sense of collaborating with teachers and the school's discursive practices (American Institute for Research [AIR], 2015). Research reveals that new teachers need to become acquainted with classroom discourses, as well as with the social and cultural values that are promoted in their school (AIR, 2015; Wood, 2016). The novice teacher should socialise with their mentor and the other staff of the school. They should also be encouraged to relate to the culture and practices in the community surrounding the school, by meeting the parents and the immediate school community (Wood, 2016). As part of the ongoing process of developing new teachers, the principal needs to assign the overall role of induction to the mentor, but must also be involved with the task of supporting the novice teacher (Nghaamwa, 2017).

2.4.6 Professional support

New teachers need professional support that will cater for their pedagogical needs (Hudson, 2004). Professional support must be given to teachers so that they are able to adjust to the school's expectations. This can be achieved with practical observations in the classroom and discussions between the mentor and the mentee. This will involve the exchanging of knowledge as the mentor serves the position of a professional consultant and adviser whilst working with their mentee (Hudson, & McRobbie, 2003; Nghaamwa, 2017; Sweeny, 2007). The novice teacher must also be encouraged to conduct ongoing self-retrospection (Hudson, 2004). There is indeed much that can be achieved through joint effort and collaboration between the mentee and the mentor as the induction and mentoring process unfolds (Izadinia, 2016; Mlindazwe, 2010).

2.4.7 Induction and mentoring by means of the peer support system

Peer support is viewed as critical for the successful induction of novice teachers. Schools as organisations therefore have an obligation to provide peer support to novice teachers as part of the CPD induction process (Nantanga, 2014). In the context of the school, peer support refers to the activities that occur when experienced teachers provide knowledge, experience, emotional, social, and practical guidance to the novice teachers (Nantanga, 2014). Peer support can also emerge through relationships with others of equal status, as building networks with persons of similar status lessens the feeling of loneliness and can boost morale because

challenges are shared. Peer support also occurs in the form of group practice, and this should begin during the student teaching phase and continue as the novice teachers start teaching after training (Wong et al., 2005).

Peer support, when conducted formally, involves a group of teachers offering advice and support to other teachers, whereas informal support occurs at the collegial level (European Commission, 2010). Studies reveal that informal peer support appears to be more effective, than formal support as novice teachers feel more relaxed and comfortable about sharing their experiences with others in an informal peer support group (Wilson, 2004). Nantanga (2014) similarly indicates that novices find it easier to ask for assistance in informal situations than in formal ones because they feel more at ease discussing their problems and obstacles in front of their peers. Wilson (2004) also informs that novices feel less frustrated and isolated when receiving support from their peers, and their feelings of uncertainty and powerlessness disappear when they are free to participate in a safe environment. Novice teachers thus benefit greatly from peer support since it empowers them by giving them a chance to network and share their expertise and ideas with others (Hudson, 2004).

2.4.8 The role of school principals in the CPD induction and mentoring process

The first individual that a new teacher is introduced to at a school is the principal. Orientation, coaching, supervision, and evaluation are among the duties of principals (Glazerman, 2011; Kempen, 2010; Nghaamwa, 2017). Principals must also recognise that novice teachers are in a transitional phase and thus require considerable help and support during their first few years of employment (Dube, 2008). Hiring novice teachers and welcoming them into the school is thus the first act of support from principals (Maake, 2013). Principals need to commence with the orientation programme as soon as the novices are officially employed; before they are become engulfed by a host of activities without proper integration into the school (Nghaamwa, 2017). According to Maake (2013), welcoming and inducting new teachers at the beginning of the school year offers them an opportunity to network with other educators, study the curriculum, and get ready to teach. Every principal must begin the proper induction programme on the day that the novice teachers assume their duties, and this is even more imperative in rural schools (Nghaamwa, 2017; Wood, 2016).

Nghaamwa (2017) goes on to say that principals must be aware of their responsibilities in terms of supporting novice teachers to socialise and develop professionally in their new working environment. It is the role and responsibility of the principal to oversee the support that is offered to novice teachers. The school principals therefore have to ensure the availability of the support and that the working environment is conducive to novice teachers and experienced teachers working together to improve performance in the school. As much as this might be difficult in rural schools (Hellsten et al., 2011), it is important for a principal to ensure that the novices are welcomed into an environment that is conducive to their learning (Dube, 2008). The principal is responsible for the quality and standard of the staff induction programme (Dube, 2010, p. 28). Dube goes on to say that the principal ought to have an open-door policy and make sure that the setting is appropriate for an induction programme (Dube, 2010). Furthermore, principals should adopt and foster a compassionate attitude so that veteran teachers are approachable and available to newcomers in the mentoring process, and they must make sure that both mentors and mentees feel free to express their opinions. All of this must be done while fostering and encouraging a positive relationship between them (Nantanga, 2014). New teachers should be introduced to the systems, policies, and procedures of the school by the principals (Nash, 2010).

2.4.9 South African policy on induction and mentoring

The South African government has undertaken a number of measures to support and promote the teaching profession, this support comes in different forms, as will be explained below (BRIDGE, 2015). Improving the standard of teachers' education and ensuring the efficient development of their profession are the main goals of the South African Education Department (DBE, 2011). In line with this grassroots development technique, their primary plan is to ensure the ongoing professional development of teachers, right from the time of their initial employment (Teacher Development Summit, 2017). The *National Policy Framework for Teacher Education and Development in South Africa* was established in 2005 at a Teacher Development Summit, with the prime focus being the creation of several plans and policies to support newly employed teachers. This summit resulted in developing a framework for teachers' development and specifically new teachers' induction. It specifies clearly that all newly hired teachers must take part in a rigorous introduction and mentoring programme for at least two years (DBE, 2020). The summit developed new policy guidelines on the orientation programme for new teachers (DBE, 2006). The purpose is to address this critical entry period

for every new teacher. It offers two crucial interventions, including those for induction and the function of the circuit manager and school principal in familiarising the newly hired teacher, among other things.

a) Induction as a legal right: Every new teacher is entitled to an efficient orientation and induction programme from the school authority, such as “mentoring, training by experts, reflection through portfolios, and professional learning communities” (DBE, 2020, p. 2). This is important in order for them to obtain proper knowledge of the school environment and to become competent professionals (DBE, 2020).

b) Welcoming and orientation: Circuit managers and principals are encouraged to welcome and introduce the novice teacher to other staff, learners and to other important aspects of the school and its environment in an official manner (DBE, 2017). The primary aim of this, as provided in the DBE policies, is to integrate the new teacher into their new school and the profession (DBE, 2011; 2017; 2020). They should be given orientation, such as:

- Provide on-site orientation on pertinent policies, their intent, and their implementation methods.
- Ensure that the resources required for policy implementation are available.
- Assign novice teachers to the subjects and grade levels they are equipped to teach.
- Secure classroom placements that optimise the new teachers’ chances of success.
- Make sure that students who struggle with behaviour and learning are distributed fairly throughout the various classrooms across the grades.
- Maintain a disciplined school environment (DBE, 2005; 2011; Mendels, 2012; TDS, 2017).

The orientation, according to the policy, should address the following:

- School safety.
- Communication within and outside the school.
- School attendance and lesson timetable.
- Inclusive education and medical support.
- Resources or improvisation techniques available in the rural schools.
- Professional conduct.
- The curriculum and the accessibility and availability of its documents.
- Classroom management issues (DBE, 2005; 2017).

c) Pathway mentoring: The policy provides pathways to guide the induction and mentoring process of new teachers. It involves a process of planning, preparing, applying, and reflection.

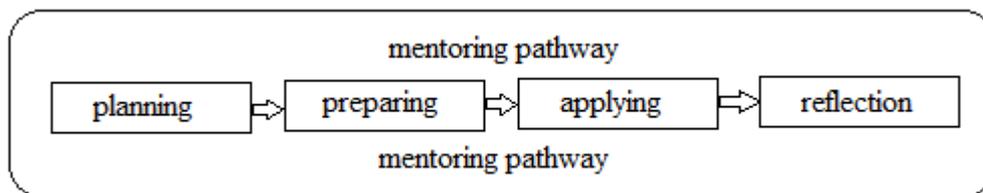


Figure 2.1: Novice Teachers' Mentoring Pathway

Source: DBE (2020)

a) Planning: The policy provides guidelines for mentoring a novice teacher. The first step, which is the planning section, highlights that the novice teacher must be exposed to the roles of their mentor and other relevant stakeholders linked to the mentoring programme (DBE, 2005; 2011; 2020).

b) Preparing: At this stage, the principal or district officer needs to appoint a mentor and match the mentor with his/her mentee. Secondly, he/she has to establish a relationship between the two parties and outline the processes and procedures that will guide them (DBE, 2010, p. 10).

c) Applying: The mentoring programme begins at this stage. The main focus at this stage is the relationship between the mentor and the mentee. However, the principal, curriculum advisor or other school management team members may also provide support (DBE, 2020).

d) Reflecting: This is the last stage in the mentoring pathway. This stage provides the chance for reflection based on what has been done and the changes that have occurred. (DBE, 2005, 2017; 2020).

The very detailed policy framework on ongoing teacher professional development through induction and mentoring clearly recognizes the need for support for novice teachers, particularly in light of the range of challenges they face in South African schools. Studies,

however, reveal that there are challenges in the implementation of this policy in practice. The novice teachers in my study's experiences of induction and mentoring should contribute to the discussion in the field.

2.5 The Conceptual Framework for the Study

2.5.1 An introduction and historical background

Theoretical frameworks act as epistemic compass points for interpreting the knowledge presented in a study. According to Agherdien (2009), studies that were theoretically developed yield data that could be interpreted in more depth while, on the other hand, a substantial majority of author who employed their theoretical frameworks in a very limited way ended up presenting findings that were simply descriptive in nature. The theory that guides this study is Hudson's five-factor model of mentoring (Hudson, 2004).

The model for the mentoring of novice teachers (the case of this study), called Mentoring Beginning Teachers (MBT), was initially developed in Australia as an award-winning Mentoring for Effective Teaching (MET) project. The model was later used as a key component of the Teacher Education Done Differently (TEDDD) project (Hudson & Hudson, 2011, as cited in Hudson, 2016). Several academics developed this model and used about 20 participants for their project. The participants provided feedback that was used to refine and establish the efficacy of this project (Hudson, 2016). This project was carried out to focus on and address the needs of new teachers, in order to accomplish the goals of the profession and to overcome the problems that were identified (Hudson, 2012). This project addressed the planning for the curriculum, differentiated learning, classroom management, building relationships, and working with parents. The main reason was also to determine the processes, the motivation and the place for the induction and mentoring programme, by identifying the challenges experienced and the achievements of the novice teachers (Hudson, 2016, p. 50).

The overall aim of developing this model was to describe what a mentoring programme for novice teachers entailed, how to structure it, and to explore mentors' and mentees' perspectives on mentoring. The ultimate goal of mentoring is to help novices to achieve and maintain proficiency in the teaching profession (Hudson, 2012; 2016). My interest in the level of mentoring support provided to novice teachers in rural KZN schools led me to conduct this

study. Hudson's (2004) framework explains how the data gathered in my study can be interpreted and understood in a structured and academically rigorous way.

2.5.2 Hudson's Five-Factor Model of Mentoring

The purpose of this section is to describe the conceptual framework which framed my study and guided the analysis of the data. In order to understand and analyse the data collected for this study, which is on novice teachers' experiences of induction and mentoring, I used Hudson's Five-Factor Model for effective mentoring as the conceptual framework (Hudson, 2004). It is this conceptual framework that I also applied to organise the data in a structured and logical manner. As discussed earlier, mentoring is undeniably an essential process needed in the acculturation of novice teachers (Hudson & McRobbie, 2003), especially in rural schools (Erawan, 2019). Hudson (2004) explains the complexity of the mentoring relationship as one that can develop "teambuilding, intense communication and information sharing" (p. 1). Its focus is to orientate the mentee to the new school setting, the students, school operations, policies, and the other professional and cultural practices of the school. He points out that in order for this to happen, it is essential for school authorities to allocate a mentor who has subject expertise and is one with much knowledge of the school culture, policies, and practices (Hudson et al., 2009; Sweeny, 2007).

This suggests that the pairing of the mentor and mentee needs to be undertaken carefully and that a mentor must be fully prepared for his role of support and be willing to share relevant and contextual knowledge (Ingersoll & Strong, 2011). Considering the complexity of the role, Hudson (2004) advocates five key elements that should define the relational objectives of the mentoring process. These are personal attributes, system requirements, pedagogical knowledge, modelling, and feedback. This model is presented in the diagram below:

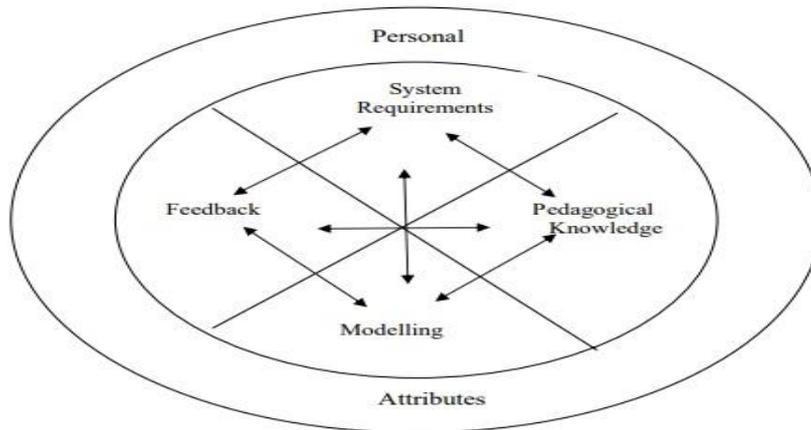


Figure 2.2: Hudson's Five-Factor Model of Mentoring

Source: Hudson (2004)

Factor One: Personal attributes

These include the personal and interpersonal skills used to interact with the mentee. The focus is on building a relationship that is supportive, both professionally and emotionally. Words that can be used to describe these attributes are resilience, person ability, commitment, responsibility, reflectiveness, enthusiasm, lifelong learning, encouraging, affable, attentive, and supportive (Hudson, 2010). These qualities have an impact upon the development of a relationship of trust with the mentee. An effective mentor builds a professional relationship with their mentee and supports their mentee's leadership in the classroom (Feiman-Nemser, 1998).

A large part of the mentor's role is demonstrating the personal attributes that will best facilitate their mentee's development. For example, if the mentor takes an interest in the mentee's lesson plans by scheduling time to discuss them and the mentee is given positive comments and constructive advice and feels supported by the mentor, then the mentee may become more confident in teaching the lesson. Alternatively, if a mentor does not display supportive and positive personal attributes this may affect the mentee's confidence to teach. The mentor's personal qualities include being at ease discussing classroom management and paying close attention to the mentee, especially when it comes to controlling student behaviour. The mentor will be more familiar with the pupils and can offer advice on how to create efficient management plans. By displaying positive personal qualities, the mentor encourages the

mentee's contemplation of classroom management strategies and instills confidence and upbeat attitudes in their mentee (Sempowicz & Hudson, 2011).

The personal attributes of the mentor and their consequent impact upon the mentor/mentee relationship is the foundation that supports, determines, and promotes effective mentoring. It is these personal attributes that contribute to the successes of all other factors (Hudson, 2004) and it is for that reason that Hudson places it as the factor that encompasses the others in the diagram.

Factor Two: System requirements

Novice teachers enter schools with little knowledge of the day-to-day rules, regulations, and policies of a particular school. A novice teacher needs to understand the policy requirements of at least three different systems: i) the national policy, such as curriculum and assessment policies on religion and inclusion; ii) -level policies, for example, the rules, routines, and the disciplinary procedures; and finally, iii) the subject department policies, which can include how the assessments are conducted or how moderation takes place and which teachers set which tests (Hudson, 2004).

Even though most novice teachers acquire some content and theoretical knowledge of the curriculum from the teaching institution attended, it is still important for the mentor to ensure that the mentee re-familiarise him/herself with how the curriculum and the syllabus are structured within the new school system (Hudson, 2004; Wasonga et al., 2015). This may involve mini training sessions on the subject/content structure, timetables, lesson schemes, lesson notes, exams, and marking processes. The vast knowledge of the mentor in these areas will definitely add value to the development process of the new teacher (Hudson, 2004). In summary, according to Galamay-Cachola et al. (2018), the mentor should communicate the aims, policies, and curricula as parts of the educational system and its requirements. These policies and procedures need to be made available to the mentee, where necessary, and the details need to be communicated clearly so that the mentee understands how the school's procedures and policies work. Without this, mentoring will not be effective.

Factor Three: Pedagogical knowledge

In order to guide the mentee, the mentor needs to have adequate subject and teaching knowledge. Poor pedagogical knowledge on the part of the mentor will render the primary purpose of the mentoring worthless. This particular element of effective mentoring highlights the role of the expert teacher in guiding the pedagogical practices of the novice teacher, so that he/she is able to teach effectively. Pedagogical knowledge, according to Hudson (2004); and Hellsten et al. (2011), includes: (i) preparation and planning for the teacher; (ii) allocation of time and familiarisation with the school time table; (iii) teaching styles; (iv) classroom management and arrangement; (v) content knowledge; (vi) implementation of classroom behaviour requirements; (vii) disciplinary measures; and (viii) feedback and assessment (Hellsten et al., 2011; Hudson, 2004). A mentee can successfully manage the classroom by acquiring a deep pedagogical understanding (Huling-Austin, 1992). Competent mentors organise or schedule lessons for the mentee and describe how to make lesson plans. It is necessary to talk about teaching preparation, especially in connection with the location and utilisation of teaching and learning resources. Experienced educators create a variety of instructional strategies for delivering effective lessons and in their capacity as mentors, they can share their opinions on how various instructional strategies function in their particular classrooms (Killen, 2009). For instance, mentors might check on their mentees' subject-matter expertise to make sure it is age-appropriate and connected to the demands of the educational system. Effective problem-solving techniques can also be modelled during a lesson so as to further assist the mentee. A variety of approaches and preventative measures are needed to manage student behaviour (Snowman, 2009), and mentors can provide invaluable insights into students' behavioural characteristics and outline for the mentee the strategies that work and those that do not.

