

**A MIXED METHOD STUDY EXPLORING INDUCTION
EXPERIENCES OF NOVICE TEACHERS**

BY

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DECLARATION

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ABSTRACT

The development and support provided to novice teachers is of paramount importance for the provision and maintenance of quality education and bringing about educational reform.

Therefore, the training of new teachers created a need for effective professional development programmes for these new teachers when they get to schools. The objective of this research study was to explore how novice teachers experienced induction in schools.

The study was underpinned by a theoretical and a conceptual framework namely: Lave and Wenger's (1991) Situated Learning Theory and Langdon's (2011) Enabling Factors that Support Induction. The research study was located within the pragmatic paradigm and adopted the mixed methods approach. The participants were 58 University of KwaZulu-Natal (UKZN) Post Graduate Certificate in Education (PGCE) students from the Pietermaritzburg campus who graduated in 2018. Two data generation methods were employed, namely, Google Form surveys, and semi-structured interviews. Google Form surveys were used to generate quantitative data and semi-structured interviews were used to generate qualitative data. A snowball sampling method was used to locate 130 novice teachers and a Google Form survey link was sent to all of them via WhatsApp, 6 novice teachers were purposefully selected to participate in the semi-structured interviews.

Findings revealed that; 1. Most participants said that their schools did not have proper planned induction programmes for novice teachers, 2. Induction policies as stipulated in Department of Education documents were not properly implemented in schools and no follow up was done by the DoE on how induction of novice teachers was implemented in schools, 3. The time of the year which novice teachers were hired influenced the kind of induction support which they received. From these findings it was recommended that the DoE re-examine its induction policies and how these policies are implemented in schools and to allow specific time in schools for school managers to implement these policies. Furthermore, it was recommended that school management teams develop induction programmes that directly support the needs of each and every novice teacher.

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CHAPTER ONE

1.1 Introduction

This research study explores induction experiences of novice teachers in KwaZulu-Natal. According to Wong (2004), induction is a system-wide, coherent, comprehensive training and support process that is provided to a new employee which begins from the first day of employment and continues for two or three years. In this chapter, I begin by discussing the problem statement which is then followed by the background of the study which provides details of who novice teachers are. This is followed by the rationale and the research questions which this study seeks to answer. In the next section, I present a brief literature review, conceptual framework, theoretical framework and the research methodology in which ethical issues are tackled and issues of trustworthiness are unpacked. This chapter ends with a description of the five chapters which make up this thesis.

Problem statement and background

For quality education and education reform to take place, novice teachers need support in order to develop confidence in how they conduct themselves professionally, and in how they plan and deliver their lessons. But literature points out that generally not all teachers in schools are well informed and confident when fulfilling their professional duties, hence the need for support that will fast track their professional development and enhance their skills and this support is said to be more needed by novice teachers (Medwell & Wray, 2014; Oshrat-Fink, 2014; Wilkins, 2012). The support and mentoring provided to novice teachers in South Africa is uneven.

For the purpose of this study ‘novice teachers’ refers to newly employed teachers whom are still within their first three years of teaching (Daskalaki, 2011; Smith & Sela, 2005). Teaching is one of the few careers where a novice employee is usually given the same duties and responsibilities as experienced colleagues from the very first day of work. Without proper guidance and support this often makes the novice teacher feel isolated, overwhelmed and distraught, making some to even think of resigning and look for a job elsewhere (DeCesare, Workman & McClelland, 2016). The level of stress that novice teachers experience shows that as much as institutions of higher learning aim to equip and prepare students for the work environment, there are some skills, knowledge and methods are only learned on the job (Feiman-Nemser, 2003; Strong, 2009; Bartell, 2005).

To provide novice teachers with important skills, methods, and knowledge appropriate to meet the expectations formulated by the stakeholders in the education sector such as, Department of Education, the school, the South African Council for Educators and teacher unions, the teachers need some kind of school-based professional development. The kind of professional development that a novice teacher receives plays a huge role in determining whether the novice teacher stays or leaves the profession, and if they stay what kind of teachers they become (Phillips, 2015). Different authors (Goldrick, 2009; Bartell, 2005; DeCesare, Workman & McClelland, 2016) support induction as the kind professional development that novice teachers need when they begin their teaching careers. According to Bartell (2005), induction also plays a huge role in the retention and long term professional success of the novice teacher.

South African literature shows that the induction support which novice teachers receive in schools varies from school to school. The literature (Henning & Gravett, 2012; Deacon, 2016; De Clercq & Phiri, 2013) points out that a number of factors influence the kind of induction support that novice teachers receive in schools. The support the teachers receive depends on factors such as, but not limited to, the number of experienced teachers available at the school, free periods/time which the School management team (SMT) and other experienced teachers have available to help novice teachers, the kind of school the novice teacher is employed in, and the time of the year or term which the novice teacher is employed (Peloyabe, 2005).

1.2 Focus of the study

The focus of this research study was to explore the induction experiences of selected novice teachers. The study did not aim to compare or contrast on the different induction experiences of the teachers, but rather the aim was to better understand their unique experiences.

The study explored how the selected novice teachers experienced induction in the different schools in which they are employed. The study was conducted using a population of 180 University of KwaZulu-Natal Post Graduate Certificate in Education (PGCE) 2018 graduates. Fifty eight of these graduates responded to a survey and six participated in in-depth interviews about their induction experiences as novice teachers.

As education policies are amended and some completely changed, the way in which novice teachers experience the implementation of those changes will be different from how novice teachers before them experienced it. Therefore, the results from this study will offer the readers and the researcher with an understanding of how teachers who were employed after graduating in 2018 experienced induction in their schools.

1.3 Rationale

My personal interest in the study was prompted by the challenges I experienced as a novice teacher. When I began teaching in 2017, political instability and internal power intolerance in the school I was placed in by the Fundza Lushaka bursary forced me to change schools four times. Thus I realised that different schools treat novice teachers differently. Some schools were more supportive and welcoming while other schools left me to figure out everything on my own. The experience I received from the different schools I taught in, developed my interest in exploring and better understanding how other novice teachers experience induction in their respective schools.

In line with findings by researchers who focus on novice teachers (Mlindazwe, 2010; Krasnoff, 2014), I have also through the years realised that as much as institutions of higher learning prepare us for the real teaching world but they can never equip us with the amount of knowledge and skills necessary to overcome all the challenges posed by the school environment. Most of the learning takes place on the job, which is why inducting new teachers into new school environments is important. Induction is also necessary because some teachers are employed in schools that are totally different from the schools they attended when they were learners, and also different from the schools where they did their teaching practice. A number of factors contribute to the heterogenous nature of South African schools. The difference in the schools range from the physical environment where schools are situated, the quintile in which the school is ranked, school culture practiced in the different schools and the resources which are available in the school. All these different factors in schools therefore necessitate the induction of novice teachers.

According to Mukeredzi et al. (2015) induction plays an important role in transferring important skills and knowledge to novice teachers. Among other induction models used in transferring these important skills, mentoring remains the most powerful and widely used

induction model in South African schools (Mukeredzi et al., 2015). Findings from a study conducted by Kiregyera et al. (2011) found that South Africa's teacher development programmes are still lagging compared to other developing countries. Gravett et al. (2011) who did a study in Gauteng on new teachers' experiences in schools, found that South Africa has great development programmes on paper, but the problem is lack of monitoring of those programmes in schools.

There is limited literature that focus on induction of novice teachers in KwaZulu-Natal who did PGCE therefore this research study aims to bring a voice on how these teachers experience induction. Understanding how novice teachers experience induction in schools is important in benchmarking and reviewing the effectiveness of current induction policies and systems which are being implemented in schools. Therefore, in line with South African and international literature, this study seeks to explore and understand how novice teachers experience induction and how all contextual and physical factors influence the way in which they are inducted in their different schools.

Research questions

1. What are the induction experiences of the selected novice teachers?
2. In what ways do these induction experiences support their professional learning in their first year of teaching?

1.4 Review of Literature

To better understand induction of novice teachers, I read seminal research work by authors who write intensively about novice teachers and researchers who interrogate different ways of inducting novice teachers. The central idea provided by the literature consulted revealed that good induction can provide a bridge connecting knowledge obtained at institutions of higher learning to career-long professional development (Basit & McNamara, 2004; Smith & Ingersoll, 2004).

To answer my research questions, the literature consulted focused on: 1. Professional development 2. Induction, 3. Orientation, 4. Mentoring, 5. Professional learning communities, and lastly I consulted empirical work by South African researchers in order to understand induction in the South African context. The literature consulted revealed that at

the apex of professional development of newly employed (novice) teachers, lies induction. Induction which can be facilitated using a number of different approaches (Norman & Feiman-Nemser, 2005). Induction will be discussed in the literature review chapter.

1.4.1 Professional development

Novice teachers are in most cases confronted with challenges in schools, which amongst other things include insufficient subject content knowledge, skills and preparation, time management, classroom administration and learner discipline (LaTurner, 2002). The unknown realities faced by novice teachers are a reflection of what was noted by Tamir and De Kramer (2011) that when teachers start teaching they realise that their previous educational experiences from their different universities did not adequately prepare them for the workplace. Several of the skills acquired and methodologies learnt in institutions of higher learning are seldom practised in the actual school environment. This gap therefore necessitates for schools to provide a platform to further professionally develop new teachers when they enter the profession. The professional development platform provided by the school should result in a strong collaboration between the school (Principal, School management team and experienced teachers) and the newly qualified teacher, and should ultimately lead to the school being able to achieve its goals (Smith & Ingersoll, 2004).

Professional development is defined by Guskey (2002) as formal and informal spaces that allow teachers to question themselves and seek answers from others which ought to make them better at what they do, through learning new knowledge, attitude and skills. Professional development for novice teachers can be planned and unplanned activities where experienced teachers interact with novice teachers either during mentoring, peer teaching, lesson planning meetings, subject meetings and staff meetings (Fullan, 2007; Guskey, 2000; Kelly, 2006). There are many ways in which professional development of novice teachers can be approached, which include but are not limited to induction, orientation, mentoring and communities of practice (Heyns, 2000).

1.4.2 Induction

Krasnoff (2014) defines induction as a process of introducing new teachers into the profession. An important point raised by Feiman-Nemser et al. (1999) is that the manner in which new teachers are inducted in schools does not only determine their duration of stay in the teaching profession, but it also determines what kind of teachers they become. Mlindazwe

(2010) points out that a good induction programme leads to higher job satisfaction, enhanced performance by the new teacher at the school and reduced absenteeism. Induction leads to better understanding and application of school procedures, vision and policies. It reduces dropout rate, it improves teacher quality and it boosts confidence. Also stressed by Mlindazwe (2010), is that if induction is properly implemented, educators will improve their teaching skills and practices that were not learnt during the original educator training.

Induction as part of professional development should have systematically organised activities to prepare educators for their job. Therefore, induction should cover all activities that will develop the educator's skills, knowledge, expertise and other characteristics. According to Babinski and Jones (2003), induction helps novice teachers to know exactly what is expected of them which in turn helps to reduce the feeling of anxiety, disillusionment, isolation and disorientation. The nature of induction provided by the school to novice teachers is influenced by factors such as the novice teacher's personality, the school context and pedagogical content known by the novice teacher (Rippon & Martin, 2006).

1.4.3 Orientation

Orientation is a brief programme aimed at sharing important information with the new teacher, the programme usually lasts for one to two days (Robbin, 2001; Hannula, 2016). An orientation programme involves giving the novice teacher policy documents, explaining school rules and making the teacher aware of all that is expected of them (Dessler, 2013). During orientation the SMT or experienced teachers can take the novice teacher on a tour around the school so as the novice teacher will know where to go and where to find things around the school. Orientation programmes save time since they only last for a few days and the person conducting the orientation gets to share vital information which will help the novice teacher assimilate in the new environment. Given that orientation saves time, Hannula (2016) argues that the new environment and information received during orientation becomes overwhelming, hence more support and guidance should be provided to novice teachers by the SMT or experienced teachers.

1.4.4 Mentoring

Mentoring is defined by Smith and Ingersoll (2004) as the personal one-on-one guidance that is provided to a novice teacher by an experienced teacher. Mentors are chosen because of their deep understanding in that specific aspect that the novice teacher needs assistance in,

however it is also noted that veteran teachers also do not know everything hence may also refer the novice teacher to other people for certain information. Klinge (2015) stresses that mentors should be allowed some degree of autonomy in the induction process, this autonomy will allow the mentor to design and implement a mentoring programme that is directly suitable for their mentees.

Mentoring can be either formal or informal. Formal mentoring is a well-planned and structured activity that is initiated and supported by the school (Hamburg, 2013). Formal mentoring programmes allow both the mentor and mentee to know exactly what kind of development takes place. Informal mentoring is the voluntary, unplanned relationship and collaboration between an experienced teacher and a novice teacher, this kind of mentoring is not initiated by the SMT (Mullen, 2012). According to Desimone (2011), informal mentors are more accessible and can easily offer emotional support to novice teachers.

1.4.5 Professional learning communities

How adults learn and develop is an important aspect to understand when it comes to understanding how novice teachers learn. The work or theories of researchers such as Vygotsky, Bandura, Wenger and DuFour amplify the idea behind how adults learn. To explain how novice teachers as adults learn, this research study drew on the work of Hord (1997), and DuFour et al. (2008) based on professional learning communities (PLCs). The two authors define professional learning communities as an ongoing process in which a group of educators work collaboratively in solving and understanding pressing issues in their profession with the aim of achieving better student results (Hord, 1997; DuFour et al., 2008). The teacher collaboration in PLC promotes intellectual discourse where experienced teachers get to share their experience and knowledge with novice teachers (Brodie & Borko, 2016).

Some characteristics of successful PLCs shared by Fullan (2007) and Williams (2013) is that members of PLC should have shared values and vision; shared learning; shared leadership and caring relationships. According to DuFour (2011) the presence of these characteristic in a PLC provides the school with a solid framework to build capacity and resilience in novice teachers hence reinforcing commitment into the profession.

1.5 Theoretical framework

This study is framed by the situated learning theory which acknowledges that novice teachers learn within a community of experienced teachers (Lave & Wenger, 1991). Situated learning theory is based on the premise that learning is originally grounded in our personal encounters with concrete real life situations, and is greatly influenced by social interactions.

1.6 Conceptual framework

To offer a conceptual framework which seeks to explain different induction approaches this study draws from the work of Langdon (2011) who explains the different levers that support induction. Langdon (2011) argues that the factors which support induction are: 1. School management team, 2. Supportive, experienced teachers, 3. School culture, 4. Novice teachers motivation to learn, 5. Workshops. Langdon refers to these factors as levers of change, which I will explain in Chapter 2.

1.7 Research design and methodology

This research study employed the mixed methods research design within the pragmatic paradigm. Flick (2014) defines the mixed methods as a research approach which allows researchers to capitalise on qualities of both quantitative and qualitative approach in order to collect rich data possible to answer research questions with given available resources. Mixed methods involves “the intentional collection of both quantitative and qualitative data and the combination of the strengths of each to answer research questions” (Creswell, 2012, p. 5). Studies using mixed methods approach should use at least one of the data collection methods from both qualitative and quantitative approaches respectively (Gallivan, 1997).

The pragmatic paradigm refers to a worldview that focuses on what works rather than what might be considered absolutely and objectively true or real (Cohen et al., 2018). Epistemological and ontological assumptions upheld by proponents of this paradigm are that there is no single social inquiry or a single scientific method that could access truths regarding the real world, and that knowledge is constructed through social participation (Scotland, 2012). Pragmatists regard reality as equally socially constructed and objective (Johnson & Onwuegbuzie, 2004).

Data in this research study was collected using two data generation methods, namely: surveys which had both closed and open-ended question, and semi-structured interviews. Surveys were used to collect quantitative data and interviews assisted me in generating qualitative data.

The researcher selected only participants who were able to give rich- information about the phenomenon under study. The population of the study was 180 UKZN PGCE students who graduated in 2018. The study employed two non-probability sampling methods, the snowballing sampling method and the purposive sampling method. Snowball sampling method is commonly used by researchers when they are not able to easily reach the entire research population (Heckathorn, 2015). The snowball sampling method was used to locate participants who completed the surveys. From the data collected from surveys the purposive sampling method was utilised to select participants who answered the interview questions.

The quantitative data was automatically analysed on Google Forms and it was thematically interpreted in line with the research questions. To analyse the qualitative data both the inductive and deductive analysis approach was used. The data was collected and analysed sequentially and in a purposeful manner (Cohen et al., 2018). Inductive analysis involves reading and analysing the data generated from the observation of empirical reality while deductive analysis entails the researcher setting out clear concepts as framework to analyse the data (Leedy & Ormrod, 2010). Langdon's levers of change was used as a framework for analysis (Langdon, 2011). Themes that emerged from the qualitative data were used to explain the different induction experiences of novice teachers.

1.8 Structure of the study

This research study is organised into five chapters as follows:

Chapter one has presented the background and context of the study and an overview of induction of novice teachers. The chapter explained the purpose, the focus and the rationale for this study and further gave a brief overview of relevant literature that was consulted. The research questions which inform the study are listed and the chapter concludes with the research design and methodology of the study.

Chapter two presents a review of related literature in the field. It looks at concepts such as professional development, induction, orientation, mentoring and professional learning communities. South African empirical studies on induction are also analysed in this chapter. The chapter concludes by presenting the theoretical and conceptual framework that guides this study.

Chapter three presents the research methodology of this study. The chapter describes and justifies the research design, data collection methods and research instruments. The procedure for selecting participants is also explained. The research paradigm, the research methods techniques, and aspects of trustworthiness that underpin the study are described. In conclusion the chapter addresses limitations of the study and ethical issues.

Chapter four presents data findings which respond to the two key research questions after which analysis of the data is provided. In chapter five findings of the study are summarised and recommendations are provided.

1.9 Conclusion

This chapter has provided an overview of the purpose and rationale for this study and briefly described the literature and methodology. The next chapter focuses on relevant literature that was consulted for this study.

CHAPTER TWO

LITERATURE REVIEW, THEORETICAL FRAMEWORK AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter focuses on two interlinked main aspects of the literature. The first section presents literature on how novice teachers are inducted, or should be inducted in schools, while the second part of the chapter brings into perspective the theoretical and conceptual framework that framed and guided this study. The literature was drawn from both South African and international contexts. Reviewing literature was important for this study since it allowed me to identify content gaps and to understand the scholarship that already exists on novice teachers, ultimately allowing me to fit my study into the broader context and current debates. To gather information that helped me to better understand and answer my research questions, my literature search focused on: 1. Professional development, 2. Induction, 3. Orientation, 4. Mentoring, 5. Communities of practice, and lastly my literature search examined South African empirical research on induction. The literature consulted revealed that at the apex of professional development of newly employed (novice) teachers, lies induction. Induction can be facilitated using a number of different strategies such as mentoring, training, coaching, orientation and Communities of practice (Norman & Feiman-Nemser, 2005; Van Blaere & Devos, 2016).

2.2 Who are novice teachers?

Novice teachers are newly qualified teachers who have been working as teachers for less than three years (Goldhaber & Cowan, 2014; Makhanya, 2010). According to Maski and Orland-Barak (2011) novice teachers experience a complex methodology, content and pedagogical knowledge gap during the transition from being a student at an institution of higher learning to being a teacher in a real-life classroom. This transition commonly makes novice teachers feel frustrated and overwhelmed. Without proper support, some resort to leaving the teaching profession (Pearce, 2011; IGI Global, 2017; Sowell, 2017).

A study conducted in Germany in 2004 on how novice teachers navigate their way in schools during their first years expressed that common challenges faced by novice teachers are a direct result of inexperience in the job (Survival Guide for New Teachers, 2004). South

African researchers in the field of education have elaborated on the challenges faced by novice teachers which are caused by lack of experience, these challenges include factors such as, but not limited to classroom discipline, building relationship with colleagues and effective methods of delivering content (De Clercq, & Phiri, 2013; Steyn, 2013).

Researchers in the field of education acknowledge that the support provided to novice teachers has the power to reduce stress and attrition rate, ultimately contributing to professional growth of these teachers (Beltman et al., 2011; Ozturk & Yildirim, 2013; Goldhaber & Cowan, 2014). Similarly, Haggarty (2011) also attest that effective supervision can also play a big role in assisting novice teachers to adapt and become active productive participants in the school. Given the high expectations and full professional duties that novice teachers are expected to perform from the very first day they begin work, Harrison and Lee (2011) and Hunter (2011) suggest that the SMT and all experienced teachers should assist and support novice teachers. Likewise, novice teachers should also assist themselves by reading and exposing themselves to policies and education related literature. Caspersen and Raaen (2014) argue that the amount of help and support that novice teachers receive from the SMT (and experienced teachers) does not necessary mean that the novice teacher will not encounter stress, and that the teacher will remain in the profession (Bush et al., 2011; Knight & Moore, 2012; Menon, 2012).

2.3 Professional development

A range of different terms are used when referring to professional teacher development. Terms such as professional development, teacher development, professional teacher development, in-service education and training (INSET), teacher training, teacher learning and continuing professional development (CPD) (Evans, 2014; Kennedy, 2014; Walton & Nel, 2014). Some researchers use these terms interchangeably, while other researchers believe that teacher development is the heart of understanding how teachers learn and become best at what they do, hence use professional development and teacher learning to refer to different aspects of teacher development (Ozturk & Yildirim, 2013; Sowell, 2017; Kelly, Reushle et al., 2014). For example, both Kelly (2006) and Hoban (2002) provide a distinction between professional learning and professional development, the authors argue that professional development on its own is an ambiguous concept. Kelly (2006) uses professional development to refer to planned opportunities or activities that trigger teachers to learn, and defines professional learning as the process by which teachers move towards

expertise. Evans (2014) draws distinction between these terms (professional learning and professional development) highlighting that professional development results to enhancement in teacher professionalism through the acquisition of work related professional knowledge and skills, while these other terms are the different routes that a teacher can take towards teacher development.

2.3.1 Conceptualising professional development

After reading different texts, it is evident that researchers in the field of education have not yet reached consensus on a universal definition of what professional development is.

Therefore this lack of conceptual consensus allows researchers in the field of education to define professional development differently. Aspfors and Bondas (2013) defines professional development as formal and informal spaces that allow teachers to question themselves, and seek answers from others which ought to make them better at what they do, through learning new knowledge, attitude and skills. This definition of professional development acknowledges that all activities which have the ability to mould and build professional character on novice teachers can be viewed as professional development.

For novice teachers, Jones et al. (2013) believe that professional development is more about active participation the authors point out that through active participation novice teachers are able to deal with unfamiliar problems in unfamiliar contexts. Duignan (2004) further elaborates that professional development should not only draw on an individual's knowledge, self-beliefs and values but rather it should also draw on novice teachers' creativity and courage. Professional development programmes should be broad to such an extent that they allow the novice teacher to grow holistically. In light of growing holistically, Evans (2014) views professional development as a process whereby teachers professionalism is enhanced. According to Evans (2014) professionalism is enhanced through teacher learning whereby teachers develop their ideas, beliefs and their classroom practice.

To synthesise the closely related definitions provided by the other authors (Aspfors & Bondas, 2013; Jones et al., 2013; Kelly, 2006), Day (1999) provides a broad definition of professional development: namely all natural learning experiences are part of professional development, these learning experiences can either be planned or unplanned and they can directly or indirectly benefit those in question. Similar to Day's (1999) definition, Kelly (2006) argues that professional development programmes are planned and unplanned

opportunities that allow teachers to move from novice towards expertise. All these definitions provided by the different authors acknowledge that there are various ways in which professional development can be viewed and that PD takes place in different contextual settings. An important element to the definition of professional development is that development activities can be planned either by the school through the SMT or experienced teachers, or it can be unplanned incidental activities that result to the novice teacher acquiring new information and skills. Planned professional development is eloquently explained and synthesised into five models by Kennedy (2005). Given the extent to which the models seek to explain planned professional development I will further explain each one of them in detail in the next section.

At the heart of the complex and well-crafted definitions, what is common is that teacher development involve activities which aim at enhancing the teachers' professional, personal and social awareness skills (Horn et al., 2018; Timperley, 2011; Van Blaere & Devos, 2016).

Two views of professional development are raised by Johnson (2002), the North American view and the European view. The North American view of teacher development refers to training programmes and workshop sessions conducted by experienced educators to new in-service teachers. In this regard novice teachers are recipients of the development which is planned and handed down to them. On the other hand, the European view considers professional development as initiated by the teachers themselves, where novice teachers are active participants contributing to the development of the development programme (Johnson, 2002). The South African education system is more aligned with the North American view of professional development (Johnson, 2002). Most professional development programmes in South Africa are top-down where the entire programme is planned and implemented by an experienced teacher or subject advisor (Ndlovu, 2016).

2.3.2 Professional development models for novice teachers

Professional development is an important aspect of education reform in that when teachers are more qualified and trained, the better their teaching skills will be, and the better the quality of education they will provide (Fullan, 2007; Guskey & Yoon, 2009; Kelly, 2006; Grossman, 1990). Professional development for teachers take many forms ranging from top-down formal training programmes to teacher initiated development activities (Blasé & Blasé, 2006). In this section I will describe four models as explained by Kennedy (2014) which are

relevant to professional development of novice teachers. These models are 1. The training model, 2. The cascade model, 3. The mentoring or coaching model, and 4. Communities of practice or professional learning communities model.

The Training model: this model is arguably the most dominant model currently used in different educational settings (Kennedy, 2014). According to Kennedy (2014) the training model is a development model whereby an expert in the subject or field is sourced to deliver training to teachers. The expert is given the power to decide on the agenda and content to deliver, teachers play a passive role and wait to receive all the information. For content and policy implementation the South African Department of Basic Education (DBE) uses this model the most, where an expert, usually a subject advisor is sent to facilitate and educate teachers on a specific identified problem or skills gap. This model is highly centralised and may undermine the intellectual capacity of teachers to identify their own development needs (Maistry, 2008). Critics of this model point out that the training provided to teachers usually fail to directly address problems faced by teachers daily (Williams, 2013). Workshops are a great example of a training development model. Williams (2013) is of the view that more often workshops are ineffective in equipping novice teachers with subject matter knowledge and pedagogical knowledge.

The Cascade model: this model requires that one teacher attends training at a high level, e.g. district or provincial level and then the teacher is expected to cascade or disseminate the information to all the teachers that did not attend the training (Kennedy, 2005). This model is commonly used by the DBE when introducing new policies because it is cheap and effective in reaching many schools at once. The DBE invites only one teacher from each school in the district to a common venue (Ono & Ferreira, 2010). Graven (2002), and Robinson et al., (2009) argue that when the DBE uses this model information gets diluted which means that the teachers who did not attend the training receive information which is less accurate than originally delivered. A contributing factor to the change in the information which is relayed is the limited control on how information is passed on to teachers (Fiske & Ladd, 2004). Novice teachers suffer a lot when this model is used because they take all the information from an expert teacher who attended the training as accurate and may end up having a skewed understanding of real issues shared in the training.

The Mentoring/Coaching model: Mentoring/ Coaching is defined as a one-on-one engagement between an experienced teacher and a novice teacher (Klinge, 2015). The

mentoring model gives novice teachers and experienced teachers an opportunity to engage and exchange new knowledge. According to Smith (2002) this model has a positive effect on novice teachers, which amongst others include expanded feelings of discipline and adequacy, improved attitude and high retention of skills. The mentoring model grounds the novice teacher in rich experience of using different teaching strategies to deliver curriculum needs (Onchwari & Keengwe, 2010).

Communities of Practice: Communities of practice are defined by Lave and Wenger (1991) as a relationship between people which is bound together by similar interests with the aim of collectively sharing ideas and resources. Members of CoPs members (teachers) must ensure that they have clear objectives in order to achieve their desired objectives. In CoPs a group of teachers with similar interests frequently meet to collectively share ideas and resources in order to enhance their teaching (Hord, 2004). CoPs allow teachers to support each other hence building capacity amongst each other which reduces isolation (Stoll & Louis, 2008). It is affirmed by Riveros et al. (2012) that collaborative engagements among teachers result in best practice. The community of practice model allows both novice and experienced teachers to work collectively to share skills and information of similar interest.

The SMT is at liberty to adopt any professional development model which is in line with the needs of the novice teacher and the needs of the school given that the school has resources available to facilitate such development.