Factor Four: Modelling

This is a core element of the mentoring process. It is important for the mentor not only to “tell” the novice teacher what to do but also to display exemplary skills practically. They must demonstrate positive activities to the novice teacher to show them how learning can be facilitated (Hudson, 2004; Wendy & Pillay, 2014). A mentor's willingness and readiness to nurture and develop the required teaching traits in the mentee are demonstrated with this factor (Galamay-Cachola et al., 2018). Part of modelling includes the mentor teachers using classroom language that is appropriate for student learning (Bird & Hudson, 2015). According to Hudson (2004), modelling entails a variety of qualities, including passion, effective teaching,

rapport-building with students, hands-on learning, well-planned lessons, classroom management, and syllabus language. The mentor should therefore demonstrate the appropriate classroom conduct, efficient instruction, classroom management, hands-on teaching, and well-designed courses (du Plessis, 2013). The mentee is then given the opportunity to model these practices for the mentor.

Factor Five: Feedback

This part of the model highlights the importance of reflection, evaluation, and feedback on the part of the mentee. Feedback is important in reflecting upon the progress made during the mentoring process. Hudson (2004) affirms that there should be both oral and written feedback as evidence of evaluation of the mentee, so that the mentor can measure the impact of his/her mentoring and know which points the mentee still needs help with (Badenhorst, 2018; Hudson, 2004). The process of receiving feedback develops the mentees' primary teaching abilities in their specific subject areas. This is done when the mentor: (i) clearly articulates certain expectations; (ii) reviews lesson plans; (iii) observes lessons and practices; (iv) offers oral feedback; (v) provides written feedback; and lastly (vi) helps the mentee to assess his/her own teaching methods (Bird & Hudson, 2015; Galamay-Cachola et al., 2018; Hudson, 2004). With this process, the mentee can also establish the impact of his/her mentoring process and the extent to which he/she has adopted the overall aim of the mentoring process.

Hudson's (2004) model illustrates the complexity of the process of mentoring and the many facets of effective mentoring. Intrinsically, the overall aim of a mentoring programme is for the mentee to develop adequate teaching skills and abilities that will equip them for any challenges that they might face in their new setting. This is because challenges arise due to poor facilities, a demotivating environment, and old school structures that might characterise similar rural school settings in South Africa. These elements illustrated by Hudson have to be evident in the experiences of novice teachers in order for mentoring to be effective.

For my study, Hudson's (2004) model provided a helpful framework for understanding the novice teachers' induction and mentoring experiences.

2. 6 Conclusion

This chapter explored a wide range of literature on induction and mentoring. It highlighted the disjuncture often experienced by novice teachers when entering their first year of employment in schools, and in rural schools in particular. It further identified the typical challenges that are experienced in rural schools, which may present a reality shock for the novice teachers in these rural settings. It considered the concepts of the novice teacher, induction, and mentoring. It then looked at the concept of CPD as an ongoing process of professional development and the role of induction and mentoring in CPD. The IQMS (now called QMS) was considered as the vehicle for CPD in South Africa. This chapter concluded with the conceptual framework based on Hudson's (2004) Five-Factor Model that gives the lenses through which the data in this study is collected, analysed, and organised. The subsequent chapter explores the research design and methodology used in this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this chapter is to provide a description of and justification for the research design and methodology used in exploring the novice teachers' experiences of induction and mentoring in a secondary school. Research methodology is the pathway through which research can be conducted (Sileyew, 2019). It shows how researchers can formulate the research problems, objectives and data obtained during their study (Sileyew, 2019). It also shows how well a researcher can present the data generated in their study. Fleming (2018) highlights that the choice of methodology should be determined by the purpose and nature of the research questions. Given the purpose and nature of the research questions in my study, a qualitative approach within an interpretive paradigm was appropriate. This is discussed more fully in the next two sections. This is then followed by a discussion on case studies. As my study was located in a particular school in a rural context, where the context was a key feature of the study, a case study approach was followed. This is followed by an outline of the sampling techniques, data collection methods and data analysis. Lastly, issues of trustworthiness, ethical considerations, and the limitations of the study are discussed.

The focus of the study was the mentoring and induction experiences of novice teachers in a rural school. The main research question was guided by three sub-questions.

Main research question:

1. What are novice teachers' experiences of induction and mentoring in a secondary school in the uMzinyathi District?

Sub-questions:

1. What are the novice teachers' understandings of induction and mentoring?
2. How do novice teachers' think induction and mentoring influences their performance?
3. How does the school management team (SMT) support the induction and mentoring of novice teachers at this school?

3.2 Research Paradigm

In my study I used a qualitative approach within an interpretive paradigm. While an educational research paradigm is used to describe a researcher's "worldview" (Mackenzie & Knipe, 2006), Rehman and Alharthi (2016) define a paradigm as a fundamental theoretical framework and belief system including presuppositions regarding ontology, epistemology, methodology, and procedures. The paradigm serves as the researcher's perspective on the world. It moulds and influences the researcher's viewpoints, interpretations, and how reality is perceived in the context of the investigation or examination (Creswell, 2009). He continues by stating that the interpretive paradigm is about understanding phenomena from a person's point of view; looking into how people interact with one another and their environment, and learning how they give meaning to the world around them (Creswell, 2009). According to Kivunja and Kuyini (2017), a researcher's paradigm is their set of conceptual views and guiding principles that determine how they see, interpret, and behave in the world. Bertram and Christiansen (2014) assert that interpretivism is an approach used to understand human agency, behaviour, attitudes, beliefs, and perceptions through the eyes of the participants. This means that there may be several different viewpoints requiring different interpretations, and they are all equally valid. Given that my study focused on an exploration of the induction and mentoring experiences of selected novice teachers and the subjective nature of these experiences, an interpretive paradigm was appropriate. Interpretivists also focus on the social world of the participants, so context is a key aspect of an interpretivist approach. As Creswell (2009) points out, reality is perceived in the context of the exploration. My study was located in a particular rural school with its many challenges. It was therefore important to understand the phenomenon of induction and mentoring within the context of this school. Bertram and Christiansen (2014) also emphasise that an interpretivist approach requires an understanding of context in order to understand people's behaviours.

The study used an interpretive approach to examine how new teachers felt about their mentoring and induction in a rural KwaZulu-Natal school. By utilising an interpretive paradigm, I was able to engage with individuals and draw on their opinions and experiences. It enabled me to understand the participants' individualised perceptions of their experiences of induction and mentoring within this particular context.

3.3 Research Approach

Naidoo et al. (2012) define a research approach as the aspect of a study that addresses the methodological plan with which data is collected and analysed to generate answers to the research questions. Denzin and Lincoln (2011) define the research design or approach as the strategies of inquiry that provide specific direction for procedures in research. This procedure involves several decisions that need to be taken regarding the phenomenon under study. According to Creswell (2009), qualitative, quantitative, and mixed methods approaches are the three major research approaches that are mostly used by researchers to conduct research. Choosing a research approach depends primarily on the study's goal. My study adopted a qualitative research approach to respond to the particular phenomenon under study. Qualitative research can be viewed as an "interpretive research approach that relies on multiple types of subjective data and investigates people in a particular situation in their natural environment" (Christensen et al., 2011, p. 52). Rahman (2017) asserts that outcomes from qualitative research are not statistical in nature and cannot be quantified in any other way. Instead, qualitative research concentrates on the activities of organisations, social movements, cultural phenomena, and cross-cultural exchanges in addition to the lives, lived experiences, behaviours, and feelings of individuals (Rahman, 2017).

According to Denzin and Lincoln (2011), qualitative research examines people or systems through interaction and observation of participants in their natural environment. Researchers are prone to becoming subjectively engrossed in their research topic as they attempt to comprehend human behaviour and the causes of such behaviour. Researchers attempt to comprehend and interpret the interpretations that people make of a specific phenomenon in its natural environment. In my study I attempted to comprehend and interpret the induction and mentoring experiences of selected novice teachers in a particular school context, using their lived experiences, and by drawing upon semi-structured interviews and any documents associated with induction and mentoring in this school.

This approach was appropriate because I wished to draw from the participants' subjective interpretations of the phenomenon of induction and mentorship, according to what they had experienced.

3.4 Case Study Methodology

This section will discuss aspects of a case study and why this approach was suitable for my study, which was a qualitative case study within an interpretive approach.

A case study, according to Bertram and Christiansen (2014), is an organised and thorough analysis of one specific example in its environment. A case study approach therefore allows for a rich, detailed study of educational phenomena in real-life contexts. Given that my study was an exploration of a particular phenomenon, i.e., the induction and mentoring of novice teachers within a particular context, i.e., a rural secondary school, a case study approach was suitable.

Kim (2014) argues that case study research provides a clear methodology to investigate an issue to get a clear understanding of it. Dangal (2021) highlights that an in-depth understanding is achieved by seeking out multiple sources of data; spending time on site to interact with participants through interviews, observation of the environment, documents, past records, audio-visual material, and programmes that will shed light on the phenomenon being studied. According to Creswell (2007), who shares Dangal's (2021) perspective, a greater depth of understanding is attained by examining a variety of data sources. I used two data sources in my study, i.e., semi-structured interviews and document analysis, but I am also very familiar with the context in the study as I teach in that context.

The use of a case study approach gave me the chance to gather unfiltered, in-depth data from the actual experiences of the novice teachers in their natural environment. According to Mouton (2006), one of the significant aspects of a single case study is its qualitative nature where a researcher seeks to provide a comprehensive description of a case. In my study, this meant that it was not about the volume of data but how much detailed information I collected from the sampled participants as well as from any relevant documents. It was for this reason that my study did not focus on interviewing a large number of participants, but rather worked closely with the three participants through semi-structured interviews and an analysis of the relevant documents.

A key aspect of my study was its rural context. The experiences of induction and mentoring in that context gave a sense of the impact of the context on their experiences.

3. 5 Sampling Technique

A sample, according to Alvi (2016), is a subset of a population who have been specifically chosen for research, while a sampling technique refers to the process through which a sample is extracted from a population. The sampling technique is the process of drawing a smaller part or portion from a population to represent the whole (Johnson & Christensen, 2008). According to Cohen et al. (2018), the researcher uses purposive sampling as a method to choose appropriate participants who satisfy specific requirements in order to answer the study problem. “Purposive sampling is when the researcher makes specific choices about which people or groups or objects to include in the sample” (Christiansen & Bertram, 2014, p. 60). Thus, participants are selected by virtue of their experiences and their ability to provide relevant information regarding the phenomenon of the study (Johnson & Christensen, 2008).

Accordingly, Alvi (2016) states that in purposive sampling, participants are included in a research study by a researcher with a prior purpose in mind. As a result, the criteria for the elements to be included in the study have already been established. Within this study, three participants (novice teachers) were sampled through a purposive sampling method because they fitted the criteria of the research, i.e., they were fully qualified novice teachers with three years or less of experience in teaching. They also needed to be spread across three different subjects. This correlates with Christensen et al. (2011, p. 159), who state that “purposive sampling is when the researcher specifies the characteristics of the population of interest and then locates individuals who match the needed characteristics”. Drawing on Creswell (2013), and the need to focus on the phenomenon in question, I purposefully selected participants based on their years of teaching experience (3 years or less) and subject specialities (accounting, science, and languages). Within this study, I intentionally sampled people that could best inform me about induction and mentoring for novice teachers in a rural context.

The use of this approach afforded me the opportunity to gather in-depth data across different subject areas as these teachers belong to different subject disciplines. This could give an indication of whether induction and mentoring was experienced differently in different subject departments. I also used purposive sampling to identify and select the school and district based on the set of criteria that were followed in this study. This was the uMsinga Circuit, in the uMzinyathi District of KwaZulu-Natal. The school and the district were also chosen because of my familiarity with the school, the district and their accessibility and willingness to

participate in the study. What facilitated the process of purposive sampling was the proximity and familiarity with the school and district. This meant that as researcher I was able to have an insider's view of informants, access and an authentic sense of which informants would be most likely to yield the richest data for the study. Researcher positionality is therefore an important aspect to consider in order to mitigate against any suggestion of bias. This meant that I needed to manage my role with sensitivity and transparency. Drawing upon Cohen et al. (2011), I aimed to be non-intrusive, by encouraging participants both to speak openly and critically.

3. 6 Data Collection Methods

According to Christensen et al. (2011, p. 54), data collection methods refer to the way the investigator acquires the empirical data to answer the research question/s. Semi-structured interviews and document analysis were the methods I utilised to obtain the data for my study. According to Sweetman et al. (2010), an interview is a two-way interaction that includes the interviewee and the interviewer. The interviewer asks the interviewee questions to acquire information, to understand their thoughts, beliefs, perspectives, opinions, and behaviours, as well as to hear their voices and see the world through their eyes (Sweetman et al., 2010). Semi-structured interviews were used to seek rich information from the participants regarding their experiences of induction and mentoring. This was made possible with the help of guided questions as well as a number of open-ended questions in order to gain further clarity through probing. The participants gave permission for the interviews to be recorded. The semi-structured interviews were focused on the broad areas of the research questions and guided by Hudson's Five-Factor Model of mentoring (Hudson, 2004). Before conducting my interviews, I again explained the purpose of my study to the participants. As I had done on the consent forms, I again reassured them that their participation was voluntary and that they could withdraw at any stage. These interviews took between 45 to 60 minutes each and were audio-recorded.

I utilised semi-structured interviews in the study because I wanted to hear the participants' voices in sharing their experiences of induction and mentoring. Flexibility was also allowed with the use of semi-structured interviews as these were conducted in the participants' comfort zone, i.e., the natural setting of their school and at a time that suited them. The advantage of using semi-structured interviews as indicated in the interview schedule, is that I could compare

data from the participants' responses easily. In using semi-structured interviews, guided by a set of questions, my participants were encouraged to be honest and open about their experiences of induction and mentoring.

The interview method of data collection is not without some flaws. Yin (2009) notes that there are a number of flaws with interviews. Participants might not be comfortable sharing their views and feelings with a stranger. Participants' willingness will also determine how much data is collected (Cohen et al., 2018). In my study this was overcome as the school and participants selected were familiar to me, being the neighbouring school. What was fortunate was that I was not in any position of power over the participants and was a teacher from another school. This meant that they were prepared to respond openly. The exercise is also quite demanding, requiring the interviewer's undivided attention because new avenues of inquiry may surface. The researcher must therefore pay close attention to the participant's comments. By recording the interviews, I was also able to listen to them again and again in order to ensure that I had listened attentively and not missed anything. I then carefully transcribed the audio recorded interviews, whilst constantly checking with the recordings. By transcribing the interviews myself I was able to get close to the data.

The study also used document analysis as a method of data collection. Bowen (2009) "defines document analysis as a systematic procedure for reviewing or evaluating documents that are both printed and electronic (computer-based and the internet-transmitted) material" (p. 27). Documents are potentially a significant source of data, offer useful descriptive information, and can help place the study in its context, according to Ary et al. (2006). However, document analysis is not without some setbacks, and Ary et al. (2006) point out that the researcher must be cautious of the authenticity and accuracy of the records before using them. In this study, I had intended to analyse school documents and records relating to induction and mentoring, such as the school's induction policy, minutes of meetings relating to induction and mentoring, continuous professional development (CPD)/induction guidelines, IQMS documents in particular, and any other teacher development programme documents. I believed that an understanding of the appropriate documents in the school would contextualise my study in the policy framework of that school and give a deeper understanding of how induction and mentoring was positioned in the school. Unfortunately, the only document that I was able to access was the one on IQMS (now QMS). This in itself revealed the lack of emphasis placed

on induction and mentoring in the school. I therefore contextualised my study within the policy framework of IQMS (QMS). I looked at how this was implemented in the school, with a particular focus on the aspect of induction and mentoring in relation to continuous professional development.

3.7 Data Analysis

Since this research was qualitative in nature, the data was analysed using thematic analysis. Neuman (2011) defines data analysis as the methodical organisation, integration, and examination of data. During this process, the researcher looks for patterns and connections in the data. Creswell (2017) asserts that data analysis must be thorough and systematic, and that how it is carried out will depend on the specific approach that is selected. Typically, a coding system is used to simplify qualitative data, and the analysis involves extracting themes and classifications from the data. Bertram and Christiansen (2014) explain that an inductive approach is used by organising data into categories and patterns. These patterns and relationships emerge from the data, whereas the deductive approach begins with established categories which are then applied to the data. My study used both an inductive and deductive approach. When analysing the data for this study, the interviews which were audio-recorded were transcribed verbatim and then coded and analysed thematically (Plunkett & Dyson, 2011). According to Silverman and Marvasti (2008), coding is an interpretive approach that organises the data and offers a way to present the interpretations of it. When coding the data for this study, I read the data and demarcated segments within it. This was done at various stages throughout the process, and each segment was given a "code" that, in most cases, was a word or a brief phrase that indicated how the linked data segments contributed to the study's research goals.

In this study, I used the three key actions identified by Creswell and Clark (2017) as being involved in data analysis. Firstly, data reduction was conducted, and thereafter the data was transcribed, simplified, and eventually focused. I then transcribed the qualitative information gathered from the interviews and carried out a thematic content analysis. Thematic content analysis was concerned with finding themes or patterns that surfaced from the various participants' answers. I copied the interview material verbatim (word-for-word) and as correctly as I could in order to record the participants' exact words. Although this process was time consuming, it ensured accuracy when reflecting on the interviews. After transcribing the

information from the interviews, I listened to the recordings again while simultaneously reading the written transcripts. This process enabled me to become familiar with the data and to get a sense of the interview data as a whole. I then used a deductive approach where I applied Hudson's (2004) Five Factor framework as the conceptual framework to further interpret the data.