As it is stipulated in the South African Schools Act (DoE, 1996), it is the duty of the school management team to create developmental opportunities in schools by creating spaces which allow novice teachers to adapt and better understand what is expected of them. The SMT should therefore create a conducive environment which allows experienced teachers time to assist novice teachers and also allow novice teachers freedom to seek assistance in applying new knowledge. The notion of SMTs creating professional development opportunities is also stipulated in the document titled: A PATHWAY TO MENTORING (DBE, 2020), which emphasises that schools should have a well-planned mentoring and induction programme. The notion of adopting well planned mentoring and induction programmes which supports and improves the performance of novice teachers is also supported by Ndlovu (2016).

Researchers (Dishena, 2014; Hamburg & Marian, 2012; Mphahlele, 2014) identified mentoring, induction, communities of practice, and workshops as possible solutions in

improving the performance of novice teachers while mitigating prevailing weaknesses. In South Africa, some of these professional development models have been criticised that they are time consuming and lack thorough monitoring due to the fact that they are implemented by agents outside to the school environment (DBE, 2015; Kadenge, 2021). An example of a teacher development programme (Training model) which lacks monitoring in South Africa is the CPTD programme initiated by the DBE in 2014 and monitored by the South African Council for Educators (SACE). This programme aimed at encouraging educators to be lifelong learners through the process of earning points from educational activities accredited by SACE which they engage in.

Another issue raised by Batwini and Diko (2011) is that South African PD programmes lack proper monitoring that advance impact on teachers' practice. According to Van der Nest (2012) the monitoring problem is caused by the fact that some development programmes are drawn up by people who are distanced from the day-to-day school activities who therefore implement programmes that fail to solve contemporary issues that teachers face.

According to information gathered through the Department of Basic Education quarterly reports (DBE, 2020), two approaches to professional development have been used by the DBE, i.e., 1. The qualifications upgrade, especially for unqualified and under qualified teachers. 2. On the job training. The qualification upgrade was introduced to develop those teachers who were teaching without proper or no teaching qualifications. For example the South African government introduced the Advanced Certificate in Education (ACE) (Ugwanga, 2010; Ndlovu, 2016) which gave teachers an opportunity to learn more about the profession and the pedagogy of education or to re-train as a teacher in a new subject.

Another professional development approach used by the DBE is on the job training, which is provided to experienced and novice teachers. This is provided through induction, workshops, short courses, mentoring cascading model and lately the teacher cluster structures operating at the circuit level (Singh, 2011).

2.4 Using induction to develop novice teachers

Given the ever changing complex dynamics of the world and schools in particular, this creates a gap between what students learn in institutions of higher learning and what they actually face in the work environment. The gap creates a huge demand for novice teachers to

be inducted when they enter the work environment. Through induction programmes novice teachers get to understand and learn things about the new job. Kelly (2006, p. 507) refers to this type of learning on the job as the development of “knowledge-in-practice”.

2.4.1 Conceptualising induction

Wong (2004, p. 42) defines induction as a “system-wide, coherent, comprehensive training and support process that continues from the first day of employment till two or three years, then seamlessly becomes part of lifelong professional development programme...” This definition provided by Wong suggests that induction is a specific process of introducing a new teacher to the culture, context and policies of the school, the focus is on making sure that the novice teacher is confident and aware of how to conduct him/herself.

A narrow and specific definition of induction is provided by Krasnoff (2014) who defines induction as a process of introducing novice teachers into the teaching profession. The induction process ensures that novice teachers are aware of what is expected of them in terms of professional delivery, internal policies and the culture of the school. During the induction process the novice teacher is introduced to the new allocated role in the school, and is taught education policies relevant to their school context, as a result receiving information that might reduce their stress level ultimately making them feel less stressed (Dishena, 2014). Proper induction has the ability to develop novice teachers holistically and shape the kind of teachers they become (Ingersoll & Strong, 2011; Menon, 2012).

2.4.2 Formal induction

Formal induction is the type of induction that is well-structured and planned either by the province, district or the school (Jensen et al., 2012). When the school (SMT, experienced teachers) inducts novice teachers formally, the entire induction plan is communicated to the novice teacher so that both the school and the new teacher work towards achieving the same goal (Long et al., 2012). The professional needs of the novice teacher are taken into cognizance when developing formal induction programmes and those needs should be able to drive and move towards achieving the vision and mission of the needs of the school.

2.4.3 Informal induction

The process of inducting novice teachers can also be informal and unplanned (European Commission, 2010). This kind of induction is not planned or facilitated by the school management team or other experienced teachers in the school, but rather this is where the novice teacher uses different means to develop themselves and fill all the gaps that they have identified. Unplanned induction can happen in the hallway and in the staffroom where novice teachers engage with other colleagues and receive information which enhance their teaching in an informal manner.

2.4.4 Purposes of induction

The purpose of induction is described in different ways. A three pillar explanation of the purpose of induction was provided by Gregory (1998). He suggests that there are three purposes of induction: 1. To help new teachers settle into their new schools, 2. To help new teachers understand their responsibilities, and 3. To ensure the school receives the benefits of a highly motivated and well trained teacher as soon as possible.

Other authors (Medwell & Wray, 2014; Oshrat-Fink, 2014; Wilkins, 2012) also explain and elaborate on the need and purpose of induction of new teachers. Among other factors which are explained by these authors (Medwell & Wray, 2014; Oshrat-Fink, 2014; Wilkins, 2012), the purpose of induction is to:

- Make the new teacher aware of the vision, mission, values, and policies of the school.
- Transfer and enhance necessary knowledge and skills of dealing with classroom situations.
- Socialise the novice teacher to the school and the education profession as a whole.
- Reduce attrition rate amongst novice teachers.
- Create an environment that make novice teachers feel welcomed and appreciated.

Hicks (2000, p. 59) is of the opinion that four objectives can be accomplished through induction, namely:

- to make a novice teacher feel welcomed at school,

- to ensure that a novice teacher acquires the basic information to function effectively,
- to help a novice teacher to understand the organisation in a broad sense,
- and to support a novice teacher in the process of being socialised into the schools culture, values and ways of doing things.

Induction allows the new employee to create relationships which are important in benchmarking observable standards and behaviour that are practiced and acceptable within the school (Ronfeldt & McQueen, 2017). The induction process varies from school to school due to the vast number of factors which influence the induction strategy each school can adopt. Induction is influenced by factors such as time, human resources available to conduct that induction (Long et al., 2012; Ginningle et al., 2006; Wong, 2004; Peloyabe, 2005), therefore a universal induction reference tool cannot be prescribed for all novice teachers. Rather different induction strategies which address the needs of novice teachers should be explored by the SMT and experienced teachers.

2.5 Induction strategies

There are three strategies that can be used to support the induction of novice teachers. These are orientation programmes, mentoring, or professional learning communities. These are described in the following section.

2.5.1 Orientation

Orientation is a brief programme aimed at sharing the most important information with the new teacher, the programme usually last for one to two days (Zaffin, 2015). In 2009 a teacher development summit was held in South Africa where education stakeholders developed a plan focusing on the induction of new teachers, the plan was going to be implemented from 2011-2025. At the heart of the plan was improving the quality of teachers and teaching. The new teacher orientation plan stressed the need for “...newly appointed and promoted teachers to experience a smooth entry into their new school setting in particular, and the schooling system in general” (DoE, 2009, p. 1).

For novice teachers to experience a smooth entry into their new schools an effective orientation programme should commence before or on the day the novice teacher starts the

job (Zaffin, 2015). The orientation should be meant to acclimatise the novice teacher with the new environment, introducing the novice teacher to other teachers at school and showing the teacher around the school. A well planned orientation programme also involves handing over all the resources that the novice teacher is going to need in order to perfectly execute their allocated duties.

The benefits of orientation programmes is that they save time since they only last for a few days (Jones & Dexter, 2014). Orientation is also a quick induction strategy that helps the novice teacher assimilate into the new environment, but Jones and Dexter (2014) argue that orientation is not sufficient in inducting novice teachers hence the need for more lengthy and intense induction strategies.

2.5.2 Mentoring

During their first year in the profession, novice teachers can experience the loneliness of a new environment, and in this particularly vulnerable time, they need support from people who are familiar with the school. The support can be in the form of mentorship. Klasen and Clutterbuck (2002) believe that mentoring is the best way to promote any new employees development and learning. Mentoring is a broad, holistic type of personal and professional development interaction in which career needs of the novice teacher can be met (D'Abate et al. 2003). Mentoring programs are often implemented in order to offer new teachers with support for developing their teaching skills, planning lessons, and problem solving (Scherer, 2012).

Conceptualising mentoring

Rodriguez (2015) defines mentoring as personal one-on-one guidance that is provided to a novice teacher by an experienced teacher. Furthermore, Hoffman et al. (2016) add that mentors guide, counsel, advise, lead, role model and facilitate the mentees transitional process from being a student teacher to a career teacher. The veteran teachers also referred to as experienced teachers, share all the relevant and important information that will assist the novice teacher to become better at what they do in the classroom, thus reducing stress level and the level of feeling lost. The veteran teacher is able to achieve this through guiding and building the novice teacher both personally and professionally. The mentor is responsible for transmitting values, skills, knowledge and ethics to the mentee (Rodriguez, 2015).

Qualities of a good mentor

Given that mentors are chosen due to their vast knowledge and experience in their fields (subjects), Mukeredzi et al. (2015) claim that on top of the experience that mentors have they should also develop strong relationship of trust and goodwill with their mentees so as to enhance their professional growth. Mentors have a huge influence on the personal and professional development of their mentees therefore they should model dedication enthusiasm and accountability (Msila, 2015). However, Brock and Crady (2006) argue that not all veteran teachers have qualities of being competent and effective mentors. This is further supported by Murray (2014) who posits that not all mentoring relationships are effective. In some cases the mentee and mentor do not respect the mentorship relationship, when in extreme cases the mentee can have unreasonable expectations which ultimately leads to a dysfunctional relationship between the two parties (Klinge, 2015).

According to Fletcher and Barrett (2004, p. 329), being a good mentor entails:

- Having experience, knowledge, skills and values
- Understanding the needs of students and the community
- Being familiar with school policies, culture, curriculum and instructional ways
- Having ability to interact and work with others
- Ability to adapt to different set ups
- Capable to handle confidential issues
- Willing to spend time with novice teachers, helping them with classroom management, curriculum management.

Formal mentoring

Mentoring is described as a complex deliberative process that can be both formal or informal (Cotter, 2007). Formal mentoring is a well-planned and structured activity that is initiated and supported by the school (Hamburg, 2013). Formal mentoring programs begin with working amicable relationships between the mentor and the mentee (Hallam et al., 2012) that includes understanding the mentees anxieties, thus setting firm grounds for building effective mentoring programmes (Cotter, 2007). Planned formal mentoring programmes allow both the mentor and mentee to know exactly what kind of development takes place. Formal mentoring

programmes involve but not limited to scheduled meetings, the mentee shadowing the mentor class to class and team teaching (Fletcher, 2012).

Msila (2011) adds that formal mentoring is a professional development activity that benefits both parties, where the mentee learns and gains important skills and knowledge from the experienced teacher, likewise the experienced teacher also gains skills they never thought they need. Furthermore, literature states that the support from formal mentoring helps novice teachers to build self-confidence and self-esteem necessary to deal with challenges they come across at school (Fletcher, 2012; Rikard & Banville, 2010).

Informal mentoring

In contrast to formal mentoring, informal mentoring is the voluntary, unplanned relationship and collaboration between an experienced teacher and a novice teacher, this kind of mentoring is not initiated by the SMT (Mullen, 2012). Informal mentoring is created through friendships, relationships of respect or other special interests (Mullen, 2012). The goals are not established and assessed rather the relationship is spontaneous and offers the mentee with specific support they need at that particular time (Hochberg et al., 2015).

Informal mentors are accessible and easily offer emotional support to novice teachers (Hochberg et al., 2015). Informal mentors interact with mentees in the staff room during the lunch break, in the hallway and also outside of school during social gatherings. Due to its incidental nature, informal mentoring can last for longer periods of time because teachers constantly interact with one another. Most teachers have seen informal mentoring as an important and robust approach to professional development of novice teachers. However, having studied different reputable induction programmes, Boud and Hager (2012) argued that mentors lacked proper training and this made most mentors fail to provide mentees with the best support they need.

Results from a study conducted by McCulla in 2011 which focused on the transition of Australian teachers from being novice to being experienced teachers revealed that informal mentoring with colleagues was highly valued for just-in-time, reactive learning needs of new teachers and often leads to good working relationships between teachers.

2.5.3 Professional learning communities

A third strategy for the induction of novice teachers is a professional learning community (PLC). DuFour et al. (2008) define a professional learning community as teachers creating learning environments which foster and enhance mutual cooperation to achieve professional growth. Collaboration is important not only because teachers learn from one another but because change which is collectively acquired is upheld and cherished by all those who were involved in that process towards change. Teachers working together are likely to be more successful in achieving more sustainable change in how they teach than individual teachers working alone. Six characteristics of professional learning communities are envisioned by DuFour et al. (2008):

- Shared values, vision, and mission
- Collective inquiry
- Collaborative teams
- Action orientation and experimentation
- Continuous improvement

For PLCs to have impact they need to be created with a clear and a shared focus. All the members of the PLC should have a sense of what the community is all about (vision, goals) in order for everyone to work towards the same thing. PLCs should challenge all members to go beyond what they know, PLCs should be broad enough to facilitate change, change which resonate with all members (Hord, 2004). PLCs should afford all teachers an opportunity to continuously learn from one another and improve all professional and personal gaps which are collectively identified (Hord, 2004).

Professional learning communities are argued to be a special subset (branch) of Communities of practice (CoPs) (Brodie & Borko, 2016). Professional learning communities and Communities of practice are closely related theories in the sense that CoPs focus on changing the profession as a whole while PLCs are specific and only focus on professional learning. An example of how communities of practice operate in the education work space is that they might focus on changing the curriculum, policies and all other professional matters while members of a PLC only focus on how to be better teachers (e.g. content knowledge and methodology). To give context of where professional learning communities originate from

communities of practice are further explained in section 2.7.1 under the situated learning theoretical framework.

2.6 Empirical studies on induction of novice teachers in South Africa

Much has been written about novice teachers and professional development in South Africa with the main focus being problems novice teachers encounter and the lack of induction support provided to them at their schools (De Clercq, & Phiri, 2013; Koeberg, 1999; Henning & Gravett, 2012; Deacon, 2016). According to Mukeredzi et al. (2015), induction plays an important role in transferring important skills and knowledge to novice teachers. Among other widely used induction approaches in schools, mentoring remains the most used and powerful induction model in South African schools. A study conducted by Pather (2010) in Ilembe district in KwaZulu-Natal province which involved five novice teachers from a secondary school in KwaDukuza revealed that mentors do not receive adequate training, other mentors not receiving training at all. The study also revealed that there is usually not enough or no time allocated to mentoring programmes. Teachers in the study said that they are expected to fulfil their duties of being mentors without being given time off their other duties, as a result teachers resent mentoring and view it as an additional burden.

Pather (2010) proposed that for the development and implementation of successful mentoring programs of novice teachers, a number of factors need to be considered. Firstly, school administrators need to make sure that they design conducive environments that support the development of novice teachers. Secondly, the mentoring programme needs to include and encourage one-on-one relationship between the mentor and the mentee. Thirdly, the relationship between the mentor and mentee needs to reflect valuable factors of trust, acceptance, and transparency. Lastly, the mentoring program needs to include hands-on sessions that address the specific needs of novice teachers. With such strategies, novice teachers will feel less stressed and isolated but rather they feel more productive, encouraged, confident and empowered.

A study conducted by Henning and Gravett (2012) in Gauteng province aimed at getting a picture on how novice teachers thought professional development at universities related to working in schools. It revealed that the novice teachers were well prepared to deliver subject content knowledge but were not prepared for the social and administrative duties which they found in schools. The study also found that novice teachers who were teaching subjects

which they majored with at university were confident in their classrooms compared to those novice teachers who were teaching out of field (OOF) (Henning & Gravett, 2012). In light of all the findings the study recommends that universities should align their curriculum to reflect real school life situations but most importantly schools should devise extra programmes which will equip and quickly acclimatise novice teachers with their new environments (Henning & Gravett, 2012). The curriculum offered in universities should be flexible to such an extent that it caters for the widely dispersed environmental contexts of our South African schools. The university curriculum should be structured in such a way that it allow and encourages students to do teaching practice at schools in different environments so that they can be mentored and also learn from schools in different environments since learning is situated and influenced by the environment (geographical and social factors)

2.7 Theoretical framework

The purpose of this section is to introduce the theoretical and conceptual framework which guided and framed this study. A framework assists the researcher to organise and link assumptions of the study to the world. This study is framed by both a theoretical framework and conceptual framework. According to Smith and Sela (2005, p.3), “a theoretical framework is a lens through which a researcher positions his or her study.” Creswell (2012) defines a conceptual framework as a written product that aims to explain the key factors or concepts to be studied. The study employed the situated learning theory (Lave & Wenger, 1991) and a conceptual framework of three induction strategies and five induction levers informed by Langdon (2011).

2.7.1 Situated Learning Theory

This study is framed at a macro level by Lave and Wenger’s (1991) situated learning theory. This theory is based on the premise that learning is grounded in our personal encounters with concrete real life situations, and is greatly influenced by social interactions (Lave & Wenger, 1991). Through these social interactions, novice teachers learn from a community of experienced teachers. Lave and Wenger (1991, p. 29) termed this interactive process by which novice teachers interact and learn from experienced teachers as “legitimate peripheral participation”. This participation allows novice teachers to move towards being experienced teachers. Through these interactions, the identity of novice teachers changes as they acquire new information, skills and experience. Furthermore, Wenger (1998) elaborates that as

novice teachers participate in these existing communities of practice they progressively become full participants.

The situated learning theory also explains how individuals acquire professional skills in different learning contexts. This theory recognises that situations and environments that novice teachers learn under play a huge role in how they learn and what they learn (Wenger, 1998). The situated learning theory further emphasises the importance of creating authentic and supportive learning environments which allow novice teachers to explore complex challenges of everyday life. Communities of practice are a great example of how supportive environments can serve as a platform which enhance learning for all teachers, but most importantly for novice teachers. The learning that takes place in CoPs is situated in the environment, school or setting which it takes place in and depends on the relationship the teachers have with one another.

Communities of practice

The term 'community', in its broad sense is defined by Ford (2011) as a group of people in close proximity to one another who share some common qualities. Understanding the term community, Étienne Wenger (1998) an educational theorist, used the concept of community to develop a theory which seeks to explain peoples' interaction, relationships and learning in the workplace he coined this theory 'communities of practice'. Wenger (1998) contends that collaboration is an important aspect that characterise a community of practice. A community exists when members interact with each other and learn together from each other.

According to Wenger (1998), a community of practice is a social phenomenon characterised by active social participation, where people with a common goal organise themselves to share information and experiences with the aim of achieving common grounds. Almost two decades later in 2015, Wenger and Wenger-Trayner further described communities of practice as being established by people who engage in a process of collective learning in shared common spaces. Through interacting with one another in their shared spaces, members in communities of practice are able to share important information which helps them improve the way they teach.

A study conducted by Lave and Wenger (1991) explored identities of members in communities of practice and found that through engaging and interacting with one another in communities of practice, identities of members are transformed. Members learn new things which help them to understand and better execute their duties. Through the new information and knowledge that members have acquired their identities and how they view their jobs change. The two authors (Lave & Wenger, 1991) also found that as active members in communities of practice, our identities transform as we learn and grow closer to one another making us grounded and knowledgeable in the way we conduct ourselves in the classroom. Therefore, when novice teachers collaborate and engage with experienced members in their CoPs they develop important skills which shape their identities and allow them a smooth transition from being a novice towards being a veteran teacher.

The nature of communities of practice

At the heart of any community of practice is the mutual zeal to share common knowledge amongst members (Wenger, 1998). Little et al. (2002) paraphrased Wenger's description of Communities of practice as formal and informal networks that emerge as a result of a common desire to work effectively, efficiently and to better understand the work you do. Communities of practice are usually not formally planned and controlled groups. Therefore, due to the multifaceted nature of communities of practice, Lave and Wenger (1991) argue that it is not the duty of school management teams (SMT) to form and manage CoPs, but rather the SMT can support and create conducive environments which nurture teacher learning. Through supportive and conducive environments created by the SMT, novice teachers can learn from informal, unplanned and incidental conversations that occur in places such as the staffroom during tea time, without them being fully conscious that they are learning.

Not everything called a community is a community of practice, Communities of practice are different from other organizational networks such as project teams and other informal groupings and networks in the workplace. Unlike other networks in the workplace where their success is measured in different stages, the success of CoPs is measured on how the organization is able to effectively achieve its vision. Tasks of members in CoPs are not formally defined, members are not given clearly defined roles. And CoPs continue even when the vision of the business has been achieved.

An example of the effectiveness of CoPs is described by Dubé et al. (2005) where the author shares how the car manufacturer Daimler uses CoPs where technicians from different departments meet during informal breakfasts on Fridays where they get to exchange documented solutions in procurement and enterprise planning. Because of these meetings consultants are said to be able to build better and reliable solutions.

A community of practice model consists of three interdependent crucial components; 1. the community, 2. the practice, 3. the domain. Anything that you learn as a person is a sign of change of identity as well as negotiation of meaning of experience. The central focus of formulating CoPs is ensuring that members become more competent in their respective duties.

1. The domain- at the apex of any community of practice the common goal is the shared interest between members. This means in order to be a member you should be committed to the interest shared by all the members. Having shared interests, teachers who are members of CoPs are able to learn from one another, experienced teachers being responsible for sharing more information.
2. The community- to nurture common interests in CoPs members build relationships that allow them to learn from each other. An important acknowledgement is made that for communities of practice to exist it doesn't necessarily mean that the teachers should work in the same school but it can be teachers from different schools who teach the same subject and they meet in cluster meeting or subject meetings.
3. The practice- members of CoPs are practitioners who are trained in their specific fields. Hence a CoP is made up of people who do the same or similar kind of jobs. Teachers form their own CoPs and other professionals such as doctors also have their own CoPs.

An important acknowledgement made by Wenger (1998) is that the degree of participation contributed by new members in the community of practice is lower compared to old fully fledged participants, Wenger refers to this type of participation as legitimate peripheral participation. This correlates with Vygotsky's (1978) zone of proximal development, which outlines learning as a social process characterised by peer collaboration and driven by members who are more informed. The level of collaboration between novice and expert teachers in CoPs is not expected to be equal due to the predominant professional experience gap of members. According to Attard (2012), Thessin (2010) and Vause (2009) Communities

of practice can be in the form of department meetings, cohort group networking, seminars, cluster meetings, professional learning communities and workshops.

2.8 Conceptual framework

In an effort to offer a universal view of how the situated learning theory and Langdon's (2011) enabling factors that support induction conceptual framework complement each other, I have developed an illustrative diagram which seeks to show the conceptual framework.

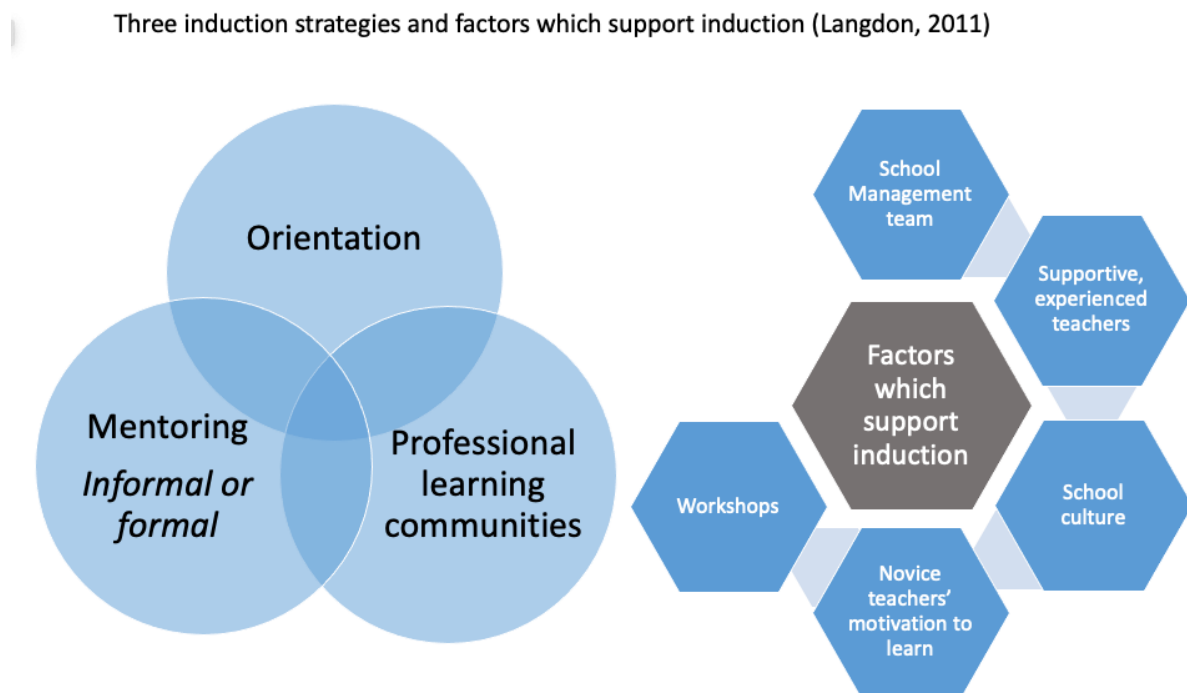


Figure 2. 1: Conceptual framework

The professional teacher development journey of novice teachers is different since development is situated and specific to the school environment where they are employed. The communal nature of the school environment fosters some degree of social engagement between teachers, hence brings about the need for inducting new teachers to new environments. This need for induction implicitly make schools responsible for creating an environment that allows engagement between novice teachers and experienced teachers. Acknowledging the multiplicity of induction strategies, schools can employ any induction approach that is suitable for the school and necessary to meet the professional and personal needs of the novice teacher.

Induction strategies

The major criticism faced by teacher induction programs is the lack of a holistic and comprehensive conceptual framework (Bradley-Levine & Mosier, 2016). To offer a conceptual framework that seeks to explain the different induction approaches I draw reference to figure 2.1 where the conceptual framework links the induction strategies and the factors that supports induction. Central to professional development of novice teachers is the broad process of induction, which can be achieved through the use of different strategies. The induction process can comprise a range of strategies such as:

1. Orientation, 2. Mentoring, and 3. Communities of practice. Langdon (2011) support these induction approaches which are shown in Figure 2.1 (and have been described earlier in this chapter)

The three overlapping circles depict the three induction strategies that can be implemented in schools. The induction strategies can be implemented in any order depending on the novice teachers needs and the resources which the school has, the strategies can also be implemented concurrently. **Orientation** are brief programmes that last for one to two days, where the new teacher is introduced to the staff, given their allocated work load and showed around the school. **Mentoring** as an induction strategy is regarded as the most commonly used induction component in schools (Dubé et al., 2005). The relationship between the novice teacher and the experienced teacher can be formally or informally planned. **Communities of practice** are a group of people who come together with an effort to exchange information that will help them better understand their duties, therefore becoming better teachers (Wenger, 1998). Both local and international literature supports the collaboration between teachers, pointing out that such collaboration benefits both novice and experienced teachers (Van Lare & Brazer, 2013; Dubé et al., 2005).

Enabling factors that support induction

In a quest seeking to explain how induction and mentoring worked in empowering novice teachers Langdon (2011) conducted an extensive review of literature and found that the presence of induction programmes decreased the stress level and uncertainty that novice teacher have. What Langdon (2011) found common in the literature was the explicit need for schools to have the following factors which support induction,

1. School management teams,
2. Supportive, experienced teachers,
3. School culture,
4. Novice teachers motivation to learn,
5. Workshops.

Langdon referred to these factors as levers of change:

The first factor that supports induction is the school management team, the school principal being the leader of this team (DBE, 1998). As stipulated in the personnel administrative measures, the principal is responsible for creating and initiating development programmes within the school (DBE, 1999). The SMT should be open to change and development. When the SMT is versatile it is able to create a platform which empowers novice teachers to learn on their own and to learn with the help of experienced teachers, the SMT has power to promote or hinder change in a school (Bush, 2010).