3.8 Trustworthiness

According to Bertram and Christiansen (2014), trustworthiness is defined as “the research's validity, credibility, transferability, dependability, and confirmability” (p. 188). In order to get a clear image of the issue under investigation and to double-check information, a researcher may often use a variety of research tools; a process known as triangulation (Gay et al., 2009). By employing this method, the researcher is able to weigh the benefits of one method against its drawbacks in order to gain a deeper understanding of the phenomenon. My study used more than one method of data collection and this enabled a concise representation of the data collected through interviews and document analysis (Creswell, 2009). Furthermore, participants were handed their transcribed interviews for member checking, and this contributed to the trustworthiness of the research. This was because the participants in my study fully agreed with the contents of the transcribed data and had no objections to my using the information for the study.

3.8.1 Credibility

Bless et al. (2013) argue that credibility intends to prove that the research results show the true facts of the study conducted and that the research results make sense. Similarly, Bertram and Christiansen (2014) state that in order for a study to be credible, the participants' actual, authentic responses must be included. All interviews done for this study were audio-taped and documented to ensure the reliability of the data. Credibility means that the research must contain the truth about the participants' real responses. The data obtained in this study was thus credible as the participants' actual words were indicated and they provided a lived account of their experiences.

3.8.2 Transferability

Bless et al. (2013) describe transferability as the degree to which one's research findings relate to other similar situations. Similarly, Bertram & Christiansen (2014) explain this as the

degree to which a study's results can be applied to other research sites of a similar nature. As this was a small-scale study involving three participants in one particular school, my findings are not transferable, however, the findings could be used to understand induction and mentoring in schools in similar contexts with similar challenges.

3.8.3 Dependability

Bless et al. (2013) argue that dependability implies that the researcher has thoroughly adhered to all research methods and processes to avoid any mistrust regarding the research findings. To ensure the dependability of the study, I went through all the processes and phases of conducting research, being careful to ensure that my interview transcriptions were accurate by reading and rereading them and by doing member checking. I also tried to use the participants' actual words as far as possible.

3.8.4 Confirmability

Bertram and Christiansen (2014) argue that confirmability in research is the sole responsibility of the researcher and they have to make sure that all the details of the research process are available. This is to allow the reader to check the data and to come to the same conclusion if the same study is replicated. Denzin and Lincoln (2011) define confirmability as demonstrating that the results are obviously tied to the decisions so that the research can be reproduced. Similarly, Bless et al. (2013) state that confirmability means that observers who follow the same process to conduct similar research can arrive at a similar conclusion. In order to ensure the confirmability of my study, I detailed all the methods, processes, and research procedures used. The information was made clear so that it would be easy to check and confirm my research findings.

3.9 Ethical Considerations

Ethical considerations are a crucial part of research and cannot be underestimated. According to Cohen et al., (2013), "ethics concerns the right and wrong, good and bad that a researcher needs to consider; how the purpose, content, methods of reporting and outcomes of the study conform to ethical principles and practice" (p. 76). It was therefore essential that this research abided by all the necessary and pertinent ethical considerations. All necessary documents pertaining to informed consent were signed before the process of data collection began. During

the study all ethical principles of informed consent, truthfulness, respect for the person's integrity, the confidentiality of sensitive information, and anonymity were upheld (Tuckman & Harper, 2012). The ethical clearance and permission to conduct research in a secondary school in KwaZulu-Natal province were obtained from the Department of Education (DOE). Ethical approval for the study was also obtained from the Humanities and Social Science Research Ethics Committee at the University of KwaZulu-Natal in Pietermaritzburg. Permission to conduct the research at the school was sought from and granted by the school principal. The signed letters are attached as appendices.

3.9.1 Informed consent

Informed consent is described by Denzin and Lincoln (2011) as the cornerstone of ethical research. Babbie (2010) defines informed consent as a normal practice that researchers use to ensure that participants are aware of any potential risks associated with the research study. I made sure that the participants in this study were properly informed about the purpose and methods of the exploration. They were also informed that participation was voluntary and that they could withdraw from the study at any time. To avoid risk or any anticipated benefit on the side of the participants, I explained to them that their interview responses would be audio-taped and that the study was mainly for research purposes. The participants were given the right to have access to their information and the right to withdraw at any point if they so wished, without any fear or prejudice. The participants' consent was formally secured by having them sign the informed consent form which I had created.

3.9.2 Confidentiality and anonymity

According to Fleming (2018), privacy and anonymity are crucial ethical issues in research that must be taken into consideration when conducting studies since they safeguard participants from potential damage. Fleming (2018) adds that it is not just participants' identities that should be kept confidential or anonymous. Researchers must avoid using participants' self-identifying statements and information and this must be guaranteed. To comply with confidentiality and anonymity requirements, the participants were assured that any information provided regarding the study would be used solely for academic purposes, and pseudonyms were used to identify the participants and the school. By carefully adhering to the principles of anonymity and confidentiality I ensured that the findings of this research would not harm the participants in any way.

3.9.3 Non-maleficence

Bertram and Christiansen (2014) describe non-maleficence as a researcher causing no damage or harm (emotional, physical, social, resources, etc.) to their study's participants. Berg and Howard (2012); and Johnson and Christensen (2012) reiterate that researchers must not harm participants in any way while collecting data. A fundamental issue of this study was to keep participants safe from harm and danger. In order to do this, I upheld the participants' integrity by ensuring that they were socially, physically, and emotionally protected. This was done by respecting their values, views, and by not being judgemental of their responses. I was respectful, engaged in active listening, and I also used strategies to enhance each participant's trust and comfort (Yin, 2014). Importantly, the interview process was done in a timely manner and at the participants' convenience to avoid time loss. The issue of maintaining trust and confidentiality was adhered to at all times.

3.10 Limitations of the Study

According to Iddagoda (2018), the limitations section of a study indicates the possible weaknesses of the study that the researcher has no control over. The limitation of my study was mainly the size of the sample. My study was a case study within a qualitative research approach, done in just one school with three participants, so the findings cannot be generalised and cannot be representational of all rural schools. However, the specifics of my study focused on an exploration of induction and mentoring of novice teachers, might have implications for other school contexts, although the findings may not be generalizable to a whole population. Secondly, the study was limited in terms of the lack sufficient policy documents on induction and mentoring in that particular school. The only document available to me was the policy document on IQMS (QMS). This in itself suggested the lack of implementation of induction and mentoring in the school, which supported the themes that emerging emerged from the primary data (interviews). This could affect the depth of the triangulation process; a key aspect of quality in a case study.

3.11 Conclusion

In this chapter I presented the research design and methodology used, which included a discussion on the interpretive paradigm and the qualitative research approach used in my study.

This was followed by discussions on a case study, the methodology used, and the process for analysis of the research data. Lastly, issues of trustworthiness, the ethical considerations, and the limitations of the study were discussed. The data is presented and analysed in the following chapter.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The aim of this chapter is to present and discuss the findings which emerged from the data collected through the semi-structured interviews and the analysis of the policy documents relating to induction and mentoring of novice teachers at the school. The study's aim was to explore novice teachers' experiences of induction and mentoring at their school. In doing this I sought to examine novice teachers' experiences of the support given to them in the rural school context. In this chapter, I begin by presenting the profiles of the novice teachers. I then present the data in accordance with the research questions, highlighting the themes that emanated from them. I then use Hudson's (2004) Five Factor framework as a conceptual framework to further interpret the data.

4.2 Profiles of the Participants

As outlined in the previous chapter, purposive sampling was done where the three participants were selected depending upon their teaching qualifications; subjects taught; permanent status; post level; number of years of employment; and their willingness to participate in the study. This was carried out in accordance with the recommendation of McMillan and Schumacher (2014), who state that only "information rich informants, groups, and study settings should be the goal of purposive sampling" (p. 54). All three participants were allocated pseudonyms in order to encourage them to speak openly and guarantee their anonymity. They were able to convey information about their diverse individual circumstances, experiences, skills, and training through their biographical information. Table 4.1 summarises the biographic information of the three novice teachers selected for this study.

Participant One: Teacher Jack

The first participant, code named Jack, had a Bachelor's Degree in Commerce. He had a passion for teaching for some years as both his parents were high school teachers. This motivated him to follow in their footsteps. He explains his choice of career as follows:

In fact, it was my father who persuaded me... to get into teaching, as he was also a teacher himself. If you are a teacher, you have the opportunity to teach various subjects you like (Jack).

Thus, coming from a family of teachers, he was more familiar with the school system. He chose teaching not only to impart knowledge to learners but also to make a difference in society. I alleviated his concerns by reassuring him that there were no right or incorrect responses to any of the questions that would be posed. I also clarified with him that the interview was voluntary, that I would use pseudonyms to protect his identity, and that he was at liberty to withdraw if he felt the need to do so. My interview with him lasted for around two hours as we explored the questions and his understanding and experiences of induction and mentoring.

Participant Two: Teacher Grace

The second participant, code named Teacher Grace, was raised in the same neighbourhood where she was teaching. Grace noted that she enjoyed teaching as it was fun to teach and she had been motivated to pursue teaching by her former principal in high school. Teacher Grace had a Bachelor's Degree in Education, with a specialisation in Physical Science, and had two years of teaching experience at the time of the interview. As a novice teacher, she shared the staffroom with experienced teachers, but there were separate offices for the principal and department heads. Grace was enjoyed her role as a novice teacher in this school, as revealed in her comment:

I have gained a lot of experience this year. I'm grateful for it. It has grown me. I've been challenged; it's made me see a different side of me in terms of where I can be and what my potentials are (Grace).

Grace had a passion for education and voiced the need to develop herself professionally. She said:

I plan to get to enroll for my Master's next year, then pursue Doctorate thereafter (Grace).

As with Jack, I clarified that there were no right or wrong answers, that she could withdraw from the study at any time, and that the principle of anonymity would be adhered to. The interview took 1 hour 45 minutes and was similar in length to Teacher Rachel's interview.

Participant Three: Teacher Rachel

The third participant, Teacher Rachel, came from a family where her mother was a deputy principal. Her choice to pursue teaching was therefore largely influenced by her upbringing.

Teacher Rachel was a trained English teacher and loved the subject she was teaching as she said she was able to shape learners’ language skills. Her undergraduate courses in teacher education exposed her to different worldviews and gave her a sense of what she could do as a teacher. She explained her love of teaching English as being due to the following reasons:

I love teaching because sometimes it is going to change the learners’ behaviour, learners’ mindset, and sometimes it is going to improve their critical thinking. Sometimes it is going to improve their worldview (Rachel).

Like Teacher Jack, Teacher Rachel had a vision for her teaching where she sees saw herself influencing learners’ thinking and improving society. As with the other two participants, I emphasised the voluntary nature of the interview and my adherence to the requirement for anonymity.

Table 4.1: Novice Teachers’ Demographics

Pseudonym	Gender	Age	Teaching Specialisation	Years of Experience
Teacher Jack	Male	27	Business Studies	3
Teacher Grace	Female	24	Physical Science	2
Teacher Rachel	Female	23	English	2

4.3 Findings and Discussion

The study was anchored on the following three research questions:

1. What is the novice teachers’ understanding of induction and mentoring?
2. How do novice teachers think induction and mentoring influences their professional development?
3. How does the school management team (SMT) support the induction and mentoring of novice teachers at this school?

4.3.1 Novice teachers' expectations and understanding of induction and mentoring

The next section presents the main expectations of the novice teachers regarding the nature of the support they received in a number of areas. These expectations were based on their understanding of induction and mentoring. The novice teachers had varied understandings and expectations with regards to induction and mentoring. An expectation is about believing that something should happen in a certain way. According to Padzil et al. (2019), mentoring is an intricate and multifaceted process of directing, instructing, informing, and encouraging new teachers. The novice teachers voice some of these dimensions of mentoring in their expectations below.

4.3.1.1. An organised programme of induction and mentoring

From the novice teachers' responses, they expected various forms of support from their mentors to facilitate their entry into the teaching profession. It was clear from their responses that they expected an organised programme of induction and mentoring. This was evident in the frequent use of the word "*programme*", which suggests something organised and formal. Statements like, "*I had high expectations of the programme....*" (Teacher Rachel); and "*I understood the programme...*" (Teacher Jack) revealed their expectation that there would be a formally organised induction and mentoring programme. According to Sezer (2017), novice teachers enter classrooms with high expectations for themselves and for their learners, but they often encounter challenges. The next section presents the main expectations of the novice teachers regarding the nature of the support required in a number of areas.

4.3.1.2 Support from a number of sources

The second expectation the novice teachers had was of pedagogical and administrative support from their mentors, the school's management and from the school community as a whole.

Teacher Grace noted:

I also expected my mentor to always be available for me when needed so that I can learn more from her how to be a better teacher and manage classrooms.

Teacher Jack explained:

I expected the administration to be supportive of me and my professional growth as I started the induction.

Teacher Rachel also expected support from the school community when she started her induction process:

My understanding was that the whole school community would assist and support us to settle being novice teachers and fit into the school culture and protocols.

This range of responses received implied that the novice teachers had a number of concerns and wanted support to learn how to teach, how to manage their classes, how to fit into the school's culture, and to understand the range of school protocols. They saw this as part of their professional growth and their responses revealed their expectation that their support would come from a number of sources. Teacher Grace expected that it would come from mentors, Teacher Jack mentioned the school's administration team, and Teacher Rachel referred to the whole school community.

4.3.1.3 New teaching and learning strategies

The third expectation the novice teachers had was that they would learn new teaching strategies. A learning strategy, according to Al-Hebaishi (2012), is a person's method of organising and applying a certain set of skills to acquire information or do other tasks more quickly and efficiently in academic and non-academic circumstances. The novice teachers had expectations about learning new teaching strategies from their mentors through a mentorship programme. Teacher Rachel noted:

I had high expectations of the programme since I was now going to get involved fully in sharing knowledge with learners under the guidance of senior colleagues in the field.

Teacher Jack also had expectations regarding the development of his teaching strategies. He explained:

I understood the programme as an opportunity to get to know more..... about ways of teaching within the school (Jack).

Similarly, Teacher Grace noted:

I had expectations to learn new teaching strategies and how to manage a class full of learners.

She also expected support in learning how to manage her classroom. Similarly, Teacher Rachel expected support from her mentor in classroom management and teaching strategies. She noted:

I expected much support from senior teachers, more so in classroom management, but I had to find my way alone (Rachel).

Clearly, learning new strategies and development of their pedagogical skills, which included managing large classes of learners, were key expectations of these novice teachers.

4.3.1.4 Guidance on the school's culture, systems, and protocols

A school culture involves how teachers interact with one another, how information is cascaded, how duties are delegated, and how new teachers or people from outside the school are welcomed by existing staff members (Gruenert & Whitaker, 2015). School culture plays a huge role in creating an environment which allows novice and experienced teachers to interact with one another (Ncayiyana, 2022). Schools which foster collaborative cultures are effective in assisting novice teachers and provide them with the support they require (Ncayiyana, 2022). The fourth expectation of the novice teachers was guidance on the school's culture and its systems and protocols. The common orientations, beliefs, conventions, and practices that bind a learning community together and give it a unique character are known as school cultures (Abdullah, 2019). These also include the normal procedures and routines in the school.

Teacher Grace expected guidance on the school's systems and what she was supposed to do, as revealed in her words:

My understanding was that I was to be introduced to the school systems. How the school operates in terms of rules, discipline, and school culture... (Grace).

She further explained that these school systems included the school's protocols, rules and regulations. She said:

My expectation was knowing more about the protocols, what is expected out of you as a teacher and understanding of school rules and regulations... (Grace).

Similarly, Teacher Jack expected guidance in understanding the different routines and procedures of the school. He noted that he expected an introduction to the school's systems. He said:

I understood the programme as opportunity to get to know more about the school; about school policies, approaches within the school, the overall school ethics...

Teacher Rachel explains this as guidance in understanding the school's culture. She explains:

You are basically being showed how the organisation operates. In terms of school systems, being exposed to a school culture...

The expectation was that this guidance would be given by an experienced or senior teacher. This was highlighted by Teacher Jack who said:

You are given guidance by a knowledgeable person (supervisor or senior) who will be guiding you in terms of doing your work as novice teacher...

The manner in which teachers and other staff members interact with one another in the classroom is known as the school culture. Novice teachers often struggle to integrate successfully into the structure of the school if the school's culture does not support the induction activities (Galamay-Cachola et al., 2018). The various expectations of the novice teachers in my study indicated the need for clarification of crucial procedures and processes for them before they started teaching. Their expectations revealed their need to be made aware of the protocols and culture of the school at the start of their appointment.

4.3.1.5 Feedback as an expectation

Feedback was another aspect of mentoring that the novice teachers expected from their mentors. According to Martinez (2016), novice teachers value and expect constructive feedback from mentors to help them improve so that they can become effective teachers. The

mentees expected feedback from their day-to-day teaching related activities and saw feedback as an opportunity for them to improve themselves. Teacher Grace noted:

What I expected was that the principal can ask me how I was progressing as novice teacher. Am I getting all the help from my mentor, am I coping with environment, learners are not giving me hard time? But this was not the case....

Teacher Jack's expectation of feedback was also focused on his classroom management. He noted:

I expected my mentor to be available to give me feedback in regards to my teaching in class and overall classroom management. This was my first time handling a group of learners in a school setup....

Teacher Rachel also indicated that she expected feedback when she said:

I have always understood feedback as way to improve myself as a teacher. Thus, during the induction, I expected constant feedback on my progress in class by my mentor.

Given the context of the school with its large classes, it was unsurprising that both Teacher Jack and Teacher Grace highlighted their need for feedback regarding classroom management. A crucial part of the mentoring process is feedback, which pertains to the manner in which mentors express their thoughts and judgments on the work that their mentees are doing. Le and Vasquez (2011) note that research has shown that a mentors' communication technique and awareness and use of good language have a positive effect on novice teachers. This suggests that feedback in itself is not necessarily productive in terms of professional development; it is also how it is done. Teacher Rachel focussed on the need for regular feedback.