The second factor involves supportive and experienced teachers. Supportive and experienced teachers can be from the novice teachers school or other schools (Naicker, 2011). When novice teachers interact with experienced teachers they learn new things and develop as professionals. The third factor is the school culture. Gruenert and Whitaker (2015) view a school culture as a way in which schools conduct their day-to-day activities and bring forth that schools have different cultures which are strongly influenced by the communities which they serve. A school that has a collaborative culture which embraces interaction between teachers has greater chances of retaining its novice teachers.

The fourth very important factor which unlocks the process of induction is novice teachers having internal motivation to take responsibility for their professional learning. The novice teacher can achieve this through reading policy documents, watching videos on YouTube and reading different texts to improve subject content knowledge and pedagogic content knowledge. Lastly, workshops are also considered as a factor that enables induction, these workshops can be formal or informal and can be initiated by the department of education or the school.

2.9 Conclusion

In this chapter I have interrogated different literature with the aim of understanding what other authors have written on induction as a way to professionally develop novice teachers. This chapter began by presenting literature on professional development which was followed by induction and the different induction strategies appropriate in inducting novice teachers. In this chapter I also presented South African empirical studies which examine induction of novice teachers. Reviewing both South African and international literature helped me to understand the background of my research and to engage with different methodologies which researchers have adopted in studying induction of novice teachers. The chapter concluded by presenting the theoretical and conceptual framework. The next chapter will discuss the research methodology and research design that was employed in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Research methodology refers to ways in which a research problem is systematically solved through a systematic process which the researcher adopts to answer research questions (Creswell, 2010). This research study is exploratory in nature, the purpose of the study is to explore how novice teachers experience induction in their different schools. To fulfil the purpose of the study I used scientific research procedures to collect and analyse primary data. This chapter concentrates on the research procedures (methodologies) that I adopted in the quest to answer the research questions. This methodology chapter includes details on 1. The research paradigm, 2. Research approach, 3. Research design, 4. Population, 5. Sampling technique, 6. Data collection and analysis method, 7. Validity and reliability, and lastly the ethical issues and limitations to the study.

3.2 Research paradigm

A research paradigm is a particular shared worldview which outlines what is acceptable to research, and it influences the type of knowledge researchers seek to obtain and how they interpret any research evidence they may collect (Morgan, 2007; Bertram & Christiansen, 2014). No single worldview is universally deemed correct in answering all research questions, hence it rests with the researcher to identify the best paradigm suitable for informing a logical research design which will best answer their research questions (Chilisa & Kawulich, 2012). Some research paradigms which are associated with social sciences include; critical paradigm, interpretivist paradigm, positivist paradigm and pragmatic paradigm. I will briefly describe these paradigms in the next paragraphs.

A critical paradigm also known as transformative paradigm aims to empower and transform the oppressed groups in the society (Chilisa & Kawulich, 2012). The purpose of the critical paradigm is to reduce imbalances and unequal social structures which result in particular members of societies to be oppressed. Researchers who adopt the critical paradigm seek to address fundamental pressing contemporary social issues in communities (Cohen et al.,

2018). To bring about change, researchers who adopt the critical paradigm are of the view that reality is shaped by factors such as race, gender, culture, ethnicity and religion.

The interpretivist paradigm interprets reality from the perspective of those that experience it. This paradigm assumes that there are multiple realities that shape our experiences as people, hence these realities make our knowledge to be subjective and largely influenced by contextual factors. Researchers adopting this paradigm rely on how participants experienced that particular phenomenon which they are researching, this therefore justifies the belief held by interpretivist researchers that there is no single truth, rather knowledge is a result of multiple socially constructed realities which are associated with qualitative approaches to data (Cohen et al., 2018).

In contrast to the interpretivist paradigm which believes that there are multiple realities, the positivist paradigm believes that reality is objective and that the truth is fixed and not questionable (Creswell, 2012). Researchers who subscribe to this paradigm use scientific methods to test knowledge. They believe that there is only one truth to reality and for something to be considered as truth researchers should be able to use scientific methods to test such.

The last paradigm is the pragmatic paradigm, which holds that the truth is not fixed nor entirely flexible but rather the truth is considered and viewed as what works at that particular time to help change or understand social problems (Shannon-Baker, 2016). The pragmatic paradigm seeks to provide the researcher with concrete solutions to understanding and answering research questions. Researchers are able to get concrete solutions because this paradigm allows researchers latitude to adopt multiple methods which they find appropriate for their study. However, having the ability to apply multiple methods does not mean researchers who adopt the pragmatic paradigm should adopt these methods in a haphazard fashion, rather these methods should be adopted thoughtfully (Denscombe, 2008).

3.3 The pragmatic research paradigm

This study adopted the pragmatic paradigm. The pragmatic paradigm was found appropriate for this study since it gives the researcher the ability to make decisions on appropriate research strategies by adopting the mixed methods. The pragmatic paradigm uses the mixed method approach and capitalises on the strengths of both the qualitative approach and the

quantitative approach (Greene, 2007). Advocates of the pragmatic paradigm posit that there is no universal scientific method or tool that researchers can use to access or better understand social phenomenon (Johnson & Onwuegbuzie, 2004), rather a mix of scientific methods and textual data is useful in answering and understanding complex questions (Cohen et al., 2018). The flexibility and openness of this paradigm acknowledges that human beings are unpredictable, therefore allows the researcher flexibility since unexpected data can be collected (Feilzer, 2010).

3.4 Research approach

In the quest to answer their research questions researchers can adopt any one of the three commonly used research approaches, namely, the quantitative research approach, the qualitative research approach and the mixed methods research approach (Creswell, 2012). The quantitative research approach generates data mainly by means of numbers rather than words, this data is then analysed using statistical procedures. On the other hand, the qualitative research approach mainly focuses on exploring and understanding human social experiences from their own point of view. The qualitative research approach generates words and textual data rather than numbers.

The last commonly used research approach is the mixed methods approach. Flick (2014) defines the mixed methods as a research approach which allows researchers to capitalise on qualities of both quantitative and qualitative approach in order to collect rich data possible to answer research questions given available resources. Researchers who use the mixed methods approach can collect both quantitative and qualitative data. This research study adopted the mixed method approach.

3.4.1 The mixed methods approach

When the best research outcome can be achieved through the use of both quantitative and qualitative approaches, the mixed method approach becomes the suitable research choice (Kumar, 2014). Malina, Norreklit and Selto (2011) contend that a mixed method approach produces research outcomes which are stronger than when qualitative approach or quantitative approach are used alone. Using the mixed method approach provides the researcher with an advantage of using a big sample size to gain quantitative data, and also gaining in-depth qualitative data from fewer participants chosen from the large sample. Using

mixed methods approach offers triangulation of data sources since the researcher is able to verify or generate more information from one approach using the other approach (Gallivan, 1997).

Both the qualitative and quantitative approaches were adopted in this study within the pragmatic paradigm. The quantitative approach was adopted by employing a survey which was distributed to novice teachers with the aim of understanding their personal experiences of induction. The aim was to collect data from a large sample of novice teachers on their induction experiences. A qualitative approach was adopted through the use of semi-structured interviews where six novice teachers were chosen from those who sent back their survey responses. The interviews served as a tool to generate rich in-depth data on how the selected teachers experienced induction. A mixed methods approach was important in this study since quantitative data was going to help me to understand novice teachers induction experiences at a broader level from a large sample of novice teachers, and qualitative data was going to help me get in depth understanding of the induction experiences novice teachers had.

A researcher adopting the mixed methods approach can conduct the qualitative and quantitative approaches simultaneously or the researcher can apply these two approaches separately, one after the other (Creswell, 2009). Creswell (2012) further provides three different ways in which mixed methods can be conducted; 1. Using the Convergent Parallel mixed processes, 2. Using the explanatory sequential mixed processes, and lastly, using the exploratory sequential mixed processes.

1. When using the convergent parallel mixed processes, the researcher collects both qualitative and quantitative data at the same time and further analyses the findings.
2. The explanatory sequential mixed processes requires the researcher to first collect and analyse quantitative data, then further builds on those results through qualitative means such as interviews. This study employed the explanatory sequential mixed method approach. Quantitative data was first collected and analysed and then the quantitative findings were expanded on using the qualitative approach.
3. The exploratory sequential mixed processes is viewed by Creswell (2012) as the direct opposite of the explanatory mixed approach. A researcher adopting the exploratory mixed approach begins by collecting and analysing qualitative data and then builds to collecting and analysing quantitative data.

Quantitative data was collected through sending a Google Form survey link to participants via Whatsapp. After these survey forms were completed and returned by participants, they were analysed which allowed the researcher to choose six participants who participated in semi-structured interviews. Using interviews as a data generation method allowed qualitative data to be generated.

3.5 Population and sampling

The population refers to the group which the researcher is interested in collecting information from with the hope that such information will be enough and relevant in answering the research questions (Fraenkel et al., 2011). Studying the entire population is necessary in order to collect data that is representative, but many limitations which include factors such as time and money prevent researchers from always reaching the entire population. Due to such limitations the researcher has to choose a sample from the large population. The population for this study is 180 University of KwaZulu-Natal (UKZN) Post Graduate Certificate in Education (PGCE) students from the Pietermaritzburg campus who graduated in 2018.

Bryman (2008) defines sampling as a method of selecting individuals who will participate in a research study. The sample must include individuals who have qualities to provide information relevant to answer the research questions under investigation. From the population of 180 PGCE students, graduates who are not employed as teachers were excluded from participating. The sample consists of only graduates who are currently employed as teachers because they have the novice teaching experience to provide information appropriate to answer the two research question on novice teachers' induction experiences.

This study employed the snowball sampling method. Snowball sampling is commonly used by researchers when they are not able to easily reach the entire research population (Heckathorn, 2015). This sampling method allow researchers to start collecting data from individuals whom they can reach, then those individuals connect them with other participants, thus creating the ripple effect of ultimately reaching a large sample. One disadvantage of this sampling method which is raised by Thompson and Frank (2000) is that it generates biased samples, due to the natural connection between respondents which makes respondents to suggest other participants who generally have characteristics similar to theirs.

For this study the snowball sampling method was the preferred and suitable method because it was not easy to locate the novice teachers using other sampling techniques, hence the snowballing technique allowed me to begin the study by contacting five novice teachers whom I personally knew who had completed their PGCE in 2018. Two of the novice teachers are my colleagues and three of the novice teachers I met during our honours degree programme at UKZN in 2019.

3.5.1 Types of Snowball Sampling

There are three major ways of conducting snowball sampling as explained by Dencombe (2007): 1. Linear snowball sampling, 2. Exponential Non-discriminative snowball sampling, 3. Exponential discriminative sampling.

A researcher who uses the linear snowball sampling begins the study by collecting data from one person then that individual refers another one person who in turn recruits another one person. The cycle continues until the researcher reaches the desired sample size. The second way of conducting snowball sampling is through exponential non-discriminative means. Here a researcher creates a sample by contacting first participants who then each refer numerous individuals who also refer their own contacts. Participants are not restricted on the number of potential participants they can refer. Lastly, a researcher who adopts the exponential discriminative snowball sampling contacts the first participants who are allowed to refer other numerous participants but the researcher does not use all the referrals rather just chooses some of the referrals.

This research study employed the exponential non-discriminative snowball sampling. From the onset I could not exactly know the number of participants that were going to participate in this study due to the sampling method that I used. But I anticipated reaching at least 20-30 novice teachers to participate and answer the survey questions but ended up with a sample of 58 novice teachers who responded to the survey. The ripple effect of identifying and contacting a larger sample was started by five novice teachers whom I knew personally, who had graduated with PGCE from UKZN (Pietermaritzburg campus) in 2018. These teachers acted as multipliers by referring other novice teachers whom they personally knew. These novice teachers were also allowed to refer other teachers whom they knew. Each teacher could refer as many people as they can, there were no limits to the number of referrals a person could make. I sent a WhatsApp message to the novice teachers explaining the purpose

of the study, the WhatsApp message included a link to the Google Form survey. After completing the survey the participants provided me with contact details of other novice teachers who graduated in UKZN PMB campus in 2018. Through these referrals, one participant added me to a WhatsApp group with 85 participants who did PGCE at UKZN in 2018. Snowballing allowed me to send the survey to 130 novice teachers of whom 58 participants completed and returned the surveys.

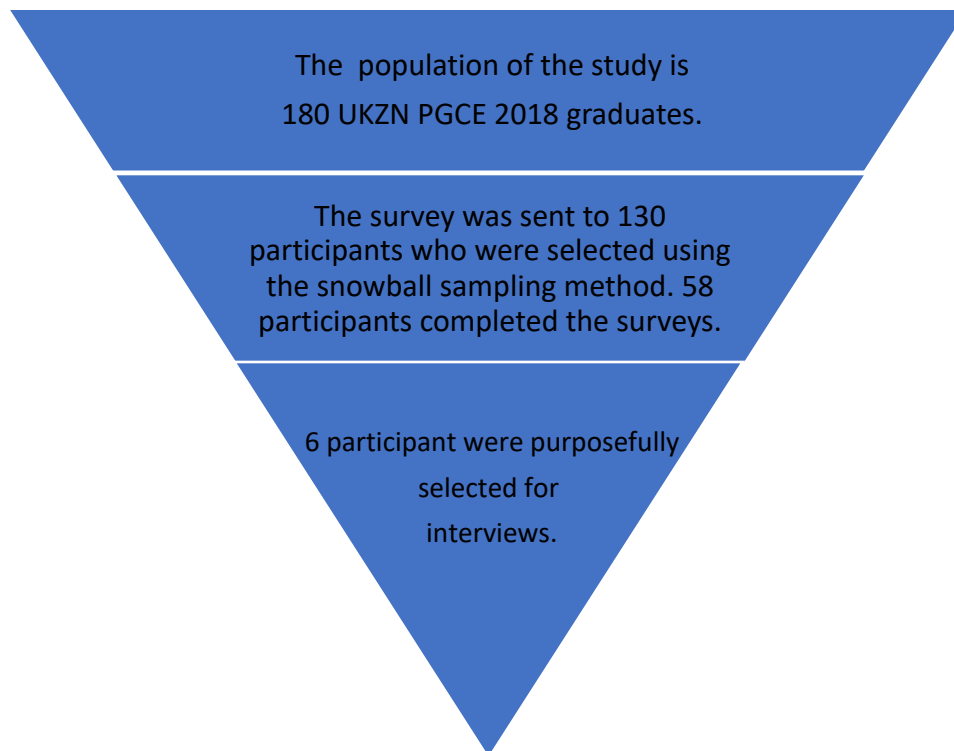


Figure 3. 1: Flow from population size to sample size

3.6 Data generation methods

To enable the collection of quantitative and qualitative data, two or more data generation methods are used in mixed methods research. This study employed two primary methods to collect data which resulted in generating both qualitative and quantitative data. Through the use of Google Forms the first data generation method that was employed in this study was a survey which generated quantitative data. The surveys were followed by interviews which produced qualitative data. Data generation instruments were informed by concepts generated from research questions, literature review, theoretical framework and conceptual framework. The concepts framed the kind of questions in the survey and the kind of questions which were asked during interviews with participants.