It could be concluded from the responses from the novice teachers that they all had similar expectations. They were expecting guidance on the school's protocols and culture, pedagogical knowledge, support from the school community, and feedback that would help improve their teaching strategies and classroom management. Drawing on Hudson's(2004) framework for effective mentoring, it is clear that the expectations of the novice teachers aligned with these factors of effective mentoring. The subsequent section explores the induction and mentoring experiences of the novice teachers.

4.3.2 Experiences of induction and mentoring

This section describes the novice teachers' induction and mentoring experiences and the effects those had on their professional growth. Nghaamwa (2017) underlines that induction programmes should inspire new teachers to pursue continual development, as well as help them to survive and thrive in their initial years of teaching. New teachers frequently cite inadequate induction and a lack of administrative assistance as the reasons they left the teaching profession (Dishena, 2014). Ibrahim (2012) adds that a lack of support during the initial years of teaching has also been highlighted as a key factor in teacher attrition. According to Hudson et al., (2008), extended induction exposure is necessary in order for teachers to become more competent than those who receive little to no induction. This section introduces the relational aspects of induction and mentoring and how these were experienced by the novice teachers.

4.3.2.1 Relational aspects of induction and mentoring

The section on induction and mentoring's relational elements discusses the interactions between the novice teachers and their mentors and how those interactions have affected their growth as novice teachers. The data suggests that these relationships depend upon the personal attributes of the mentors. The novice teachers noted the approachability of and support by most of their mentors and the impact of this on their personal and professional development.

Approachability of the mentors

Hudson (2010b) relates this quality or attribute to how the mentees are received by their mentors and how the relationship is built from the day they meet. Furthermore, it also refers to the ease with which the mentee can approach the mentor. Similarly, in my study their approachability was assessed in terms of the opportunities that were given to novice teachers to seek advice. In Teacher Rachel's case, she was able to approach her mentor for advice during lunchtimes and over weekends. She explained:

My HOD had a discussion with me about the subjects and topics that might be a challenge to a novice teacher. My mentor was just an approachable person, always willing to share and give guidance during lunchtimes and even on weekends after classes. He will avail himself for help via social media (WhatsApp) (Rachel).

Rachel highlighted the approachability of her mentor and the range of opportunities for support and mentoring, both formal and informal, and this suggested the importance of this relational dimension of mentoring in her development.

During the interviews the novice teachers revealed that, despite the informal nature of the programme, they were welcomed by sections of the school's management team. Additionally, there were one-on-one sessions between the mentors and the mentees, as well as group gatherings for the novice teachers. These individual meetings were often accompanied by class visits from the mentors. Teacher Jack noted:

I was assigned a mentor who explained to me that I needed to be aware that schools are different from each other and as my mentor and HoD, what he would expect of me. He took me through the curriculum and showed me how we are going to cover a curriculum.

Teacher Grace's mentor, however, was not always approachable. She explained:

I would say my mentor was not always approachable when needed. The only feedback I received was negative; he would only focus on what I did wrong. Once my mentor said he didn't like the way I conducted my lessons because I was encouraging my students to speak.

It was clear from Teacher Grace's response that the negative nature of her mentor's feedback discouraged her from approaching her mentor and undermined opportunities for constructive feedback that would support her professional learning and development.

In contrast to Teacher Grace's experience, Teacher Jack reflected upon the approachability of his mentor:

I was able to go to her about anything, from discipline to curriculum to just how to handle learners or anything. That was encouraging. We covered a lot of things. She was very approachable and understanding.

His response revealed the constructive nature of this relationship, that emanated from the approachability of his mentor and impacted upon his professional development in the areas of the curriculum, discipline, and classroom management.

Trustworthiness of the mentor

Trust has many components. For a mentor to be reliable and trusted, the mentee must have faith in both the mentor's abilities and the mentor's sincere intentions (Gardiner & Weisling, 2018).

This trust was evident in Teacher Jack's reflection:

My mentor provided a trustworthy, collaborative environment that contributed to my personal development of being a teacher. He was always honest with me on areas I needed to improve on.

Teacher Jack emphasised the value of novice teachers working with mentors as colleagues, as opposed to relationships based on judgment, by using the word "collaborative". His use of the term, "trustworthy," referred to the idea of a secure zone where he could make errors without fear of being criticised for them. As a result, he was given the chance for "*personal development*" and to reflect and grow so that he could "*improve on areas where needed*".

Teacher Grace noted:

My mentor always wanted me to get better. So, she would always check on my progress and even corrected me where I was wrong.

This reflection revealed that the trustworthiness of her mentor was based on Teacher Grace's belief that her mentor wanted the best for her: "*My mentor always wanted me to get better*". There was also evidence of self-reflection and learning having arisen from this trustworthiness when she commented on the checking of her progress and the correcting of any errors made.

Similarly, Teacher Rachel highlighted the importance of honest feedback when she said:

She often came to my class to see how I was teaching and then she will give me honest feedback on what she saw.

Referring to Gardiner and Weisling (2018), it was clear that the novice teachers believed in their mentors' competence and in their mentors' motivation to help them when they provided feedback and guidance; key aspects of trustworthiness. The importance of trust in professional development has been widely recognised in the literature (Savolainen & Häkkinen, 2011). Once again, drawing on Hudson's (2004) model of effective mentoring, these attributes of trustworthiness and approachability are significant aspects of the personal attributes of effective mentors.

4.3.2.2 Pedagogical support

According to Hyde (2019), pedagogical support refers to the specialised knowledge given to novice teachers to help them create effective teaching and learning environments for all students. The development of pedagogical knowledge takes place in a conducive educational environment and is crucial for supporting good teaching (Dong et al., 2020). According to the responses from the novice teachers, they received different kinds and levels of assistance from their mentors, demonstrating that novice teachers were exposed to a wide range of support.

Teacher Rachel stated that her mentor suggested new teaching methods to interact with the students.

In terms of professional support, I can now also mentor other novice teachers based on the content. I have better methodology now in terms of delivering the subject... strategies to use on how to teach to make learners understand the subject better.

Teacher Rachel was also given support to understand the curriculum, the subject content, and the use of teaching aids. She explained:

My peers and subject head, and HoD showed good support in terms of the curriculum, sharing of content knowledge of the subjects using, among other things, teaching aids.

There was evidence in Rachel's reflection that there was collegiality in her relationships, and they were prepared to share resources with her.

In addition, Teacher Rachel reflected upon a number of aspects about the support she was given:

My subject head has guided me on how to create an educator file; teaching and learning; how to teach content; how to prep for a particular topic of a subject; and how to manage a classroom when teaching to avoid disruption of a lesson.

Here she was reflecting upon both the administrative and the pedagogical support given to her by her mentor. The administrative support included guidance on how to set up an educator file, something seldom engaged with in teacher education programmes. The support included lesson preparation, teaching methodology, as well as classroom management.

Similarly, Teacher Grace was given support in methodology as well as in understanding the curriculum and its coverage. She explained as follows:

As my mentor and HoD, he took me through the curriculum and showed me how we are going to cover a curriculum. He also showed me how to use teaching aids in some lessons.

In a study by Muzata and Penda (2013) on the pedagogical experiences of novice teachers in Zambia, they found that novice teachers needed guidance beyond lesson presentation and concluded that pedagogical experiences extend beyond the delivery of lessons.

Similarly, Teacher Jack commented on the different aspects of the support he received:

She showed me what the curriculum entails and how it's done in terms of assessment, how to teach lessons, and how the lesson plan should be done. Also, how to set up the educator's file.

Teacher Jack was further introduced to materials to be used when teaching and also to the curriculum. He explained:

She gave me the material that I will use when teaching, such as books... showed me my classroom, classroom register, educators file, and sample of a Business Studies lesson plan. She explained the curriculum; what I am going to start with using the CAPS document in conjunction with the ATP (Annual Teaching Plan).

His reflections revealed that the guidance went beyond lesson presentation as it included an understanding of the curriculum, lesson planning, assessments, help with resources, as well as the setting up of an educator's file.

Classroom management

The organisation of the classroom as a learning space or an environment where the learning process takes place is the focus of classroom management. Effective classroom management is perhaps the first step in putting into practice a successful plan to increase the teacher's capacity for controlling his or her classroom (Cheng & Chen, 2018). Novice teachers must navigate school and classroom culture, control students' behaviour, engage in lesson preparation, and attend to organisational expectations in order to move successfully from the role of a student or novice to an experienced teacher practitioner (Caspersen & Raaen, 2014). Teacher Rachel noted that she was given support with regards to classroom management by her mentor:

My mentor showed me how to manage a class during my first day and organising of course materials. She told me to always keep the students engaged by asking questions and giving even those who are shy a chance to talk.

The support given to Teacher Rachel was relevant as most novice teachers often struggled to manage classes. In fact, according to Abdurrahman (2016), the main challenges faced by novice teachers with three or fewer years of experience in teaching are managing a classroom and planning and organising course materials.

Some of the obstacles for new teachers, according to Abdurrahman (2016), are managing issues like setting up routines and procedures for students during classroom activities and dealing with disciplinary issues and their effects. Teacher Grace experienced this particular challenge in the context of her school where she had to face a large class with limited support and resources. She pointed out:

The overcrowding of 60 learners in 1 class, and the fact that I was teaching 3 classes was really a challenge. I couldn't meet the deadline of submitting learners' scripts or task to be moderated on time.

According to Macas and Sánchez (2015), classroom administration and organisation, the demands of teaching heavy loads, evaluations, and addressing specific student issues are among the pedagogical hurdles that new instructors must overcome. Furthermore, many novice teachers lack the sophisticated abilities that veteran educators have long since developed. Novice teachers lack the organisational capabilities of more experienced teachers and are less knowledgeable about educational topics.

Effective mentoring including the development of classroom management practices is pivotal to the development of novice teachers (Burak & Simsar, 2022). The need for support in classroom management was a key aspect of the pedagogical support that the novice teachers in this study hoped for and in fact received during their induction and mentoring. Given the large class sizes in most rural schools, the study's participants were anxious about how they were going to manage.

According to Paris (2013), a lack of mentor assistance causes many novice teachers to quit their jobs within the first five years. The assistance that new teachers receive throughout their first year of teaching has an impact on staff retention and the overall teaching quality in a school. A smooth transition into the profession thus offers both new teachers and their pupils long-term, beneficial advantages (Ewing, 2021). For novices, teaching can be a fearful and a challenging experience and in South Africa, large classes compounded by a lack of resources can make the prospect of teaching daunting for them. They face challenges with their new employment right away (Angell & Garfinkel, 2002, as cited in Zeru, 2013), therefore fear is not unexpected. These fears were implied by the statement made by Teacher Rachel, when she said that her "*fears of teaching grade 12 started to disappear slowly*". Fortunately for Teacher Rachel, her mentor also exceeded her expectations in terms of supporting her in handling a difficult class and being able to carry out a lesson effectively. She explained:

I was given support when I went to grade 12, who are known as challenging learners. As a novice teacher, teaching grade 12 for the first time straight from the university, it was a big challenge. My mentor supported me if I had difficulties in teaching a particular chapter. I would start the lesson and she would explain the difficult part of the chapter. Fears of teaching grade 12 started to disappear slowly. Therefore, the support given was much more than I expected (Rachel).

It was clear from Teacher Rachel's words that her mentor was using a collaborative mentoring approach, as there were elements of team teaching, rather than of being judgemental and leaving her to cope on her own. By doing this, her mentor did not undermine her classroom authority by taking over completely. Instead, this supportive approach based on trust helped to develop Teacher Rachel's confidence and consequently improved her classroom management capabilities. In contrast to Teacher Rachel, Teacher Grace was frustrated by the lack of support from her mentor. She explained:

I feel that the support I had when I first started wasn't enough, due to my mentor... was always in and out of the hospital.

She (Grace) also expected support from her mentor in terms of classroom management and teaching strategies. However, this was not received. She noted:

I expected patience, I was trying to adapt to the environment. I needed to be supported or given strategies of how to teach a class of 60 learners.

The challenge of the management and teaching of large classes by novice teachers was once again evident. Teacher Grace expected guidance in a number of areas but was frustrated by her mentor's absences and subsequent lack of support. While the novice teacher's expectation of support and guidance was genuine and warranted, the mentor may not have been aware of these expectations. This highlighted the need for communication between the mentor and the novice teacher. Dias-Lacy and Guirguis (2017) state that the first few days of teaching by a novice teacher can determine his or her longevity in the profession. The role of mentoring in supporting the development of their classroom management practices was highlighted in Teacher Grace's responses above. Hudson (2004) notes that the mentor's personal qualities, which comprise of their interpersonal and personal abilities, enhance the mentor-mentee relationship professionally. These qualities include being supportive of the mentee and fostering confidence (Hudson, 2004; Hudson et al., 2008). In order to help the mentee's classroom management, a good mentor forges a professional relationship with them (Hudson, 2016).

4.3.2.3 Guidance on the school's culture, systems, and protocols

The importance of adaptation to the school environment is highlighted by Caspersen and Raaen (2014), who point out that in order to manage the transition to practitioner, novice teachers need to be able to negotiate the school culture. According to Teacher Jack, the mentorship he experienced helped him to develop holistically, as he also came to understand the various aspects of the school's culture and protocols:

I was developed holistically. By the end of my training, I was confident I could handle a class very well; from classroom management, curriculum development and even filling QMS forms. Induction has helped me to know things that are pertaining to the school (Jack).

Teacher Jack's reflections on "holistic development" and "things that are pertaining to the school" implied the need for guidance and support in a range of areas. These included pedagogical issues as well as administrative issues and orientation to the school's culture and policies.

Teacher Rachel reflected upon the guidance she received in terms of the school's dress code and how to deal with disciplinary issues. These experiences revealed the range of opportunities for guidance in the school's routines, procedures, and protocols.

Teacher Jack also stated:

During my first day, my mentor took me around the school and also told me that being a teacher from Monday to Thursday, I was expected to wear official clothes. He also said every week there was a teacher on duty who would make sure learners attend school on time.

He also showed me how to register attendance and write students up. He also explained to me the school routines and procedures and how to prepare for the first week of school.

As with Teacher Rachel, the importance of a dress code was emphasised to Teacher Jack. School procedures like the allocation of duties to teachers regarding late coming and the use and administration of attendance registers and procedures for the first week of school were

clarified, guiding him to an understanding of the various aspects of that school's culture and systems.

The importance of understanding dress protocols was reflected in Teacher Grace's comment: "*My mentor told me also as a lady, I was not supposed to wear jeans whenever I had classes*". As a female teacher at the school, Teacher Grace was thus given guidance in terms of the culture and protocols of that school.

Similarly, Teacher Rachel's mentor also provided guidance on the dress code:

She also told me that I was expected to wear official clothes from Monday to Thursday. I was free to wear any casual on Friday.

Drawing from all three participants' responses, it was evident that guidance on the dress code was seen as an important component of the mentoring of novice teachers.

Teacher Grace also received guidance regarding the school's layout and the use of space in the school:

I was shown where classrooms were, the office of the principal if I needed anything, and the office of the deputy and main staff room where I will spend time.

For novice teachers, space and its use and control by role players can be bewildering in the first few days at school. Teacher Rachel also reflected upon the guidance given by her mentor in terms of the various positions and roles of the SMT. She explained:

My mentor showed me the hierarchy of the school's leadership. She also told me that in the case of any disciplinary issue, I have to go through the HoD first before escalating to the deputy principal who was in charge of school discipline.

These experiences provided some examples regarding of the guidance received regarding the school's routines, procedures, and protocols.

4.3.2.4. Nature of the mentoring support

The novice teachers in this study revealed that the nature of the mentoring support was both formal and informal. Formal support took place during scheduled classroom visits and with

regular opportunities for feedback, whereas informal support happened spontaneously outside the classroom and after working hours.

To attest to this, Teacher Jack said that he had one-on-one meetings with his mentor after working hours to discuss any challenges he had experienced and to receive feedback on what was working and how to improve.

Through the support given, I received positive feedback about my teachings and through the assessment or task that was written by learners (Jack).

Teacher Grace noted the regularity and formality of her meetings during the first weeks of her induction:

Initially, we used to have one-on-one meetings with my mentor, at school after working hours especially on Friday, and discuss about the challenges I have pertaining to the subject. In that I case I can say that I got personal and professional development. I have developed professionally in terms of classroom management. I developed personally in gaining experience on how to handle and speak with a lot of people and also personal organisation skills.

As she explained, she had scheduled one-on-one meetings with her mentor that covered both her personal and her professional development. Her personal development included her developing confidence in managing and communicating with people, while her professional development covered her teaching subject and classroom management skills.

Teacher Rachel similarly also commented on the regularity of her meetings when she explained her formal support as follows:

I spent 30 minutes every day with my mentor to talk through the challenges I had during the day. She gave me feedback and advice. My professional development was enhanced through these formal meetings.

The impact of these meetings on her professional development was highlighted by her words.

Teacher Jack's mentor used to meet with him after working hours and they would discuss his training over a cup of tea. He explained this as follows:

On various occasions my mentor called me to discuss about training over tea after working hours. I found him approachable and the informal setting of support in terms of advice and feedback helped me improve in my teaching.

All three participants thus had evidence of being given feedback and advice by their mentors. This helped to develop their confidence and contributed to their professional development. However, in the case of Teacher Grace, while she initially received support in the first few weeks of her placement, this subsequently came to an end because of her mentor's busy schedule and ill-health. She noted:

I expected more from my mentor. While she supported me during the first weeks of my training, she later became busy and later became unwell. I had to find my own way and ask other teachers who were not my mentors. For example, one of them helped me to prepare a class register as we didn't get time to prepare with my main mentor.

The above experience highlighted the importance of mentor support and revealed that novice teachers frequently had to seek support from other teachers, rather than their designated mentor. When mentees were certain that the help given by the mentor was insufficient to meet their needs, they willingly accepted assistance from other teachers. Jack described the importance of mentor support in his professional development as follows:

My mentor helped and supported me to transition from being a novice teacher to becoming an established part of the school community. She gave me some great tips on how to handle a difficult learner.

My mentor was a great adviser; she was always supporting me with everything, including teaching materials.

The above comments revealed the nature and amount of support provided to these participants, although this differed from one participant to the other. If mentoring is to be effective, novice teachers must be given sustained support and benefit from the process. They need to understand mentoring's benefits and build on the training received, as this will allow them to grow professionally.

Feedback

Feedback from the mentor can include feedback on the planning and teaching of a lesson, classroom management, and administrative tasks (Hudson, 2004). Hudson also emphasises that in order for feedback to be effective and contribute to professional development, it should be given in a constructive manner (2004).

Teacher Jack reflected upon the impact of feedback on his professional development. He explained the regularity of the feedback opportunities as well as their impact upon his pedagogy and classroom management:

The constant meetings we had with mentors after class helped me to get better in my teaching and classroom management as a whole. I did not get any other feedback from the rest of the staff members we interacted with within the department. I would have appreciated though if I also got feedback from the HoD or school principal.

Although Teacher Grace had regular formal feedback sessions with her mentor in the first few weeks of her being mentored, which contributed to her professional development, she was frustrated when they ceased. She attributed the later lack of communication and mentoring to her mentor's busy schedule and frequent absences because of illness. Her mentor was unfortunately not replaced when she was no longer able to provide mentoring:

My mentor became busy in the final weeks of my induction and did not make much time to give me feedback.

Teacher Grace clearly felt the need for a longer and more sustained period of mentoring, with feedback being an important aspect of the mentoring.

Hallam et al. (2012) contend that in order to establish and foster a successful teaching career, new teachers need to get on-going feedback and be given opportunities to reflect on and share their teaching experiences with their peers. In Teacher Rachel's case, the feedback she received included feedback on administrative issues like the drawing up of report cards and her assessment techniques. She explained it as follows:

My mentor provided me with guidance and support with any of the situations that come up in my classroom; things that they don't teach you at the university. Things such as report cards and assessments.

Sometimes the feedback provided to new teachers is disorganised or non-existent, leaving them to struggle on their own. As Hudson (2004) indicates, feedback can be given verbally or in written form, but it is important that it is given and that it is constructive. Teachers need feedback so that they are aware of their level of progression, since feedback empowers people to make improvements.

Modelling

Modelling refers to the opportunities novice teachers have to observe their mentors doing a range of professional activities – it is about the demonstration of appropriate strategies. Teacher Jack reflected upon his mentor demonstrating group work:

My mentor showed me how to put learners into groups at random, not allowing them to choose themselves. And that I have to give them clear instructions for them to work well in group.

By modelling effective strategies for group work, the mentor guided Teacher Jack in terms of his pedagogy.

A further example of modelling was given by Teacher Rachel, who described the actions of her mentor:

My mentor entered the class and started to work on the worksheets that were written by the learners as they were continuing with their classroom work.

By observing her mentor's engagement with the worksheets while the class continued with their work, Teacher Rachel had the opportunity to learn from her mentor's demonstration of effective classroom management.

The next section presents the role of the SMT in the induction and mentoring of novice teachers.

4.3.3 The school management team's role in induction and mentoring

In this section I present the data and a discussion on the role of the SMT in induction and mentoring, and in particular the selected novice teachers' experiences of induction and

mentoring by the SMT. The data in this section was drawn from the interview responses analysis of the Quality Management System (QMS) document, formerly referred to as the Integrated Quality Management System (IQMS) document. My initial intention was to focus on the documents and minutes regarding induction and mentoring in the school. This would enable me to understand the legislated role of the SMT in induction and mentoring. My research, however, revealed that there was no formally structured induction and mentoring programme in place. This was evidenced by the lack of meeting minutes and the lack of evidence of a policy or manual on induction and mentoring in the school. The document analysis carried out in this study was an analysis of the QMS policy document and its implementation in the school. Particular attention was paid to the role of induction and mentoring as part of the professional development envisaged in the QMS policy framework. This is then looked at in terms of the experiences of the novice teachers in my study.

When the QMS first came into being, its principal goal was to advance and raise the bar for educational standards (Chisholm, 2005). According to the Department of Education, the Quality Management System (QMS) is not a professional development strategy, but rather a process guide offered to teachers to enhance the quality of learning and instruction by, among other things, mentoring (DBE, 1998). Schools currently rely on the QMS for both new and experienced teachers' professional development, and it's also connected to salary increases. The QMS envisages induction and mentoring as a key aspect of ongoing teacher professional development. According to the policy directive, senior teachers are supposedly required to have a significant role in the QMS. The principal, deputy principal, and the department heads make up the school management team in South African schools (*South African Schools Act No. 84 of 1996*). They are referred to as the SMT for the sake of this study. According to the South African Schools Act, the SMT has particular roles and responsibilities (DoE, 1996).

School management teams across the world have a variety of duties to fulfil, one of which is to induct and mentor novice teachers (Ntsoane, 2017). The duties of this position include performing orientation, mentoring, coaching, collaboration, observation, networking, work shopping and arranging and taking part in extracurricular activities (Van Niekerk & Dube, 2011).

The school management team is one of the three structures that are expected to implement the QMS in South African schools. The QMS policy states that the principals and deputy principals

should prepare for the arrival of new teachers, acquaint them with the classroom, and provide them with some materials that will be helpful to them. In her interview, Teacher Rachel noted that there was no formal induction to on the QMS:

No, I was not taken through QMS. The principal recommended that I must go to a QMS induction that was being held at Ukukhanyakomsinga. That was arranged by the DoE, where we met with other physical science novice teachers.

Teacher Jack, on the other hand, observed:

There was QMS. The HoD came and recorded some things and told me to sign here or sign there. He then told me about a few things I am doing well in, and some that I need to improve on. That's it! And he told me to complete a QMS book!

Teacher Grace was not formally introduced to the QMS, and only heard about it from her colleagues. She explained:

I just heard about QMS from colleagues, and that was it. My mentor did not mention or teach me how to use it and when to use it.

Considering the responses of the three participants, it appears that they had no formal introduction to the QMS, other than Teacher Jack who was introduced to it by his HoD. His introduction was done rather superficially as it involved a brief introduction to the QMS and then some compliance when he was instructed to sign the QMS book, While the QMS mandates SMTs to have a policy or a manual to guide novice teachers upon their arrival at schools, the school in the study did not have a QMS induction and mentoring policy, nor any form of manual to share with the novice teachers. Ntsoane (2017) asserts that such a policy should instruct SMT members on how to induct new teachers and what to do. According to the data from my study, the SMT members welcomed the new teachers, gave them a tour of the facility, introduced them to other staff members, and assigned them tasks before sending them to classes. The process was therefore relatively informal, without any means of recourse to policy or manuals. The novice teachers basically assumed their duties without being given a manual detailing their roles and duties in the school. Grudnoff (2012) states that SMTs should mentor new teachers, see them in action, model and show lessons, co-teach with them, and assist with classroom preparation, lesson planning, evaluation, getting ready for parent meetings, and communicating successfully with parents.

Teacher Jack had support from the HoD of his subject, who was also a member of the SMT. He explained the important role she played in demonstrating good practice:

She has played a vital role on my arrival, after being introduced by a principal to the staff members and learners. She's a good mentor, to the extent that she gave me her file from the previous year to show how I can make mine to be as good as hers.

In order to progress from a novice to a skilled professional, Knight et al. (2012); and Menon (2012) emphasise the importance of support during the process. Snart (2011); and Morris (2010) point out that a school's leadership team is responsible for performance improvement.

One of the objectives of the QMS is to assist novice teachers in identifying their areas of strength and weakness, in order to create a development approach (Musundire & Dreyer, 2019). It is mandatory for all schools to implement the QMS, yet there is variation in how meaningfully this is done. The novice teachers in my study revealed that the school had QMS and that its requirements were met by teachers filling in a particular book and handing it over to the HoD. This was explained by Teacher Jack as follows:

We have QMS. The HoD came and recorded some things and told me to sign here or sign there. He then tells me about a few things I am doing well, and some that I need to improve on. That's it, and he tell me to complete a QMS book. After completing the book, I hand it over to him. Many people complete the QMS book so that they get that yearly 1% pay progression.

It was evident from Teacher Jack's words that the emphasis in the process, both on his part and that of the SMT member, was on compliance in order to gain a pay progression, rather than on a commitment to deep ongoing professional development.

Teacher Grace's experiences of the QMS were related to Jack's. She asserted:

The QMS over here is really individualistic. Teachers self-evaluate themselves and most often give themselves high scores. Though the scores are reviewed and moderated by the HoDs, the teachers with high scores are always reluctant to help others, thus denying them the opportunity to learn within the school.

What emerged from Teacher Grace's words was the individualistic, superficial, and competitive nature of the process rather than a commitment to continuous professional development. The fact that teachers gave themselves high scores suggested that there was little critical self-evaluation, which is what is needed for professional development. Teacher Rachel's supervisor explained the process of QMS to her, but pointed out that teachers were not taking it seriously. Teacher Rachel explained:

My supervisor took me through QMS and its importance. She also told me that teachers do not conduct the QMS seriously. For them it is more just filling and get a pay rise. When given the form, people give themselves high scores. Teachers score themselves high marks. If one scores a four, that means one is excellent and one must develop other teachers. Performance pay bonus is often based on self-evaluation scores on the QMS form.

There were similarities in the comments made by both Teachers Jack and Grace on the ineffectiveness of the QMS programme. The emphasis, in their experiences of the QMS, was on compliance in order to gain a pay progression. There was no evidence of teachers understanding the policy as a means of developing themselves professionally. There was also little evidence of the SMT trying to alter this approach in order to make teacher professional development meaningful. The above experiences suggested that SMT members may not have the training, support, and understanding of this policy to implement it effectively. As a result, this had a negative effect on both their duties in the policy and the novice teachers' experiences of receiving mentoring throughout their first few years of teaching. The results of this study were in line with those of Duma and Khuzwayo (2015), who found that implementing the QMS in schools as a tool for teacher development could be challenging. They found the QMS implementation to be challenging and that there was a lack of interest in it on the part of some school leaders. One of the main drawbacks of the QMS was the self-evaluation process, where teachers scored themselves. The novice teachers in my study expressed the view that nobody was held accountable for implementing the QMS properly in schools.

The steps of the QMS process are outlined below:

- i) A teacher is given an evaluation form consisting of questions regarding their teaching role, and they are expected to evaluate their own performance and give

themselves a performance score ranging from one to five. A score of one indicates poor performance, whereas a score of five indicates excellent performance.

- ii) Once the teacher evaluates her/himself and completes this form, the form is submitted to the HoD and a teacher colleague who acts a peer reviewer. They are required to check and sign the form.
- iii) All of the teachers' signed forms are then submitted to the deputy principal, as she is in charge of the QMS implementation.
- iv) The files are then taken to the principal's office *for safe keeping*.
- v) The deputy principal then calls for an SMT meeting to schedule a time period when the next QMS evaluations will be done in the year.

The steps above imply that school principals have no effective role in the implementation of the programme and the evaluation of educators, other than the *safe keeping* of the records in the staffs' files. This implies that the QMS is a programme that is implemented in schools without effective involvement of the principal as the school leader. There is therefore a need for retraining of the mentors regarding their role in mentoring novice teachers, and also for them to gain a proper understanding of the role of the QMS in professional development. There was no evidence in my study of the principal's involvement in leading the process, and little evidence of other members of the SMT providing guidance in terms of understanding the role of the QMS in the professional development of the novice teachers. Compliance as a means to pay progression seemed to be the focus for everyone.

Despite being intended to promote better teaching and learning, the new appraisal system's implementation has reportedly failed or never been finished in many public schools since its inception in 2005 (Mpungose & Ngwenya, 2014). Problems arise when professional development is linked to pay increments because some teachers overlook the QMS's developmental component in favour of the financial gain (Mpungose & Ngwenya, 2014). Following this data presentation and discussion of the themes that emerged during the analysis, the following section uses Hudson's (2004) Five Factor Model of Mentoring as a lens to interpret the data further.

4.4 Deepening the Analysis and Interpretation of the Data

The five factors underpinning effective mentoring, according to Hudson (2004), include personal attributes, system requirements, pedagogical knowledge, modelling, and feedback. When mentor instructors do their duties in accordance with these criteria, mentees advance significantly in their careers as teachers (Hudson, 2004). My analysis of the data of the novice teachers' experiences of induction and mentoring begins with an explanation of each of the factors, followed by an analysis of the data according to each factor.

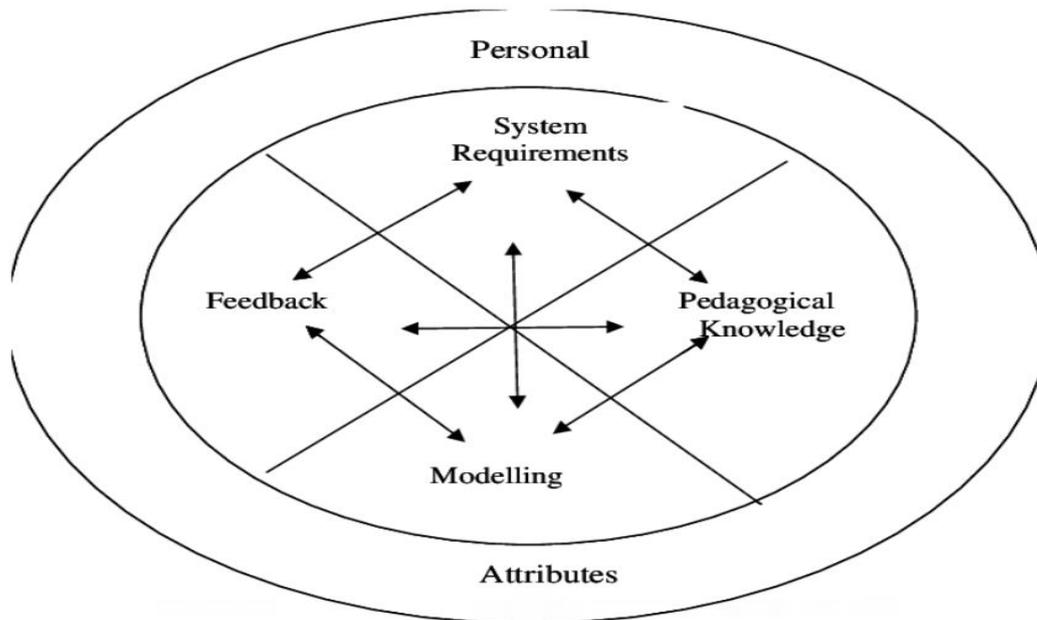


Figure 4.1: A Five-Factor Model of Mentoring for Effective Teaching

Source: Hudson (2004)

4.4.1 Personal attributes

Personal attributes are the characteristics of the mentors that help them to form successful connections with their mentees, according to Hudson's (2004) Five-Factor Model. These include encouraging and supporting the mentee, while also fostering confidence by being approachable, reliable, reflective, and trustworthy (Hudson, 2004; Hudson & Nguyen, 2008). Being a novice teacher, whether on teaching practice or in the first years of teaching, can be a very frightening experience. This is the time when novice teachers need mentors who are friendly and supportive throughout the period. They need mentors who can help them in many situations. Since mentors' personal attributes can affect their mentees' growth and have an impact on how successful the mentoring is, the personal attributes component is crucial for the

mentoring process. “It can impact the execution of other mentoring factors” (Bird, 2012, p. 63). Novice teachers are more likely to feel confident asking questions, reflecting on their practice, and using the feedback they get if they feel inspired and encouraged to do so in a positive mentor-mentee relationship (Hoover et al., 2010). A possible reason for a positive experience may be that mentor teachers understand the essence of mentoring and that student teachers receive the guidance and support needed during this time. When guiding new teachers, mentors must act in a variety of social capacities, including being good listeners who encourage others and who create confidence (Phang et al., 2020). These personal attributes therefore underpin the interpersonal skills of the mentors and consequently impact upon their relationships with their mentees.

Teacher Rachel observed the following:

My mentor was just an approachable person... always willing to share and give guidance during lunchtimes and even on weekends. After classes he will avail himself for help via social media (WhatsApp).

This reflection highlighted the approachability, helpfulness and enthusiasm of her mentor; all key attributes that assisted in developing their relationship and Teacher Rachel’s confidence. In contrast, Teacher Grace had a different experience. She felt that she did not receive enough care and support from her mentor, which was contrary to what she had been expecting. She explained:

I expected patience, I was trying to adapt to the environment. I needed to be supported or given strategies of how to teach a class of 60 learners.

Much of her frustration also emerged from her mentor’s lack of availability. This was seen when she said:

I feel that the support I needed... it wasn’t enough due to my mentor was always in and out of hospital.

The fact that no other means of support were put into place by her mentor while she was ill suggested a lack of concern for her mentee.

Like Teacher Rachel, Teacher Jack had supportive mentoring team. He explained:

My peers and subject head, and the HoD showed a good support in terms of the curriculum, sharing of content knowledge of the subjects using among other things teaching aids.

He further noted that his primary mentor played a vital role upon his arrival as she was so helpful.

She's a good mentor, to an extent that she gave me her file from the previous year to show how I can make mine to be as good as hers.

When Teacher Jack commented on his mentor providing a “*trustworthy collaborative environment*” and described her as “*always honest*,” he highlighted how important these attributes were to his personal development.

According to Hadi and Rudiyanto (2017), mentoring for novice teachers is definitely about human relations, which link the mentors and mentee emotionally for professional development. For this relationship to work there must be open communication, commitment of time, idea sharing, mutual respect, and trust (Metwally, 2021). Its effectiveness therefore depends on the development and upkeep of the relationships between mentors and mentees. Numerous studies indicate that mentors play important roles in attaining mentoring goals, such as by creating a helpful learning environment for new instructors.