3.6.1 Survey questionnaire

A questionnaire is a sequence or group of questions designed by the researcher with the sole purpose of eliciting information from participants. A questionnaire can contain either open-ended or close ended questions. Open-ended questions allow respondents latitude to give detailed answers using their own words, while closed-ended questionnaires provide the respondent with fixed answers to choose from. These are useful for eliciting factual information. Open-ended questions are a great tool to collect in-depth data which seek participants to give their opinions and perceptions on their personal experiences (Kumar, 2014).

Both open-ended and closed-ended questions were used to formulate the questionnaire that was used in this study (see Appendix B). The survey was generated using Google Forms. Google Forms allowed me to generate free online forms which were shared to participants via WhatsApp and participants were able to complete and submit the forms online.

Given the exploratory nature of this study, the most prominent advantage of using a questionnaire is that it was cheap to conduct and it allowed me to reach participants who were widely dispersed (Krosnick & Presser, 2010). Employing a questionnaire as a data generation method also comes with its disadvantages. According to Kumar (2014) the biggest disadvantage of using questionnaires is that some respondents might find it hard to answer some questions while not being able to ask the researcher to clarify those questions. To mitigate the chances of this happening in this research study, a pilot study was conducted where the questionnaire was sent to other novice teachers who had similar qualities as those that were going to be part of the actual study.

3.6.2 Interviews

Cohen et al. (2018) defines interviews as a data collection method where the researcher has a conversation with participants. These interview conversations provide the researcher with close access to participants lived experiences and emotions (Silverman, 2013). Interview conversations can take place under many circumstances such as face-to-face, video calling, telephonically and online, with the main purpose of either gaining information or evidence necessary to accessing experiences and emotions.

Interviews generate qualitative data. Qualitative interviews help the researcher to answer research questions, understand the world and the research phenomenon through the eyes and experiences of participants (Kissling, 2014). If qualitative interviews are planned and executed correctly they become a beneficial source of information which equips the researcher with rich descriptive data (Nieuwenhuis, 2007). If the researcher fails to elicit descriptive information from an interviewee, qualitative interviews provide room for the interviewer to ask probing questions which encourage the interviewee to answer more in depth.

Qualitative interviews can take many forms including structured interviews, unstructured interviews and semi-structured interviews (Leedy & Ormrod, 2010):

- Structured interviews involve the preparation of a set of questions which are specified in an interview schedule which the researcher chronologically follows.
- Unstructured interviews, on the other hand, offer the researcher complete freedom to ask questions that will keep the conversation going without setting strict restriction on a set of questions to follow.
- Semi-structured interviews are a combination of structured and unstructured interviews where the researcher prepares questions before hand but is not restricted to follow those questions chronologically during the interview. The researcher is able clarify and even change questions if the interviewee encounters challenges in answering some questions.

In this research study I adopted semi-structured one-on-one interviews which were conducted telephonically and/or face-to-face depending on what the participant was comfortable with while adhering to COVID-19 level 3 protocols. The adjusted level 3 COVID-19 protocols allowed all form of interviews (eg. Telephonic, Vitual, Face-to-face) to take place as long as the safety of all participants was protected by maintaining enough distance between participants and ensuring that the environment is well ventilated. The interviews were conducted during weekdays after working hours, participants were allowed to choose times which they were comfortable with and times which were convenient for them. An interview schedule was used to guide the interviews with participants (see appendix C), each interview took between 25 minutes to 45 minutes. Four participants chose to do the interviews face-to-face and 2 chose to do the interviews telephonically.

Creswell (2012) defines one-on-one interviews as a process where the researcher engages with one participant at a time to ask questions and record responses. The semi-structured interviews were the preferred data collection method since the interviews correlate with the aim of the study which is to explore how novice teachers experience induction in their respective schools. Given the flexible nature of semi-structured interviews, this data collection method allowed me to collect rich in-depth meaningful data from participants by exploring and probing answers on their experiences on induction. Semi-structured interviews require a researcher to be attentive to the responses of participants so that the researcher can identify new emerging lines of inquiry that are directly related to the phenomenon being explored and probe them (Creswell, 2012). Listening and asking probing questions allowed participants to give more detailed answers to questions.

The one-on-one interviews were conducted with six participants who were selected from the 21 participants who gave consent in the survey to be further contacted for interviews. The six participants were purposefully selected based on the quintile their school falls into, two participants were selected from quintile 1 schools and one participant each was selected from schools in quintiles, 2, 3, 4 and 5. All the six participants are high school teachers. Choosing participants from different school quintiles was important in making sure that the results are a true reflection of most schools in South Africa and also to ascertain if there is any relationship between school quintile and the induction provided to novice teachers.

3.7 Data analysis

Data analysis is the process of making sense and meaning out of data which the researcher has collected. It involves consolidating, reducing and interpreting what the researcher has read, observed and what participants have said (Merriam, 2009). McMillan and Schumacher (2010) define data analysis as a process of organizing, analysing and interpreting data. Data analysis can take place during the process of data collection and can also take place at the end when all the data has been collected. For this research study, quantitative data in the form of a survey was collected and analysed first. This was then followed by collecting and analysing qualitative data in the form of interviews.

The inductive data analysis was employed in analysing quantitative data and descriptive analysis was used to analyse qualitative data (Creswell, 2012). There were no specific

hypothesis which I intended to test when I began this research study rather meaning was drawn after the data was collected.

3.7.1 Quantitative data

The quantitative data was automatically analysed on Google Forms spread sheets. Google Forms is robust in analysing data through the use of descriptive statistics. Close-ended questions were analysed according to comparative percentages calculated for each question, the percentages were presented in the form of graphs. Statistical responses in percentages were beneficial in interpreting concerns, views and opinions raised by participants and percentages allowed me to draw patterns from the responses received (Creswell, 2012).

3.7.2 Qualitative data

Qualitative data analysis can be described as the process of gathering, organising, interpreting and grouping data in order to make collective sense of participants' experiences and their recollection of events (Cohen et al., 2018). Before interpreting the collected data, the researcher needs to familiarise and immerse him or herself with the data and constantly revisit the data while analysing in order to not change meaning of what participants actually meant (Gibson, 2006). I read and reread the collected data throughout the entire process of analysing, this helped me to obtain rich in-depth sense of how participants experienced induction which assisted me with noting the themes that emerged from the interviews transcripts and notes. All recorded interviews for this study were transcribed "verbatim" by computer software, otter.ai. I then corrected the transcripts where this was necessary.

Inductive analysis involves reading the data and theory developed from the observation of empirical reality (Leedy & Ormrod, 2010). The identification of themes from the data I collected was in line with Braun and Clarke (2006) who posits that thematic analysis is a way in which a researcher recognise, scrutinise and record trends (themes) within data. This process of analysing data through recognising consistent patterns (themes) is referred to as thematic analysis (Cohen et al., 2018; Gibson, 2006). Gibson (2006) describe thematic analysis as a research approach which involves grouping together different data under similar categories. The themes developed in this research study allowed me to link together participants' opinions and ideas on how they each experienced induction in their respective schools. One aspect noted by Gibson (2006) is that there is no predefined sequence which

researchers need to follow when analysing qualitative data, the data collected dictates the sequence which the researcher will follow when analysing.

3.8 Limitations of the study

Limitations refer to the challenges encountered by the researcher that are beyond his or her control (Cohen et al., 2018). Employing the snowball sampling method created bias because the sample was not representative of the entire study population. Participants only referred novice teachers whom they personally knew, hence not all the 180 students who did PGCE at UKZN PMB campus in 2018 got a chance to participate in the study. Methodologically the findings of this study will not be generalised because of the snowball sampling method that was employed and that the sample size was small. However because I provided thick descriptions of the methodology used in the study, readers will be able to decide for themselves if the findings are applicable to their own context.

3.9 Ethical issues

According to Maree (2007) ethical consideration has to do with getting permission from all gatekeepers and people that will be participating in the study. As a researcher it was my duty to ensure that all participants understood the purpose of my research study and all the measures that I will employ to protect them as participants of the study.

The three basic ethical principles of research as noted by Bertram and Christiansen (2014) were followed; autonomy, non-maleficence and beneficence.

Autonomy is defined by Cohen et al., (2018) as the ability granted to participants to make their own decisions with regards to their involvement in the study. In this study, this meant that all participants were treated equally and respected by sending consent letters to ask for their approval to participate in this research study. A consent letter was sent to the Department of Basic Education asking for permission to conduct research using teachers located in different schools in South Africa. Ethical clearance was obtained from the University of KwaZulu-Natal research office (see Appendix D) and data collection was done according to the policy of the University of KwaZulu-Natal on collecting data during COVID-19. Pseudonyms were also used to ensure anonymity of all participants. To protect participant's autonomy, they were reassured that information collected will be respected and kept confidential, and that names of schools where they teach will not be written in the final

research report. Participation in this research study was on voluntary basis and participants were constantly reminded that if they do not longer wish to continue participating in the study they have every right to withdraw their participation.

Non-maleficence requires that no harm comes to the participants as a result of taking part of the study. The ethical principle of beneficence stipulates that the research study should be beneficial to the participants, other researchers and the society at large (Bertram & Christiansen, 2014). I gave feedback to my participants about the findings of the study and also provided feedback to the Department of Education.

3.10 Trustworthiness of the study

The issue of quality in research is approached differently in different paradigms. The way in which quantitative data is collected, analysed and presented should be valid and reliable, while on the other hand, qualitative data should be collected, analysed and presented in a way that is trustworthy (Leedy & Ormrod, 2010). For this research study, quantitative data was collected and used to inform the qualitative aspect of the study, therefore, the results of the study are mostly presented in a qualitative form, hence the focus is more on trustworthiness rather than validity and reliability of the results.

Validity in mixed methods research is largely influenced by the extent to which the data matches participants' lived reality and represents the actual subjective experience of the participants (Creswell, 2010). Two types of validity are raised by Steckler and McLeroy (2008) namely content validity and external validity. Content validity addresses whether survey questions are relevant and coherent to gather necessary data to answer the research questions. To ensure content validity in this research study I developed the survey questions and sent them to my supervisor who is an expert in this field to cross check the potential of the questions in answering the research questions. The supervisor made suggestions and revisions were made. The survey was also piloted with novice teachers who were not participants to establish if the questions were clear and unambiguous.

External validity is concerned with the extent to which causal relationships observed and found in the study can be generalised or applicable to different people in different contexts (Bryman, 2008). Given the sample size and the sampling method used in this study the findings cannot be generalisable but reading this research study might provide novice

teachers and other stakeholders with insight which could lead to better understanding of how novice teachers feel during their first years of teaching and how they generally experience induction.

According to Kamalodeen and Jameson-Charles (2016), reliability in mixed methods research is viewed as the fit between what is recorded as data and what has actually occurred in the setting under study. To establish and ensure reliability of the survey, a pilot study was conducted and used to check the accuracy of responses received in answering the two research questions and used to remove any misconceptions in the questions. The final data was collected and analysed automatically in Google Forms in that way I could not alter in any way with what respondents said (Johnson & Christensen, 2004).

Bryman (2008) defines trustworthiness as a set of yardsticks advocated by some writers for judging the quality of qualitative research. Ensuring trustworthiness of results collected using mixed methods is regarded as a dynamic complex process. One way of strengthening trustworthiness of research results is through triangulation. I engaged in two methods of generating data so that I could gain a deeper insight and understand greatly the phenomenon under study. I employed surveys (questionnaire) and semi-structured interviews. Surveys were used to collect quantitative data from a large sample, and elaborated data from a small sample was collected using interviews. Data collected was transcribed verbatim and returned to participants to check accuracy of interpretation, this is referred to as member checking (Cohen et al., 2018). Member checking provided me with an opportunity to minimise my bias and personal influence as a researcher, and ensure that the study portrayed the views, voices and experiences of participants as accurately as possible (Lietz & Zayas, 2010).

3.11 Conclusion

This chapter discussed the methodology and the research design which was employed in this study. This chapter outlined that this is a mixed methods study located within the pragmatic paradigm. The quantitative data was generated through surveys which were developed using Google Forms, and qualitative data was generated through semi-structured interviews which were conducted telephonically and/ face-to-face depending on what the participant was comfortable with. This chapter also discussed how ethical issues we dealt with. The focus of the next chapter is on data presentation, findings and discussion of findings.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents data that was generated through the use of two data collection methods, namely a questionnaire, which was administered using Google Form survey, and secondly semi-structured interviews which were conducted telephonically or face-to-face depending on what the participant was comfortable with. The study employed a sequential mixed methods approach where I first collected quantitative data using a questionnaire, then followed by qualitative data which was collected using semi-structured interviews. Sequential mixed methods require the researcher to apply data collection methods sequentially, where data is collected and analysed using one method then followed by the other method. The data generated in this research study is therefore presented separately. I began by presenting quantitative data than proceeded by presenting qualitative data.

4.2 Quantitative data analysis

The following are quantitative findings from the data generated through a Google Form survey which was distributed via WhatsApp to 130 students who did their PGCE at UKZN PMB campus in 2018. A snowball sampling technique was utilized in order to reach the population for this quantitative survey. A total number of 58 students answered and sent back the survey. Two responses were invalid and rejected because they contained no responses.

Population size	180
Questionnaires distributed via WhatsApp	130
Valid questionnaires returned	56
Percentage returned	43%

Table 4. 1: Number of questionnaires that were handed out and the number that were returned.

The questionnaire was divided into three sections, section 1 focused on biographical information of participants, section 2 offered multiple choice questions which aimed at answering the first research question: **What are the induction experiences of the selected**

novice teachers? Section 3 offered Likert-type scale questions which sought to assess the level of agreement and commonalities on how the novice teachers experienced induction. The questions in section 3 ultimately answered the second research question: **In what ways do these induction experiences support their professional learning in their first year of teaching?**

The survey generated a vast amount of data which was not possible to include in this section due to the limitation constraints of this mini dissertation. In order to capture and provide sufficient insight into the responses from all respondents, the data was presented and analysed in line with the theoretical framework and according to the concepts identified in conceptual framework. The study adopted the situated learning theory and Langdon's levers of change which include the school culture, SMT, clusters, workshops, and informal meetings. Percentages were used to show cumulative differences and commonalities from different respondents.

4.2.1 Demographic characteristics of participants

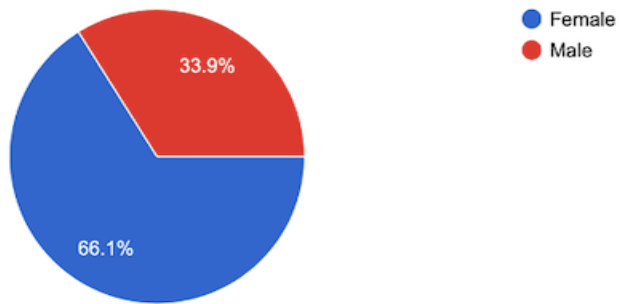
The survey responses comprises of 56 novice teachers, 19 (33,9%) males and 37 (66,1%) females. The sample of this study is representative of the greater South African teacher stats which indicates that SA has 68% female teachers and 32% male teachers.

Out of the 56 teachers 39 are teaching in secondary schools, 11 are teaching in primary schools, 2 are teaching in special needs schools, 2 are teaching in a combined school¹, 1 is teaching in a junior secondary school², and 1 is teaching at an FET college. Given that UKZN PMB campus only offers PGCE modules that prepare students to teach from grade 7 to grade 12, the data therefore reveals that the 15 novice teachers who teach from grade 1 to grade 6 are teaching out of field (OOF). Half the respondents, that is 31 teachers teach in rural areas, 14 teach in township areas, 8 teach in suburban area and 3 teach in township areas. 80% of all the teachers who responded to the survey teach in quintile 1, quintile 2 and quintile 3 schools and the rest of the teachers teach in quintile 4 and quintile 5 schools. Almost a third of the respondents (21) teach in quintile 1 schools, 15 teach in quintile 2, 10 teach in quintile 3, 7 teach in quintile 4 and 3 teach in quintile 5 schools. See Figure 4.1.

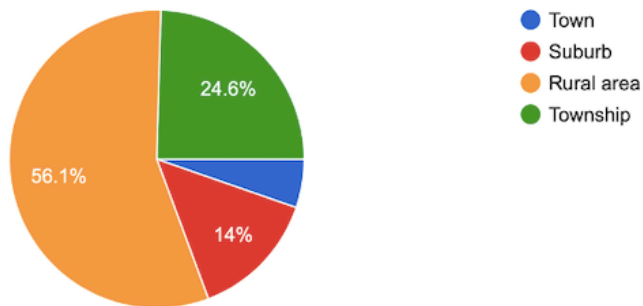
¹ A combined school is a school that starts from grade 1 to grade 12.

² A junior secondary school is a school that starts from grade 8 to grade 10.

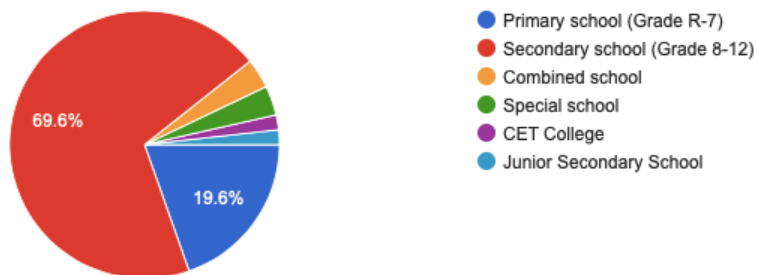
Gender of participants



School location where participants teach



Schools where participants teach



School quintile

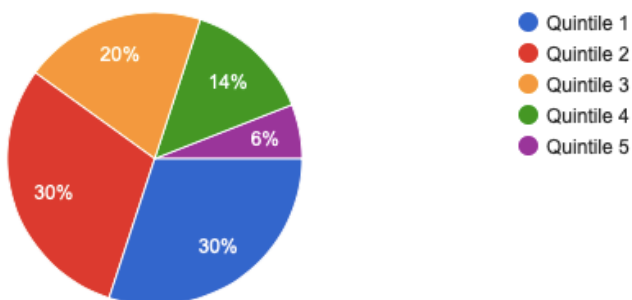


Figure 4. 1: Demographic information of research participants

4.2.2 Novice teachers who are teaching subjects they majored in at PGCE level

47,7% teachers are teaching subjects which they were trained to teach when they did their PGCE, while 29,8% are teaching subjects which they were not trained to teach in their PGCE. The teachers who are teaching subjects which they were not trained to teach at PGCE are teaching out of field therefore these teachers would need more support for these new subjects they are teaching. A further 22,8% of novice teachers responded that they teach some but not all the subjects which they were trained to teach when they did their PGCE.

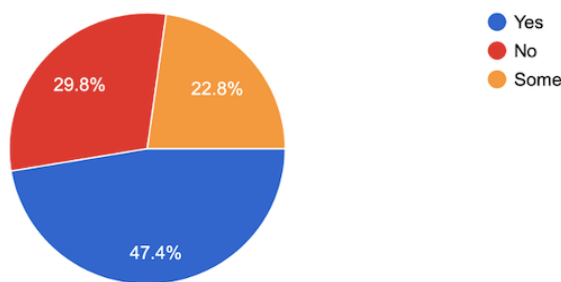


Figure 4. 2: Response to the question: Are you teaching the subjects you majored in at PGCE?

4.2.3 Challenges which the novice teachers faced during their first year of teaching

Being new in the profession and also teaching subjects that one is not qualified to teach creates a vacuum of confusion. Many of the novice teachers who participated in this study encountered a number of challenges during their first year of teaching. The challenges which the novice teachers experienced in their schools are shown by responses in figure 4.2.

Only 5,3% of the teachers responded that they lacked subject knowledge, which seems surprising given that 30% of them are teaching out of field. 49,1% of the novice teachers were teaching in environments different from the environments in which they lived and attended schools in, hence responded that they encountered challenges in understanding and dealing with environmental-induced challenges which the learners brought to class. 8,8% did not know how to plan lessons properly, 36,8% did not know how to design good assessment for their learners, 49,1% did not know how to teach learners with different learning abilities, 17,5% lacked self-confidence, 26,3% had problems associated with classroom management and 40,4% said that they struggled to manage basic developmental needs of their learners. Basic developmental needs of learners have to do with teaching learners how to read and

write, punctuation, grammar, remembering information and understanding basic calculations. In relation to the 29,8% of the teachers who are teaching OOF, it was interesting to see that 49,4% of the teachers struggled to manage basic developmental needs of their learners. This showed that some of the teachers who were teaching subjects which they were trained to teach at PGCE also faced difficulties and showed the need for professional support to all novice teachers.

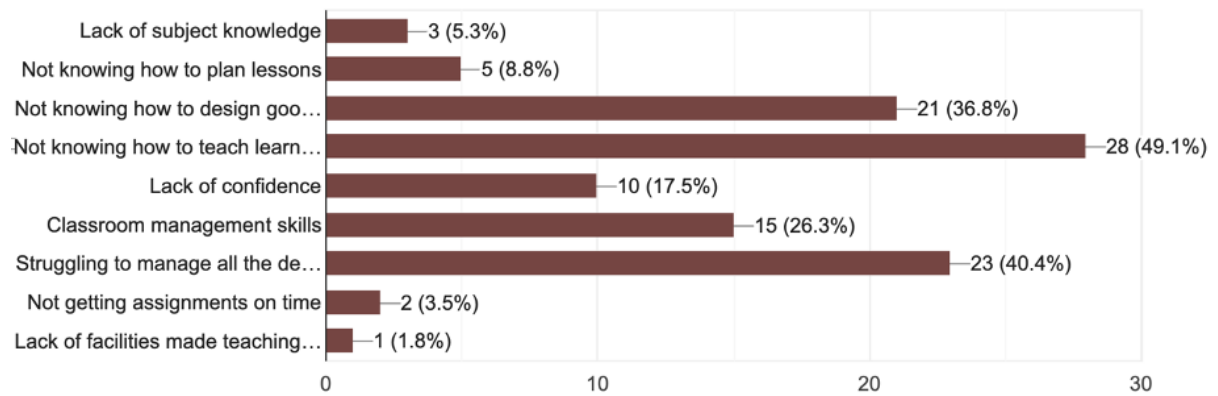


Figure 4. 3: Challenges which the novice teachers encountered in their first year of teaching³

4.2.4 Induction support which the novice teachers received at their schools

Induction comprises three different strategies: orientation, mentoring and Communities of Practice (Langdon, 2011). Of the 56 novice teachers who responded in the survey, Figure 4.5 below indicate that 68% received induction at their schools while 32% did not receive induction.

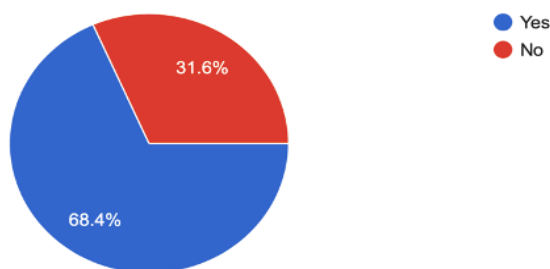


Figure 4. 4: Teachers who underwent induction at their school when they started teaching

³ Refer to appendix B question 2.3 for full options on challenges the novice teachers encountered.

The data indicates that the novice teachers were inducted differently in their respective schools. 71,9% of the teachers received brief orientation, while 36,8% received both orientation and were also allocated mentors who assisted them in different ways when they started teaching. A high number of novice teachers became members of professional learning communities that existed in their schools. Out of 16 novice teachers who teach in quintile 1 schools, 4 were inducted at their schools, out of the 15 who teach in quintile 2 schools, 8 were inducted. Out of 11 who teach in quintile 3 schools, 7 were inducted, out of 9 who teach in quintile 4 schools, 7 were inducted and out of 5 who teach in quintile 5 schools, 4 were inducted.

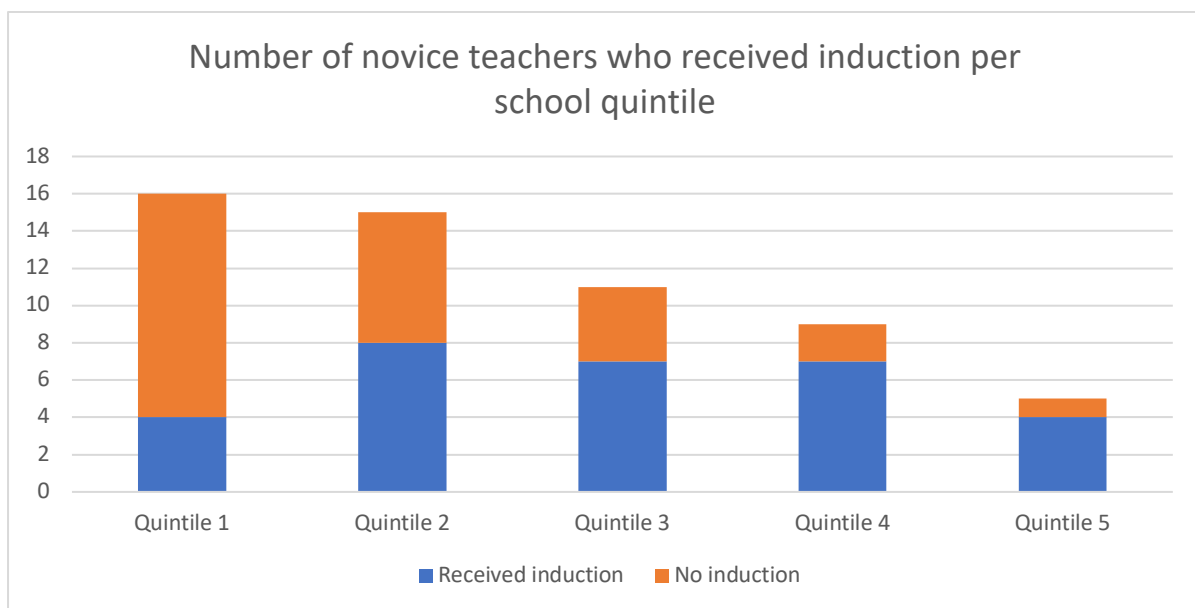


Figure 4. 5: Number of novice teachers who received induction per school quintile

All these novice teachers were inducted differently in their schools and the different ways in which they were inducted aimed at assisting them in dealing with professional challenges. The data graphically presented in figure 4.5 above shows a relationship between school quintile and induction support given to novice teachers. Novice teachers employed in schools in lower quintiles (quintile 1 and 2) were less likely to receive induction compared to teachers employed in quintile 3, 4 and 5.

4.2.4.2 Orientation as an induction strategy to support novice teachers

71,9% of the novice teachers responded that they were formally introduced to the entire staff in a staff meeting on their first day at work. Of the 71,9% teachers who were introduced to the staff, 35,1% had meetings with their HoDs where they were given their workload

allocation indicating which classes and grades they will teach. The novice teachers who met with HoDs were also given resources which they will use such as textbooks, annual teaching plans and portfolios. The teachers were also shown around the school and introduced to the classes which they were going to teach.

4.2.4.3 Mentoring as an induction strategy

The responses indicate that 36.8% novice teachers were allocated mentors (experienced teachers) by their school management teams. Out of 32 novice teachers who teach in rural areas, only 4 were allocated mentors at their schools, out of 14 who teach in townships, 5 were allocated mentors. Of the 8 teachers who teach in suburbs, 4 were allocated mentors and the 2 who teach in town both were allocated mentors. In relation to other schools in other contextual environments the data revealed that a high number (87,5%) of novice teachers who teach in rural areas were not allocated mentors and 100% of the novice teachers who teach in town were allocated mentors. The responses showed that the mentors allocated to novice teachers played different roles, ranging from mentoring them on how to introduce and conclude lessons, to showing the novice teachers how to mark class registers and complete other administration related matters. The mentors assisted the novice teachers on how to prepare lessons which accommodate learners with different learning abilities and lessons which are learner centered. The novice teachers who responded that they had discipline issues in their classroom acknowledged that their mentors were of great assistance in teaching them different ways of dealing with discipline in their classrooms.