4.4.2 System requirements

These are the systems that are in place in a school, that drive the functioning of the school. These could include curriculum-related requirements, a range of school policies and other aspects relating to the particular context of the school (Hudson, 2008; Hudson 2010). Novice teachers enter schools with little knowledge of exactly what happens in these organisations (Bird, 2012). There are a number of school activities and functions that they have to deal with and that they are not familiar with as novice teachers. For example, what happens when learners are late? How do you deal with ill-discipline in class? Novice teachers are expected to understand the dress code and the other policies in the school environment in which they are working. Effective mentoring ensures that novice teachers are introduced to the different aspects relating to the particular functioning of their school. Mentor teachers are thus required

to have a reservoir of knowledge related to the education system and the requirements of their school. The data in my study revealed that the novice teachers were introduced to a number of school policies and protocols.

Teacher Grace revealed that her expectation was to be introduced to the school's rules and protocols. This was seen when she said:

My expectation: knowing more about the protocols... what is expected out of you as a teacher and understanding of school rules and regulations.

Her experience was subsequently related to her expectations. Her mentor helped her to understand the system requirements and the curriculum in particular. She explained:

He took me through the curriculum and showed me how we are going to cover the curriculum. He also showed me how to use teaching aids in some lessons.

Teacher Jack similarly expected the mentoring programme to introduce him to the school's systems, particularly to the policies of the school. This was evident when he stated, *"I understood the programme as an opportunity to get to know more about the school policies"*.

System requirements for Teacher Jack also meant guidance in setting up and completing school registers. Like Teacher Grace, he was also guided towards an understanding of the curriculum, and he explained, *"She showed me what the curriculum entails and how it's done in terms of assessment, lessons to be taught, and how the lesson plan should be done"*.

Teacher Rachel understood the system's requirements as being exposed to the school's culture and how the organisation worked. This was captured when she explained, *"My mentor showed me the hierarchy of the school's leadership..."*

The responses from the novice teachers revealed that they were adequately prepared to understand the school's environment, through guidance on the school's protocols, the curriculum, and other policies. All three participants revealed a clear emphasis on the protocols regarding the dress code earlier, suggesting the significance of this in this school's culture.

4.4.3 Pedagogical knowledge

Planning, timetabling, teaching techniques, classroom management, and other aspects of teaching are all covered by pedagogical knowledge (Hudson et al., 2009). Mentoring should therefore give novice teachers guidance in these areas as these are core skills for effective teaching.

The novice teachers highlighted support in the development of their classroom management skills as one of their expectations. Given the large class sizes in most rural schools, they were anxious about how they were going to manage. As Teacher Grace said, *“I needed to be supported or given strategies of how to teach a class of 60 learners”*.

Their experiences revealed some support in terms of classroom management skills, but in Teacher Grace’s case, this was cut short as a result of her mentor’s workload and later absenteeism.

Teacher Rachel had high expectations of her mentor, specifically regarding obtaining pedagogical knowledge. She explained:

... I was now going to get involved fully in sharing knowledge with learners, under the guidance of senior colleagues in the field.

She felt that she had developed her pedagogical knowledge through the mentoring she received. So much so, that she felt confident in mentoring other novice teachers. This professional development was revealed in her reflection:

I can now also mentor other novice teachers based on the content. I have better methodology now in terms of delivering the subject.

One of Teacher Grace’s expectations was to learn new teaching strategies that she could apply later in her career: *“I had expectation to learn new teaching strategies”*.

This expectation was met when her mentor introduced her to a range of teaching aids and guided her on how to teach the subject content. He assisted her further by helping her to set up her educator’s file.

Teacher Jack also had expectations regarding the learning of new teaching strategies. As he said, *“I was eager to learn about new ways of teaching within the school”*.

Teacher Jack’s experience correlated with his earlier expectation. He explained that:

She explained the curriculum; what I am going to start with using the CAPS document in conjunction with the ATP (Annual Teaching Plan).

She showed me how it’s done in terms of assessment, lessons to be taught and how the lesson plan should be done.

It was clear from Teacher Jack’s experience that the mentoring he received in the development of his pedagogical knowledge included guidance on developing his teaching strategies, understanding the curriculum, planning for teaching, and how to conduct assessments. These are core skills needed for effective teaching.

4.4.4 Modelling

Mentor teachers must exhibit and model positive attitudes, behaviours, and values, both in and outside of the classroom. Modelling also refers to the modelling of pedagogical knowledge including teaching strategies, assessment strategies, lesson planning, and classroom management. This must all be observed by their mentees (Hudson et al., 2009).

Teacher Jack explained that he benefited from the way in which his mentor modelled effective classroom management. This was captured in his words, *“I learned how not to yell or be angry at learners or threaten them, from the way my mentor always treated them”*.

His mentor also taught him how to create his teacher file and how to organise his documents by showing him a previous file. Galamay-Cachola et al. (2018) also state that mentor teachers should demonstrate and model good attitudes and best practice, both in and out of the classroom. Through this type of modelling, mentees are provided with opportunities to observe effective teaching and professionalism, thereby developing their own professional practices. Effective mentors are frequently seen as instructional coaches and provide examples of the best teaching techniques (Moir, 2009).

An example of a mentor modelling best instructional practice was captured in Teacher Rachel's reflection when she said, "*My mentor also showed me creative activities to make the learners lively, like the use of ice breakers at the start and during the class*".

By doing this, her mentor modelled appropriate and effective techniques to encourage learner participation - a key aspect of effective teaching. According to Teacher Rachel, one of the key qualities she observed in her mentor was their approachability. This gave her the opportunity to learn from her mentor. She explained: "*My mentor was just an approachable person, always willing to share and give guidance*".

A further example of modelling was that of her mentor demonstrating the use of different teaching aids in class, which contributed to the development of her teaching skills. As she said, "*I watched my mentor demonstrate different teaching aids in class. Through this I was able to learn and build my teaching skills*".

The above examples of modelling revealed that the novice teachers were provided with some opportunities to observe different aspects of teaching.

4.4.5 Feedback

A crucial component of the mentoring process is feedback. Feedback is both oral and written constructive criticism provided by the mentor to the mentee regarding his or her performance. (Hudson et al., 2009). This is an opportunity for the novice teacher to seek advice, help and clarification on their teaching activities through the provision of constructive feedback. This, in turn, can lead to the development of good practice.

Teacher Jack indicated that he was provided with feedback and that the nature of the feedback was constructive and thus positive:

I received positive feedback about my teachings and through the assessment or task that was written by learners.

Teacher Grace expected help from her mentor in terms of learning how to handle learners and the school environment in general, and for the school principal to check on her progress:

What I expected was that the principal can ask me how I am doing as novice teacher, am I getting all the help from my mentor? (Grace).

Her experience was different, however, as she received little feedback on how to manage, particularly regarding classroom management and her understanding of the culture of the school. She explained how difficult this was for her:

Learners were giving me a hard time. No one asked me how I was coping with the school environment.

Teacher Grace's reflection implied that she was struggling generally with managing the learners and the school environment, and that she felt isolated: "*No one asked me...*".

For Teacher Rachel, the approachability of her mentor was of great help to her during her mentorship. Her mentor would come to her class at times to observe her and then give her constructive feedback. She explained as follows:

She often came to my class to see how I was teaching, and then she will give me honest feedback on what she saw. Through this I was able to improve.

It was clear from her reflection that she valued the honesty of the feedback and that it was through this that she was able to improve on her teaching. As Hudson (2004) clarifies, the quality of feedback is important as it needs to be both honest and constructive in order for the novice teacher to be able to work with it.

Two of the mentors regularly made time for feedback, mostly on weekends and after class. The above responses from the novice teachers highlighted the importance of communication and feedback between mentors and novice teachers. McFadzien (2015) asserts that effective feedback is descriptive, time appropriate, and suited to meet the needs of an individual. Feedback is thus crucial to teaching and learning, identifies areas for improvement, and has strategies to achieve set goals. The next section presents the summary of the chapter.

4.5 Conclusion

Semi-structured interviews and document analysis were employed to gather the data for the study, and the data was analysed in this chapter. The main objective of this chapter was to describe and analyse the expectations and realities of induction and mentorship of the three novice teachers chosen from a particular school for the study. The data presentation and analysis was organised around the three research questions, with further analysis done using Hudson's Five Factor framework.

The analysis of the findings revealed that all of the participants had similar expectations regarding their induction and mentoring, ranging from the expectation of a formal programme set up by the school, to support in pedagogical practices, guidance on school protocols, and classroom management in particular. The extent to which these expectations were met varied amongst the participants. While the novice teachers expected a well-structured and formal programme, that was not the case. The lack of a formal programme could be attributed to the failure of the SMT to tailor an induction and mentoring programme as per the QMS policy. This policy mandates the SMT to have a policy or a manual to guide novice teachers upon their arrival at schools. Although all three participants felt welcomed by their mentors as they were approachable, the findings revealed that the novice teachers had varied experiences regarding the areas and extent of the support received from their mentors. One of the participants, Teacher Grace, felt frustrated by her mentor's lack of availability after a few weeks, as a result of her workload and high degree of absenteeism. The participants received guidance and support to varying degrees in a number of areas: guidance on the development of pedagogical skills, the school's systems and protocols, and in particular on understanding the school's dress code and rules and regulations. In addition, there was some evidence of the mentors using feedback and modelling to provide guidance to the novice teachers. The summary and discussion of the findings, as well as some recommendations, are presented in the next chapter.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings that emerged from the data, makes recommendations, and then concludes the study. The research questions posed in Chapter One provide a point of reference for the discussions. In this chapter, the findings from the interviews are also linked to the literature on the topic and recommendations for further studies are made.

The purpose of this study was to explore the induction and mentoring of novice teachers in a rural school. This was revealed through their experiences and the policy documents on mentoring and induction in their school. This study termed induction and mentoring as an integrated process, of particular significance for novice teachers. There were signs, however, that not all of the novice teachers, their mentors, and the SMT members were aware of what the process comprised of and what was expected of them. The major themes and categories that arose from the findings were presented and analysed in Chapter Four. A summary is provided of the findings and suggestions from the research, and the three research questions are addressed by the findings. The three research questions are:

- What is the novice teachers' understanding of induction and mentoring?
- How do novice teachers think induction and mentoring influences their performance?
- How does the school management team (SMT) support the induction and mentoring of novice teachers at this school?

5.2 Summary and Discussion of the Findings

Numerous studies have indicated that induction and mentoring are significant elements of novice teachers' professional development (Dube, 2008; Kempen, 2010; Nantanga, 2014;

Nghaamwa, 2017; Swart, 2013; Zeru, 2013). This study explored novice teachers' understanding of what induction and mentoring is, what their experiences were regarding the impact of induction and mentoring on their professional development, and what the role of the school management team was in supporting their induction and mentoring. The findings from this study are discussed per research question and this is followed by concluding reflections, drawing on Hudson's (2004) Five Factor Model.

5.3. RQ1: What is the Novice Teachers' Understanding of Induction and Mentoring?

The findings of the study indicated that there seemed to be general agreement regarding the participants' understanding or expectations of the various aspects of induction and mentoring and its importance to their professional development. These expectations are discussed below.

5.3.1. Induction and mentoring as an organised programme

It was evident from the novice teachers' responses that they all expected their mentors to provide an organised, structured programme to facilitate their entry into the teaching profession. This was evident in the frequent use of the word, "*programme*", which suggests something organised, structured, and formal. This was not an unreasonable expectation as studies highlight the formal, structured elements of induction and mentoring programmes, such as peer coaching, professional development, programme assessments, orientation, mentoring, and professional development (Ashby et al., 2008; Glazerman, 2010; Nielsen et al., 2007;). It was clear from their responses that they expected an organised programme of induction and mentoring that included support in a number of areas, such as pedagogical and administrative support from their mentors, as well as the school management team and the school community as a whole.

This became evident when the novice teachers explained that they expected their mentors, the administration, and the whole school community to assist and support them so that they could settle into the environment quickly. They expected support in learning how to teach, being able to manage their large classes, how to fit into the school's culture, and to understand the range of school protocols. They saw this as part of their professional growth and their responses revealed their expectation that it would come from a number of sources. According to Mlindazwe (2010), the role of induction and mentoring within organisations ensures that newly appointed members of staff are quickly adapted to their new role and how these institutions

function. This means that introduction of a new employee to a new working environment is of paramount importance. The employer provides support and guidance to the newly appointed person in their new job, which allows him or her to adjust easily to the new position (Tomlinson et al, 2010). In addition, school districts should have induction and mentoring programmes that will train, support, and develop novice teachers professionally (Dube, 2008). Wong et al. similarly (2003) emphasise that schools and districts need to develop induction and mentoring programmes in order to contribute to novice teachers' professional development.

Although the novice teachers in my study indicated that they were welcomed at the school, and that there was guidance in various aspects of their professional work, there was little evidence of the participants' engagement in an organised induction and mentoring programme. The induction and mentoring received was not consistent across participants, which suggests a lack of a formally designed programme. The Department of Education (2020) stipulates unequivocally that every new teacher should be expected to engage in a structured induction and mentoring programme for at least two years, and emphasises the significance of a formally planned programme (DoE, 2020). The school administration team was therefore not compliant.

5.3.2. New teaching and learning strategies

A person's method of organising and using a certain set of skills in order to absorb information or do other tasks more quickly and effectively is referred to as a learning strategy (Al-Hebaishi, 2012). The findings from my study revealed that the novice teachers had high expectations of learning new teaching strategies from their mentors. They believed that learning new strategies would enhance their classroom teaching and learning. Their expectations regarding the development of their pedagogical skills included managing large classes, mastery of their subject teaching skills, and how to improvise in cases of limited resources, given the context in which they were teaching. Huling-Austin (1992) notes that acquiring in-depth pedagogical expertise gives a mentee the techniques to manage their classroom successfully, thus providing support for these participants' reasoning and expectations. Nantanga (2014) cautions that new teachers may struggle to adapt to their new working environment in the absence of an effective induction and mentoring programme.

Dube, (2008); Swart (2013); and Osler (2005) agree that as much as teacher training attempts to prepare novice teachers for the workplace, it may not fully prepare them for their profession. This emphasises the role that school based induction and mentoring can play in closing the

gaps. In my study, all of the participants expected the induction and mentoring to equip them to manage their early years in the teaching profession better. Killen (2009) maintains that mentors have a responsibility to fulfil a number of obligations towards their mentees. This includes the scheduling of lessons for observation and demonstration, and discussions on the planning for teaching. Discussions regarding teaching preparation are necessary, especially in relation to the context and utilisation of teaching and learning resources. Additionally, Killen (2009) notes that seasoned educators build a repertoire of instructional techniques to deliver effective lessons. In their capacity as mentors, these educators can share their insights on how these instructional techniques function in their particular classrooms. This confirms Hudson's (2004) model of effective mentoring, which indicates that induction and mentoring should include support in the preparation and planning for lessons, learning new teaching strategies, classroom management, and familiarisation with school rituals, including timetabling and policies. He emphasises that this is necessary for novice teachers' growth and development.

This means that the experience of effective school-based mentors can have a positive impact on the professional development of novice teachers when they are exposed to their mentors' knowledge and practices. Hudson (2004) claims further that by incorporating their experience in the classroom and including new teachers at the school level, mentors can assess their mentees' subject-matter expertise to make sure that it is relevant and connected to the needs of the school and the education system. Successful problem-solving techniques can also be modelled during a lesson to further assist a mentee.

5.3.3 Guidance on the school's culture, systems, and protocols

School culture plays a huge role in creating an environment that allows novice and experienced teachers to interact with one another (Ncayiyana, 2022). School culture involves how teachers interact with one another, how information is cascaded, how duties are delegated, and how new teachers or people from outside the school are welcomed into the school by existing staff members (Gruenert & Whitaker, 2015). Schools that practise collaborative cultures are effective in assisting novice teachers with the support they require (Ncayiyana, 2022). The novice teachers in the study expected guidance on the school's culture, systems, and protocols to be given by an experienced or senior teacher. They expected to be guided on how the school operated in terms of its rules and regulations, the school policies regarding discipline and how to approach such issues within the school, and importantly, the school's ethics. The findings in

this study also indicated that the novice teachers needed clarity on crucial procedures and processes before they started teaching, i.e., at the start of their employment at the school. Their expectations also revealed the need to be made aware of the protocols and culture of the school at the start of their appointment.

5.3.4 Feedback as an expectation

Martinez (2016) asserts that novice teachers value and expect constructive feedback from their mentors to help them improve to become effective teachers. The novice teachers expected feedback on their day-to-day teaching related activities and saw feedback as an opportunity for them to improve themselves. According to the research findings, feedback was occasionally withheld or never given, forcing the novice teachers to struggle on their own. For instance, two of the novice teachers highlighted their need for feedback regarding their classroom management practices, while the third participant indicated that receiving feedback on a regular basis would have been beneficial, but this was not provided.

As Hudson (2004) indicates, feedback can be given verbally or in written form, but it is important that it is given and that it is constructive. Novice teachers need feedback so that they can see how well they have progressed. Feedback can empower people to make improvements when they reflect on their practices. This suggests that feedback alone is not necessarily productive in terms of professional development; it is also the manner in which it is given. The findings revealed that the novice teachers did not always get the feedback they needed from their mentors and experienced teachers.

5.4. RQ2: How Do Novice Teachers' Think Induction and Mentoring Influences their Performance?

Looking at Hudson's (2004) Five-Factor Model of mentoring, research question two dealt with the selected novice teachers' experiences of induction and mentoring, and their impact on their professional development. According to Rice and Deschaine (2020), the induction of new teachers is a crucial component of any educational system, with the induction programme's primary goal being to guarantee that teachers are incorporated into the educational system successfully. This will eventually result in teachers performing at greater levels. They emphasise that in order to help novice teachers commit to the job they have chosen, they must be introduced to their co-workers and to the workplace. This promotes teacher retention as

novice teachers are more inclined to stay in the teaching profession if they receive adequate induction, training, and mentoring. Key to this process of induction and mentoring is the relationship that novice teachers have with their mentors. Hudson's (2004) Five-Factor Model of mentoring reveals that these relationships depend upon the personal attributes of the mentors.

5.4.1 Approachability and trustworthiness of the mentors

Hudson (2010) relates approachability to how the mentees are received by their mentors and how the relationship is built from the day they meet. It also refers to the ease with which the mentee can approach the mentor based on the trust they have and share. Gardiner and Weisling (2018) refer to two dimensions of trust: The mentee must trust the mentor's ability, and trust that their mentor is acting in their best interests. Two of the new teachers in my study (Jack and Rachel) indicated that their mentors were easily available and always ready to assist them with issues relating to their day-to-day activities. As seen in their responses, the constructive nature of their relationships emanated from the approachability of their mentors, and this impacted on their professional development in the curriculum, their ability to maintain discipline, and their ability to manage their classrooms.

My findings revealed that these novice teachers were able to approach their mentors because of the mutual level of trust between them. This trust was evident in the opportunities provided for collaborative work in an environment that contributed to their personal development as teachers. The findings of my study aligned with those of Hudson (2004); that having regular contact with an experienced teacher can build a personal relationship and establish trust between a novice and his/her mentor.

The novice teacher then has someone with whom he/she can share his/her frustrations, thus creating a sense of belonging (Hudson, 2004). At this juncture, the working relationship needs to be based on them being peers who share similar interests and goals (Belanger, 2018; Wasonga et al., 2015). This is made easier if there is joint interest, constant interaction, and the mentor focuses attention on the mentee (Hobson et al., 2009). Trustworthiness was established between two of the novice teachers and their mentors in my study. It was established by the mentors providing these mentees with ample opportunities to seek advice and by them checking on their mentees' progress and providing feedback in a constructive way. Teacher Grace reported that her mentor always wanted her to improve, and this statement emphasised her

perception that her mentoring was constructive and supportive in nature. She perceived that her mentoring had culminated in her learning and development. There was also evidence of self-reflection and trust in this novice teacher's perception of the mentoring as an opportunity for growth: "... *wanted me to get better*".

Gardiner and Weisling (2018) explain that key aspects of trustworthiness emerge from novice teachers' belief in their mentors' competence and in the mentors' motivation evident by them providing regular feedback and guidance. These findings also affirmed what has been found in the literature: that the importance of trust in professional development is widely recognised (Savolainen & Häkkinen, 2011). In contrast, the experience of one of the novice teachers (Grace) differed. It was evident from the findings that her mentor was not always approachable. The findings further revealed that the non-availability of the mentor discouraged this novice teacher from approaching her mentor and undermined any trust and opportunities for constructive feedback that would have supported her professional learning and development. While Teachers Jack and Rachel had satisfactory support from their mentors, Teacher Grace had to find her own way through her early days in the profession because her mentor was unavailable.

The findings of the study aligned with Hudson's (2004) view that having regular contact with an experienced teacher can develop a personal relationship between the novice and his/her mentor. The novice teacher then has someone with whom he/she can share his/her frustrations, thus creating a sense of belonging for the novice (Hudson, 2004). It was evident that these novice teachers had varied experiences regarding their relationships with their mentors, and Hudson's (2004) Five-Factor Model of requirements was not always met. Negative experiences came with unique challenges. For example, the absenteeism of Teacher Grace's mentor had a negative impact on her development. She struggled to manage her large class as she was not shown how to do it or helped with some of the tasks. This resulted in late submissions of scripts, which reflected poorly on her performance. Furthermore, the school's management team did not consider allocating her another mentor when her mentor proved to be unsuitable (for various reasons). Her mentor also did not use her initiative and designate someone to stand in for her during her absences. Lastly, her mentor was not approachable, while the other two participants' mentors were very approachable. The other two novice teachers had a lot of support from their mentors in terms of their professional development. A key finding drawn

from the study and aligned with Hudson's model (2004) was thus the need for regular, productive contact between novice teachers and their experienced mentors in order to build trust based on their interpersonal relationships.

5.4.2 Pedagogical support

According to Hyde (2019), pedagogical support is the specialised knowledge given to novice teachers to help them create an effective teaching and learning environment for their students. Hudson (2004) emphasises that in order for pedagogical support to be effective, it has to include several important aspects. These are: adequate preparation and planning by the teacher; the allocation of time for mentoring; familiarisation with the school timetable; appropriate and varied teaching styles; classroom management and arrangement; subject content knowledge; the implementation of good classroom behaviour; disciplinary measures; feedback; and assessments. The novice teachers' responses showed that they received support from their mentors on various aspects of pedagogy. They were exposed to and received mentoring and support on various pedagogical and administrative requirements, but to varying degrees. The pedagogical support provided was on the curriculum, subject content, lesson preparation, teaching methodology, and the use of teaching aids. This support was revealed by novice Teacher Jack's words, "*my peers, subject head, and HoD showed good support in terms of the curriculum, sharing of content knowledge of the subjects...*". He continued by explaining the nature of the pedagogical support: "*There's a colleague who teaches Accounting, but he is also good in Business Studies. He has showed me how set question tasks for Grade 12. In the Commerce department we promote the spirit of teamwork*".

Teacher Grace indicated that her pedagogical support included support on teaching methodology as well as on understanding the curriculum and what had to be covered while her mentor was at school. Unfortunately, this pedagogical support was short lived as the mentor had several periods of absence due to ill health.

Teacher Rachel's pedagogical support included support on teaching methodologies and learning strategies. In her words:

I can now also mentor other novice teachers based on the content. I have better methodology now in terms of delivering the subject, strategies to use on how to teach to make learners understand the subject better.

She received additional support to help her to understand the curriculum and deliver subject content. She noted that her “*peers and subject head, and HoD showed good support in terms of curriculum, sharing of content knowledge of the subjects using, among other things, teaching aids*”.

The administrative support received by the participants included guidance on how to set up an educator’s file, set up and complete class registers, and how to develop ATPs. Novice Teacher Rachel indicated that she was provided with pedagogical techniques that helped her to manage the learners in her class, helped her to understand the curriculum, the subject content, and the use of teaching aids. She also received administrative support. She explained as follows:

My mentor guided me on how to create an educator file, teaching and learning, how to teach content, how to prep for a particular topic of a subject, and how to manage a classroom when teaching to avoid disruption of a lesson.

Teacher Jack explained that he was shown to his allocated classroom and received help with the development of a classroom register, his educator’s file, and was given samples of Business Studies lesson plans using the CAPS document in conjunction with the ATP.

The study's findings agreed with those of the research done in Zambia by Muzata and Penda (2013) on the pedagogical experiences of novice teachers. They found that novice teachers needed guidance beyond mere lesson presentation and concluded that pedagogical experiences extended beyond the mere delivery of lessons. Hudson’s (2004) model highlights that new teachers need professional support that will cater for their pedagogical needs, and the support offered to these novice teachers met this model’s requirements.

5.4.3 Classroom management as part of pedagogical support

The organisation of the classroom as a learning space or an environment where the learning process takes place is the focus of classroom management. Effective classroom management is perhaps the first step in putting into practice a successful plan to increase the teacher's capacity for controlling his or her classroom (Cheng & Chen, 2018). According to Abdurrahman (2016), managing issues like setting up routines and procedures for students during class activities, dealing with disciplinary concerns, and dealing with the fallout from

those issues are difficult for new teachers. Given the context of an under resourced rural school with its overcrowded classes, the novice teachers in my study were anxious about classroom management, making it even more important for them to have mentor support. Novice Teacher Jack revealed how he learnt about using alternatives to corporal punishment. He explained, *“my colleagues also shared their experience of how they manage the classroom, how they discipline learners without using corporal punishment”*.

Similarly, Teacher Rachel also learned about classroom management when her mentor emphasised the role of learner engagement as part of classroom management. She explained that she was shown *“how to manage a class during my first day and organising of course materials; and to always keep the students engaged by asking questions and giving even those who are shy a chance to talk”*. This reflection revealed the link between the development of teaching strategies and classroom management, showcasing the experience of the mentor. This supportive approach suggested a relationship based on trust, which helped to develop the novice teacher’s confidence and consequently improved her classroom management skills. This support received by the novice teacher points to what Hudson (2004) refers to as the personal attributes of the mentor, which include their personal and interpersonal skills which underpin the professional relationship between the mentor and mentee. This involves activities like being supportive of the mentee, which fosters confidence (Hudson, 2004; Hudson & Nguyen, 2008).

According to Hudson (2004), a good mentor establishes a professional connection with the mentee and thereby supports the mentee's classroom management (Hudson, 2004). Teacher Grace, on the other hand, revealed her mentor’s absences and lack of support in terms of helping her to develop and improve on her classroom management abilities. She explained how frustrating it was teaching overcrowded classrooms without any support from her mentor. Given the context in which the novice teachers taught where the classes were overcrowded and there were few resources, it was vital that support be given on classroom management.

5.4.4 Guidance on the school’s culture, systems, and protocols

The importance of adaptation to the environment is highlighted by Caspersen and Raaen (2014), who point out that in order to manage the transition to practitioner, novice teachers need to be able to negotiate their school’s culture. The findings of this study indicated that the

novice teachers were guided and helped to understand the various aspects of the school's culture and protocols. School procedures like the allocation of duties to teachers regarding late coming, and the use and administration of attendance registers and procedures for the first week of school were clarified. The school's layout and use of space in the school was clarified, as was the dress code. The findings revealed that emphasis was placed on the dress code, which was seen as a key aspect in the mentoring of novice teachers.

Novice Teacher Jack stated that he "*developed holistically*", implying that he experienced professional growth in a number of areas. He expressed how confident he was in handling his class, curriculum development, and even completing the QMS forms. The findings of the study showed further that the novice teachers claimed that adherence to the school's protocols was the main objective of the school and they were expected to abide by these. This was reflected in Teacher Grace's comment: "*My mentor told me also as a lady I was not supposed to wear jeans whenever I had classes*". Teacher Rachel also affirmed the importance of school protocols. She expressed that they had to abide by the school's dress code by wearing formal clothes from Monday to Thursday, but they were allowed to dress casually on Fridays. These experiences revealed some mentoring regarding guidance on the school's routines, procedures and protocols.

5.4.5 Feedback

Feedback from a mentor can include feedback on the planning and teaching of a lesson, on classroom management ability, and on administrative functions (Hudson, 2004). Hudson (2004) also emphasises that in order for this to be effective and contribute to professional development, it should be given in a constructive manner. The findings revealed that two of the novice teachers (Jack and Rachel) received feedback from their mentors that impacted positively upon their professional development. What was also apparent was that the regularity of the feedback given to these novice teachers gave them opportunities to learn and reflect upon their pedagogy and classroom management tasks and abilities.

Teacher Jack explained that receiving regular feedback from his mentor after class helped him to improve on his teaching and classroom management. This feedback was given during regular meetings with his mentor after working hours. These meetings were scheduled to discuss any challenges he had experienced and to receive feedback on what he was doing correctly and

how to improve on his performance when it was necessary. This included feedback on his teaching strategies and on the assessment tasks given to learners. He explained: *“I received positive feedback about my teachings and through the assessment or task that was written by learners”*. Teacher Rachel received feedback on administrative issues like the drawing up of report cards as well as on her assessment techniques. Like Teacher Jack, she also had regular meetings with her mentor. She commented on the regularity of her meetings when she explained: *“I spent 30 minutes every day with my mentor to talk through the challenges I had during the day. She gave me feedback and advice. My professional development was enhanced through these formal meetings”*. The feedback included advice on her lesson planning and how to manage classroom disruptions during teaching and learning. In addition, there was administrative feedback related to the creation of her own educator’s file.

Teacher Grace revealed that she only had regular, formal feedback sessions with her mentor in the first few weeks of her menteeship. These sessions contributed to her professional development while they were ongoing. The data revealed, however, that the feedback was short-lived as a consequence of her mentor’s busy schedule and frequent absences due to ill health. This was frustrating for Teacher Grace and she expressed the need for a longer and more sustained period of mentoring with feedback. She perceived this as being an important aspect necessary for her professional development. In terms of feedback being given to the novice teachers by experienced teachers, the findings pointed to some degree of feedback for all of them, except that Teacher Grace’s feedback was curtailed for the reasons mentioned above. This highlighted the fact that mentors had to comprehend fully their roles as mentors and how important their mentoring and feedback was for novice teachers’ professional growth.

The study's findings concurred with those of Hallam et al. (2012), who found that inexperienced teachers require ongoing feedback and opportunities to talk about and reflect on their classroom experiences with peers who can offer them the encouragement they need to grow and develop a successful teaching career.

The findings suggested that these novice teachers could be better equipped to do their work if they were given regular feedback from more experienced teachers. The novice teachers reported the need for improvement in their ability to approach the experienced teachers for assistance; a requirement of Hudson’s model (2004). As Hudson emphasises, one of the attributes of effective mentoring is the approachability of the mentors. The novice teachers

needed more feedback from their mentors so that they could improve on their lesson planning, teaching of lessons, classroom management, and administrative functions (Hudson, 2004). Literature demonstrates that the feedback required by novice teachers is sometimes withheld and sometimes not provided at all, and this forces the novices to struggle on their own. Hudson (2004) explains that feedback can be given verbally or in written form, as long as it is given and it is constructive. Novice teachers have to be given feedback so that they can assess their progress and realise which areas of their performance require improvement. This is empowering for them as it allows them to take control of their development as teachers. In terms of pedagogical support, the novice teachers expressed the need for more guidance, especially on managing discipline in their classrooms.

5.4.6 Modelling

Modelling refers to the opportunities that novice teachers have to observe their mentors in a range of professional activities. It is about the demonstration of appropriate strategies for lesson planning, teaching, and managing the classroom. It is also about modelling good administrative practices and general professionalism. According to Hudson (2004), modelling involves: effective and enthusiastic teaching; having a good rapport with learners; preparing and delivering well-designed hands-on lessons; good classroom management; and the use of syllabus appropriate language. The findings revealed that novice teachers were given opportunities to develop their pedagogical and classroom management skills through modelling, but Teacher Jack was the only novice who received modelling on group work from his mentor.

Teacher Jack reflected upon his mentor demonstrating group work: *“My mentor showed me how to put learners into groups at random, not allowing them to choose themselves. And that I have to give them clear instructions for them to work well in a group”*.

Teacher Rachel also described the modelling by her mentor: *“My mentor entered the class and started to work on the worksheets that were written by the learners as they were continuing with their classroom work”*. Teacher Grace reflected on how her mentor also guided her on school procedures like the allocation of duties regarding late coming, and how to administer attendance registers. She did this by demonstrating the school procedures for late coming and drew up and demonstrated the use of a class register.

These mentors thus acted in accordance with Hudson's (2004) model and with Wendy and Pillay (2014) when they not only told these mentees what to do but also demonstrated the functions. These practical demonstrations displayed exemplary skills and fostered positive relationships with these novice teachers as they facilitated learning. Galamay-Cachola et al. (2018) also acknowledge that mentors ought to be willing and ready to nurture and develop their mentee's teaching skills with demonstrations of tasks.

5.5. RQ3: How Does the School Management Team (SMT) Support the Induction and Mentoring of Novice Teachers at this School?

The data for this research question was drawn from the interview responses, as well as from an analysis of the policy on the Quality Management System (QMS). No other documents were available for analysis. According to the QMS policy, principals and deputy principals are required to prepare for the arrival of novice teachers, orient them, and give them all school-related information that may be helpful to them. The school management team is one of the three structures that is expected to implement the QMS in South African schools. SMTs must be well-prepared, confident during presentations, and involve novice teachers in the induction and mentoring processes, so as to have a positive influence on them. According to Lofthouse (2018), mentoring, monitoring and professional development are all programmes and activities that school management teams can plan to help novice teachers and keep them motivated to learn more.

This study's results revealed that there was no formal structure of induction and mentoring in the school. This was evidenced by the lack of minutes of meetings, and the lack of a policy or manual on induction and mentoring at the school. There was no evidence in my study of the principal's involvement in leading the process, nor of other members of the SMT providing guidance in terms of understanding the role of the QMS in the professional development of the novice teachers. The QMS mandates the SMT to have a policy or a manual to guide novice teachers upon their arrival at schools, but the school did not have a QMS induction and mentoring policy, nor any type of manual and training checklist to share with the novice teachers. It was found that these novice teachers did not have comprehensive knowledge of how the QMS worked, as it was not shown and explained to them. This was largely because of the SMT's lack of understanding on how to implement the QMS policy properly.

The interview responses indicated that some of the SMT members welcomed the novice teachers to the school, introduced them to the other members of staff, showed them around the school, and allocated them duties before sending them to their classes. The findings further revealed that two of the novice teachers were briefly introduced to the QMS, whereas the third novice teacher only heard about the QMS in passing. It was thus clear from the findings that there was no formal introduction to the QMS. The introduction was superficial as it involved a brief introduction to the system, after which the novices were required to sign the QMS book to indicate that they were fully aware of the system (a mere nod to compliance). It thus seems that these novice teachers basically assumed their duties in the school without being given proper and adequate support on what their duties entailed through induction and mentoring.

My study's results contrasted with Grudnoff's (2012) assertion that it is SMTs should mentor new teachers, monitor them in the classroom, model and perform lessons, co-teach with them, and assist them with classroom organisation, lesson planning, and assessments. The importance of assistance when transforming a novice into a proficient professional is emphasised by Knight et al. (2012), who also assert that it is the SMT's responsibility to direct this process. Snart (2011); and Morris (2010) similarly indicate that a school's leadership is responsible for improving performance.

5.6 Concluding Comments

Hudson's (2004) Five Factor Model of Effective Mentoring that includes personal attributes, systems requirements, pedagogical knowledge, modelling, and feedback guided this study. All of these factors are considered critical for an effective mentoring and induction process. Drawing from this model, it was evident that the novice teachers in this study had varied experiences of mentoring and induction. These experiences also came with some challenges for one of them.

On the basis of the findings, the novice teachers expected an organised programme of induction and mentoring in the form of pedagogical and administrative support from their mentors, the SMT and the school community as a whole. Their experiences, however, indicated that although there was support in many aspects there was little evidence of an organised, formal induction and mentoring programme. There was also little evidence of the SMT leading an

organised programme, other than ensuring there was some form of compliance regarding the completion of the QMS documentation. Although a formal programme was lacking, the mentors were approachable and generally supportive. Unfortunately, however, an overloaded work schedule and frequent absences meant that one of the mentors was not able to support one of the participants as effectively as possible. This led to insecurity and frustration on the part of that participant. Two of the novice teachers were able to approach their mentors easily as there were many opportunities for a relationship of trust to develop, while the third novice teacher had limited opportunities as a result of her mentor's long absences from school. This trust was evident for two of the novice teachers because of the numerous opportunities for collaborative work with their mentors in an environment that contributed to their personal development.

As Hudson (2004) points out, mentors need to be supportive of their mentees by giving them attention and feedback, being readily available, and by showing interest in developing their mentees professionally. This indicates the need for regular contact between an experienced teacher and a novice teacher in order to build trust that is based on an interpersonal relationship. Such a relationship was unfortunately lacking for one of the novice teachers in my study.

The findings indicated that all of the novice teachers were guided and helped to understand the various aspects of the school's culture and protocols, but particular emphasis was placed on the dress code. There was, however, evidence of support to understand other aspects of the school's protocols, like the use of space and the various school routines.

The findings also indicated that novice teachers were exposed to pedagogical and administrative support on the curriculum, subject content, lesson preparation, teaching methodology, and the use of teaching aids by their mentors. It was interesting to note that the novice teachers' expectations and experiences revealed the importance of support, particularly in classroom management and in the development of teaching resources, given the large class sizes and lack of resources in the rural context. In this case, as suggested by Hudson's (2004) model, the support and experiences received by these novice teachers was a determinant of their professional growth and development.

Evidence from the study also revealed that there were some opportunities for feedback and modelling by the mentors, particularly for two of the novice teachers. This was limited for the

third novice teacher (Grace), unfortunately, as a consequence of her mentor's initially busy work schedule and then later absences. This led to her feeling frustrated and insecure. Those novice teachers who received feedback from their mentors experienced a positive impact on their professional development. This affirmed Hudson's Model of Effective Mentoring that highlights the role of feedback and the importance of the regularity of the feedback (Hudson, 2004).

5.7 Recommendations

My study was a small-scale study conducted with three participants in one rural school, in order to get a sense of the participants' lived experiences of induction and mentoring in a particular context. This means that the findings cannot be generalised across all schools. More studies across a range of schools in South Africa could give a better understanding of the experiences of induction and mentoring of novice teachers. Based on my findings, it is recommended that a well-structured and organised system of induction and mentoring be implemented at the school level to support novice teachers. There needs to be closer collaboration between universities and schools so that there is a common understanding of what induction and mentoring means, both for the universities and the schools. This will help to facilitate the transition from university to the school setting.

The inconsistent and informal nature of the induction and mentoring by different mentors suggests the need for mentor training programmes that will better equip mentors for their roles as mentors. Based on the influence of induction and mentoring on novice teachers' performance, the findings of the study point to the need for more clarity on crucial procedures and processes before mentees start teaching. Hence, it is recommended that mentors be properly equipped and guided in their responsibilities towards their mentees.

The QMS policy documents on induction and mentoring did not stipulate guidelines on how to implement induction and mentoring in order to contribute to professional development. Based on this, it is recommended that the QMS policy framework on induction and mentoring be revised to include clear guidelines on how this is to be done so that it translates into the work environment. There should also be closer monitoring and evaluation by the DBE on how schools are actually implementing induction and mentoring processes. The DBE needs to be

more fully involved in deepening the understanding and implementation of this by schools, rather than it being used as a once off tool of compliance.

The training of school management teams on induction and mentoring could improve the quality of the induction and mentoring. This could be part of school development programmes that could also include teachers so that a common understanding is developed. The SMTs should receive regular training on how to implement induction and mentorship through seminars or workshops. They ought to be involved in the development, implementation, and evaluation of the QMS policy and the need for induction and mentorship in the schools. Given that one of the mentors felt overloaded and was then absent, which impacted negatively on her mentee, it would be worthwhile to consider options of compensation for mentors, either through a reduction of their workload or through financial compensation.

5.8 Conclusion

The main objective of this study was to examine how a selected group of novice teachers experienced induction and mentoring in a particular context. Semi-structured interviews and document analysis were used in this qualitative study, which was situated within the interpretative paradigm. The analysis of the research's findings was anchored by Hudson's Five-Factor Mentorship Model. The study established that all three of the novice teachers had similar understandings of the various aspects of induction and mentoring and its importance to their professional development. They all expected a formal programme that would support them in their professional development. This included having a good relationship with their mentors, based on trust and approachability. They expected to be supported in the development of their pedagogical practices, and in particular in their classroom management skills, given the sizes of the classes they were going to teach. In addition, they wanted to be familiarised with various aspects of the school's protocols and procedures. Finally, they expected to receive constructive feedback from their mentors in order to improve as novice teachers.

The findings however indicated that there was little evidence of a formal programme. Instead, mentors were allocated on an informal basis, which lead to inconsistencies in the support received. Despite the inconsistencies, there was evidence of mentor support in understanding the school's systems and protocols, with the greatest emphasis placed on the dress code. There was also support in the development of pedagogical practices, with some evidence of feedback

and modelling. What emerged was that this support could be formalised and improved upon if mentors understood their roles more fully and if there was a clearly developed programme in place. In addition, the need for the SMT to lead the process of induction and mentoring and to use the system of QMS to develop effective induction and mentoring emerged.

The study concludes that, despite the presence of the QMS as a policy that includes induction and mentoring as one of its tools for teacher professional development, this does not translate into practice. There is therefore a need for a more comprehensive, sustained and standard form of induction and mentoring across all schools for all novice teachers.

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APPENDICES

APPENDIX 1: ETHICAL CLEARANCE



01 June 2020

Ms Qiniso Thobekile Dlongolo (214538768)
School Of Education
Edgewood Campus

Dear Ms Dlongolo,

Protocol reference number: HSSREC/00001387/2020

Project title: An exploration of novice teachers experiences of induction and mentoring in a Secondary school in uMzinyathi District.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 20 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 01 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,



APPENDIX 2: LETTER TO PRINCIPAL

Appendix 1: Letter to Principal

2 View Street

Kilbarchan

Newcastle

2940

3 December 2019

Dear Sir/Madam

My name is Qiniso Thobekile Dlongolo (Student No. 214538768) a Masters (M.Ed) student in the School of Education at the University of KwaZulu-Natal (Pietermaritzburg campus). As part of the requirement for this degree, I am required to conduct a research project. The title of my research study is: **An exploration of novice teachers' experiences of induction and mentoring in a Secondary school in uMzinyathi District.** The aim and purpose of this research study is to examine novice teachers experiences of induction and mentoring in their first year of teaching in the school. I request your assistance in this research project by being granted permission to conduct my study in your school/institution. This study is expected to use three (3) of participants who are novice teachers with less than 5years of teaching in any grade in your school and will involve the following procedures. Participants will participate in semi- structured interviews that are expected to last between 20 to 40 minutes at a time suitable to them which will not disturb teaching and learning. Each interview will be voice-recorded. The duration of their participation if they choose to participate and remain in the study is expected to be 4-6 weeks.

This study will not involve any risks and/or discomfort for the school and participants. Also, the study will not provide direct benefits for the school or participants. I will be implementing a new teaching strategy as an intervention which could assist participant's learning and understanding.

In the event of any problems or concerns/questions you may contact me, my supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

My contact number

Email: qdlongolo@yahoo.com Cell: 0660617536

Supervisor

Dr Jane Pennfather Email address: pennfatherj@ukzn.ac.za Telephone 033 260 5867

UKZN Research Office

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research study is voluntary and participants may withdraw participation at any point. In the event of refusal/withdrawal of participation the participants will not be penalised. There are no consequences for participants who withdraw from the study.

No costs will be incurred by participants as a result of participation in the study and there are no incentives or reimbursements for participation in the study.

All names of schools and participants will be changed, and pseudonyms will be used so that schools and participants remain anonymous. Information provided by participants will remain confidential and will not be shared with anyone else. Data generated through lesson observations, questionnaires and/ or semi-structured interviews will be stored in my supervisor's office, at the School of Education, Pietermaritzburg campus for five years, and thereafter be destroyed.

Thank you for your cooperation.

Yours in Education

Qiniso Thobekile Dlongolo



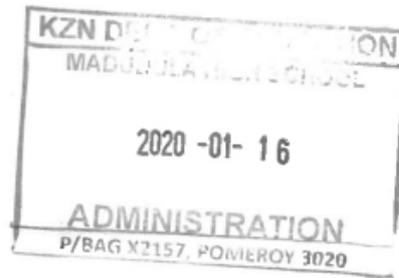
DECLARATION OF CONSENT

I _____ (Full names of the school principal) have been informed about the study entitled: **An exploration of novices teachers' experiences of induction and mentoring in a Secondary school in uMzinyathi District** by **Qiniso Thobekile Dlongolo**.

I understand the purpose and procedures of the study.

SIGNATURE OF PRINCIPAL

16/01/2020
DATE



APPENDIX 3: LETTER TO PARTICIPANTS

2 View Street
Kilbarchan
NEWCASTLE
2940

Dear Participants

REQUEST FOR PARTICIPATION IN RESEARCH PROJECT

My name is Qiniso Thobekile Dlongolo (Student No. 214538768), a Masters (MEd) student in the School of Education at the University of KwaZulu-Natal (Pietermaritzburg campus). As part of the requirement for this degree, I am required to conduct a research project. I request your participation in this research study. The title of my study is: “**An exploration of novice teachers’ experiences of induction and mentoring in a secondary school in the uMzinyathi District**”.

The aim and purpose of this research study is to examine **novice teachers’ experiences of induction and mentoring in their first year of teaching at the school**. This study is expected to use three participants who are novice teachers with less than five years of teaching experience in any grade in your school and will involve the following procedures. Participants will participate in semi-structured interviews that are expected to last between 20-40 minutes, at a time suitable to you that will not disturb teaching and learning. Each interview will be voice-recorded. The duration of your participation if you choose to participate and remain in the study is expected to be four to six weeks.

This study will not involve any risks and/or discomfort to teachers and learners. Also, the study will not provide direct benefits for teachers and learners.

In the event of any problems or concerns/questions you may contact me, my supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

My contact number

Email: qdongolo@yahoo.com Cell: 066 0617536

Supervisor

My supervisor is Dr Jane Pennfather who is located at the School of Education, Pietermaritzburg campus of the University of KwaZulu-Natal.

Telephone 033 260 5867, Email address: pennfather@ukzn.ac.za

UKZN Research Office

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research study is voluntary and learners may withdraw participation at any point. In the event of refusal/withdrawal of participation learners will not be penalized. There are no consequences for learners if they withdraw from the study.

No costs will be incurred by learners as a result of participation in the study and there are no incentives or reimbursements for participation in the study.

All names of schools and participants will be changed and pseudonyms will be used so that schools and participants remain anonymous. Information provided by learners will remain confidential and will not be shared with anyone else. Data generated through semi-structured interviews will be stored in my supervisor's office, at the School of Education, Pietermaritzburg campus for five years, and thereafter be destroyed.

Thank you for your cooperation.

Yours in Education

DECLARATION OF CONSENT

I, _____ (Name of the teacher) have been informed about the study entitled: **An exploration of novice teachers' experiences of induction and mentoring in a secondary school in the uMzinyathi District** by Qiniso Thobekile Dlongolo.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study. I understand that I may contact the researcher at (Email: qdlongolo@yahoo.com Cell: 066 0617536).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to: (Please circle response)

Classroom observation	YES / NO
Being interviewed	YES / NO
Document analysis	YES / NO

Signature of the teacher

Date

APPENDIX 4: NOVICE TEACHERS' INTERVIEW QUESTIONS

1. What do you understand by novice teacher induction and mentoring?
2. Can you briefly describe the reception that you were given upon your first arrival at this school?
3. Did you undergo any induction programme when you started teaching at this school? If you did, how long did it last?
4. Can you share the experiences of support/mentoring that you have had during the first few years in the school? In what areas did you have any mentoring?
5. In your opinion, did you receive the support you feel you needed as a novice teacher?
6. Describe the nature of the support or mentoring.
6. Did the support provide the help required for you to become familiar with the school environment, the activities and the teaching profession at large?
7. Explain how the induction programme/mentoring (if any) helps your professional development.
8. Do novice teachers have any role to play in their induction?
9. How can schools make use of your capabilities and knowledge as a novice teacher?
10. What effects did the induction and mentoring have on you as a novice teacher?
11. Describe the relationship you had with your mentor and its impact on your professional development.
12. What mentor qualities did you find most useful?
13. Did the SMT have any role to play in the induction and mentoring?
13. Do you have any other comments or recommendations regarding the induction and mentoring at your school that you would like to share?

APPENDIX 5: GATEKEEPER'S LETTER



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/4021

Miss QT Dlongolo
2 View Street
Kilbarchan
NEWCASTLE
2940

Dear Miss Dlongolo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: “**AN EXPLORATION OF NOVICE TEACHERS' EXPERIENCES OF INDUCTION AND MENTORING IN A SECONDARY SCHOOL IN UMZINYATHI DISTRICT**”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 19 November 2019 to 30 June 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

REQUEST FOR PARTICIPATION IN RESEARCH PROJECT

My name is Qiniso Thobekile Dlongolo (Student No. 214538768) a Masters (MEd) student in the School of Education at the University of KwaZulu-Natal (Pietermaritzburg campus). As part of the requirement for this degree, I am required to conduct a research project. I request your participation in this research study. The title of my study is: “**An exploration of novice teachers’ experiences of induction and mentoring in a Secondary school in uMzinyathi District.**”

The aim and purpose of this research study is to explore and develop a better understanding of novice teachers experience of mentoring and induction and make sense of their EPL within diverse South African teaching and learning contexts.

This study is expected to use three teachers and one School Management Team (SMT) member. As a participant, you will be interviewed and documents regarding Mentoring and induction will be retrieved and reviewed as a data generation method. Follow-up interviews may be conducted if necessary. Each interview will be voice-recorded. The duration of their participation if they choose to participate and remain in the study is expected to be 4-6 months.

This study will not involve any risks and/or discomfort to teachers and learners. Also, the study will not provide direct benefits for teachers.

In the event of any problems or concerns/questions you may contact me, my supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

My contact number

Email: qdlongolo@yahoo.com Cell: 073 200 1759/067 045 9176

APPENDIX 6: CONSENT LETTER

Dear Participant

REQUEST FOR PARTICIPATION IN RESEARCH PROJECT

My name is Qiniso Thobekile Dlongolo (Student No. 214538768) a Masters (MEd) student in the School of Education at the University of KwaZulu-Natal (Pietermaritzburg campus). As part of the requirement for this degree, I am required to conduct a research project. I request your participation in this research study. The title of my study is: “**An exploration of novice teachers’ experiences of induction and mentoring in a Secondary school in uMzinyathi District.**”

The aim and purpose of this research study is to explore and develop a better understanding of novice teachers experience of mentoring and induction and make sense of their EPL within diverse South African teaching and learning contexts.

This study is expected to use three teachers and one School Management Team (SMT) member. As a participant, you will be interviewed and documents regarding Mentoring and induction will be retrieved and reviewed as a data generation method. Follow-up interviews may be conducted if necessary. Each interview will be voice-recorded. The duration of their participation if they choose to participate and remain in the study is expected to be 4-6 months.

This study will not involve any risks and/or discomfort to teachers and learners. Also, the study will not provide direct benefits for teachers.

In the event of any problems or concerns/questions you may contact me, my supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

My contact number

Email: qdlongolo@yahoo.com Cell: 073 200 1759/067 045 9176

Supervisor

My supervisor is Dr. Jane Pennefather, Email address: pennfatherj@ukzn.ac.za

Telephone: 033 260 5867

UKZN Research Office

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research study is voluntary and teachers or SMT members may withdraw participation at any point. In the event of refusal/withdrawal of participation learners will not be penalized. There are no consequences for learners if they withdraw from the study.

No costs will be incurred by teachers or SMT members as a result of participation in the study and there are no incentives or reimbursements for participation in the study.

All names of schools and participants will be changed and pseudonyms will be used so that schools and participants remain anonymous. Information provided by learners will remain confidential and will not be shared with anyone else. Data generated through semi-structured interview and document review will be stored in my supervisor's office, at the School of Education, Pietermaritzburg campus for five years, and thereafter be destroyed.

Thank you for your cooperation.

Yours in Education

APPENDIX 7: TURNITIN REPORT

MEd 2023

ORIGINALITY REPORT

6 %	4 %	1 %	1 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	uir.unisa.ac.za Internet Source	1 %
2	core.ac.uk Internet Source	1 %
3	researchspace.ukzn.ac.za Internet Source	<1 %
4	vital.seals.ac.za:8080 Internet Source	<1 %
5	repository.up.ac.za Internet Source	<1 %
6	ir.cut.ac.za Internet Source	<1 %
7	Submitted to University of Louisiana at Monroe Student Paper	<1 %
8	Submitted to University of KwaZulu-Natal Student Paper	<1 %
9	scholarworks.waldenu.edu Internet Source	<1 %

APPENDIX 8: LETTER OF EDITING



Pauline Fogg
54 Grundel Road
Carrington Heights
Durban
4001
074 782 5234

19 February 2023

Letter of Editing

This report serves to state that the dissertation submitted by Zimiso Qiniso Dlongolo titled 'An Exploration of Novice Teachers' Experiences of Induction and Mentoring in a Secondary School in the Umzinyathi District' has been edited.

The dissertation was edited for errors in syntax, grammar, punctuation and the in-text referencing system used.

The edit will be regarded as complete once the necessary changes have been effected and all of the comments addressed.

Thank-you for your business.



Pauline Fogg