4.2.4.4 Professional learning communities

A high percentage (85,7%) of the novice teachers who responded in the survey noted that their school environment was conducive which allowed them to freely seek information from other teachers during formal and informal gatherings. The survey revealed that due to the conducive atmosphere which the teachers found at schools some novice teachers became members of professional learning communities. These PLCs focused on different aspects of professional development. Among other professional development aspects which the PLCs focused on, 26,8% of the teachers who become members of PLCs responded that they planned lessons with other colleagues who remained after school to plan for the next day.

19,6% novice teachers observed lessons from other teachers and were able to discuss all aspects of the lesson with the teacher they had observed.

4.3 Factors that support induction

4.3.1 School Culture

According to Gruenert and Whitaker (2015) a school culture is a way in which schools conduct their day-to-day activities. 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). Almost three-quarters of the respondents, 72,9% attest that their school culture allowed them to freely go to other teachers and observe their lessons. 19,6% of the participants responded that other teachers in the school were willing to observe their lessons and give them positive criticism on areas of improvement. 85,7% of the teachers said that there was a supportive environment at the school where teachers freely shared resources with one another. Contrary to the positive energies which these teachers found in their schools, 14,3% of the novice teachers responded that they found a negative culture in their schools, energies which did not foster growth, where teachers did not trust each other, energies where everyone worked in isolation.

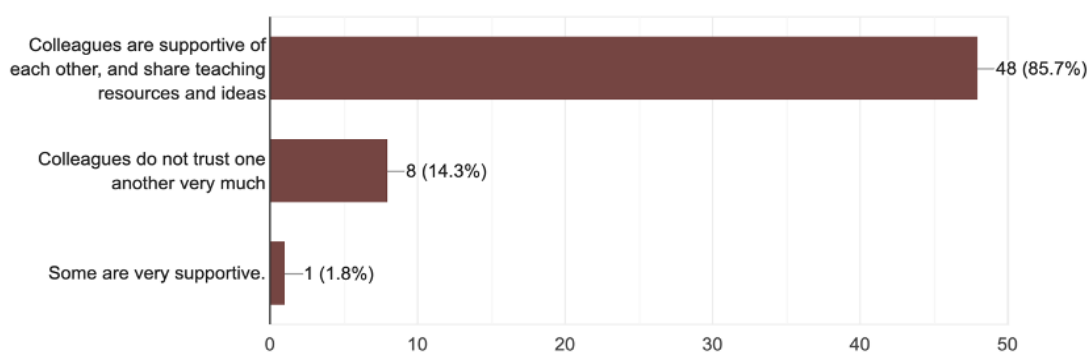


Figure 4. 6: The kind of relationships the novice teachers experienced at schools

4.3.2 School management teams

According to 64,9% novice teachers, the SMT played a huge role in allocating them mentors with whom they resonated and mentors who were able to meet most of the challenges which the novice teachers identified. 36,8% novice teachers responded that when they first came

into the school they had a meeting with the SMT where the SMT welcomed them into the school and gave them school policies. During this meeting SMT members also gave novice teachers permission to come to them at any time when they faced any challenges. This means that 63% of the participants did not find the SMT supportive.

4.3.3 Cluster meetings

Cluster meetings are a great place to meet teachers who teach the same subject as you and getting different methods of tackling whatever challenges you might have. Out of the 56 novice teachers who responded to the survey, 73,7% attended cluster meetings in their first year of teaching while 26,3% did not attend any cluster meetings. In KwaZulu-Natal, only high school FET phase educators organise and attend cluster meetings, therefore the 26.3% is a cumulative total of only high school FET educators who did not attend cluster meetings and excludes primary school and other teachers who do not teach at FET phase.

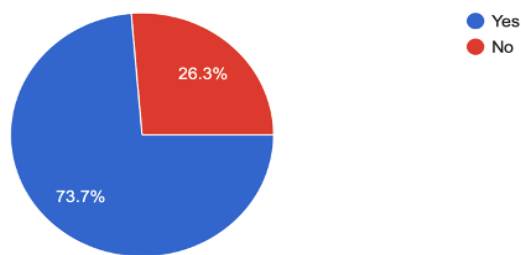


Figure 4. 7: Novice teachers who attended any cluster meetings

The novice teachers who attended cluster meetings said that cluster meetings helped them to understand the curriculum pacing and how to plan lessons for different topics. In addition, 63.6% of the novice teachers said attending cluster meetings helped them to build supportive relationships with teachers from other schools which helped them share subject content knowledge.

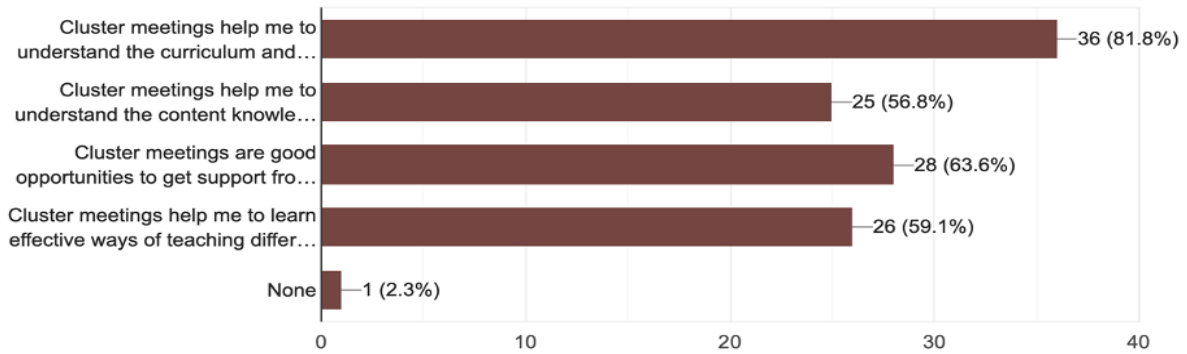


Figure 4. 8: FET phase Novice teachers experiences of cluster meetings⁴

4.3.4 Workshops

Workshops can be planned by the department of education or planned by the school, many different aspects ranging from curriculum to policies can be discussed in these workshops. Of the 56 respondents, 57,1% had attended professional development workshops organised by the department of education and 87,5% had attended workshops organised by the school.

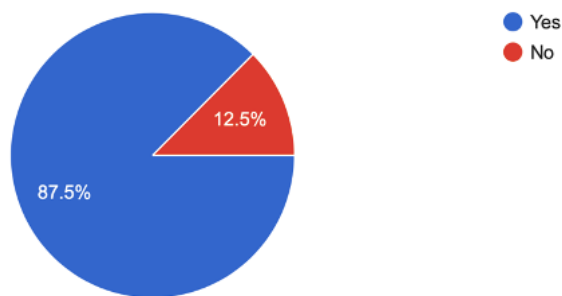


Figure 4. 9: Teachers who attended workshop organised by the school

Figure 4.10 below illustrates the different topics which were covered in the school base workshops which the novice teachers attended. The questionnaire included the different topics which teachers had to choose from. In these workshops, the novice teachers were trained on using English across the curriculum and on other different important policies which they should understand as teachers. Almost half of the teachers noted that they had attended workshops on teaching during COVID-19.

⁴ Refer to appendix B question 2.7 for full options on novice teachers experiences of cluster meetings

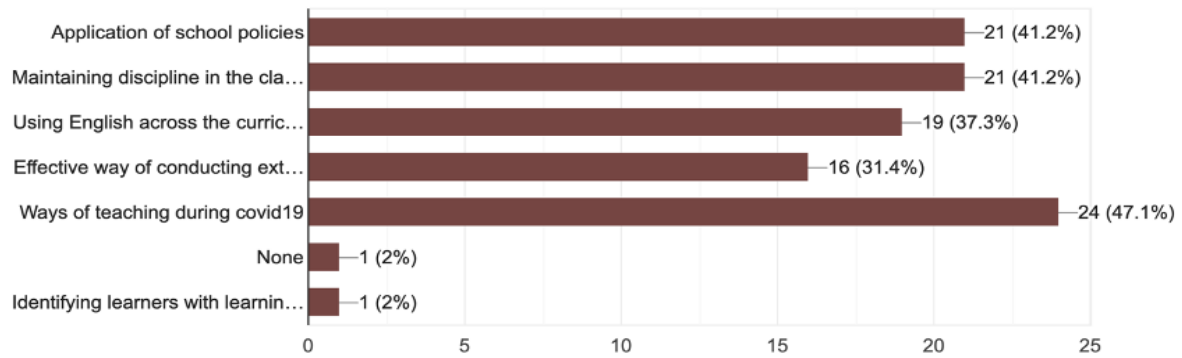


Figure 4. 10: *Topics/ aspects which were covered in the workshops organised by the school⁵*

Summary of key findings

The data also revealed that 29.8% novice teachers who participated in the study teach out of field, 19.6% teaching in primary schools and 10.2% teaching in FET colleges and special schools. Given that UKZN only offers PGCE modules for only high school teachers, it means that the novice teachers who teach in primary schools, FET colleges and special schools need a lot of support in order for them to be able to fulfill their professional responsibilities. Also noted from the survey data is that all novice teachers need some type of support in their first years of teaching. With reference to the responses provided by the participants in the survey, 68,4% of the participants received induction and interviews as the second data generation method revealed that the induction which the novice teachers received was not formal but was necessary since it allowed the teachers to professionally acquire the information and skills they needed.

With regards to the induction strategies used, 71% of the novice teachers were introduced to the staff but only 35% had a formal orientation meeting with their HOD. 36,8% were allocated formal mentors by the SMT and 85,7% learned by becoming part of a PLC. With regard to the factors that support induction, 72,9% of the participants reported to have experienced a school culture that was supportive and collaborative. 64,9% received assistance from the SMT in their schools and 73,7% responded that they attended cluster meetings where they met teachers from other schools who teach the same subjects they teach. The

⁵ Refer to appendix B question 2.8.1 for full options on topics covered in workshops organised by the school

novice teachers also attended workshops, 73,7% attended workshops which were organised by the DBE and 57,1% attended workshops which were organised by the school.

4.4 Qualitative data analysis

In order to better understand how novice teachers experienced induction, I interviewed six teachers. Interviews were done after surveys were conducted in order to ensure triangulation of data, the interview questions were developed based on each participants response in the survey. Out of 56 novice teachers who completed the survey, 21 responded that they were willing to be interviewed. To ensure diversity of responses, I purposefully selected the 6 teachers based on school quintiles they teach in. Below I present qualitative data where I begin by presenting biographical information of the six participants who were interviewed. This is followed by the themes that emerged after analysing the participants' responses which were transcribed. Codes (participant 1, participant 2,...) were used for confidentiality.

4.4.1 Biographical information of participants

Participant 1

Participant 1 is from Pietermaritzburg, he did a Bachelor of Commerce in accounting degree and enrolled for a PGCE with the teaching specialisations of accounting and mathematics. The participant is teaching in a quintile 4 school located in the northern suburbs of PMB. He is currently teaching Life Sciences in grade 10, 11 and 12, and Natural Sciences in grade 9. Thus he is teaching subjects that he is not qualified to teach, as his teaching specialisations were accounting and mathematics. When he was doing his B. Comm. degree, he volunteered at the school as an admin clerk and he stayed in that position until he acquired his B. Comm degree. During the time when he was an admin clerk, the Life Sciences educator at the school passed away and he was asked to move from the office job and go and monitor the Life Sciences classes. He began teaching the learners and became motivated to enroll for his PGCE and become a teacher. When he qualified, he was permanently appointed to fill the Life Sciences vacant position.

Participant 2

Participant 2 holds a Bachelor of Social Sciences degree from UKZN. When she was doing her PGCE, her teaching specialisations were Business Studies and Life Orientation. She is

currently teaching in a quintile 1 school in a township around Pietermaritzburg. She is teaching Social Sciences in grade 8, Creative Arts in grade 9 and English in grade 10. Thus she is teaching subjects that she is not qualified to teach. She heard about the teaching post that she is currently occupying from her sister who is also a teacher at a nearby school.

Participant 3

This participant did a Bachelor of Social Sciences degree, and a PGCE, where his teaching specialisations were Geography and Life Orientation. He is teaching in a quintile 2 school located in a township area. The participant is teaching Life Orientation in grade 11 and 12, and Geography in grade 10 and 12, thus he is teaching his specialization subjects. He received a Funza Lushaka bursary when he was doing his PGCE hence he was directly appointed by the department of education and placed in a quintile 2 school in a township school in Hammersdale in KwaZulu Natal.

Participant 4

Participant 4 teaches in an urban area at a quintile 3 school in Kokstad. The participant did a Bachelor of Commerce (Economics) degree after which she enrolled for her PGCE and majored in Accounting and Business Studies. She is currently teaching IsiZulu in grade 8, 9 and 10. Thus, she is teaching a subject that she is not qualified to teach. She was referred to the school by her sister as the school needed someone to substitute her sister who was going on maternity leave. The SMT loved her at the school and offered her an SGB paid position when her sister came back from her maternity leave.

Participant 5

Participant 5 holds a B. Tech. degree in internal auditing. He majored in Accounting and Business studies when he did his PGCE. He currently teaches EMS in grade 8 and Accounting in Grade 10, 11 and 12 at a quintile 5 school in Pinetown. The participant personally delivered his C.V. to the school as he was taking his C.V. to all the schools in the area. The school called him a few weeks later and offered him a permanent position.

Participant 6

Participant 6 is an agricultural economics graduate (B.Sc.) who majored in Life Sciences in her PGCE. She is currently teaching Natural Sciences in grade 8 and Life sciences in grade

11 and 12, thus is teaching within her specialisation. She teaches in a quintile 1 school in a rural area in Nkandla. During her PGCE, she did her teaching practice at the school and the SMT was impressed by how dedicated she was, and they asked her to come back after she gets her teaching qualification. She was first offered an SGB paid position and after 8 months the school had a department paid vacant post and she was permanently employed to fill that post.

Names	Professional qualification	Subjects specialised in at PGCE	Grade and subjects teaching	Teaching OOF?	School quintile	How did you get the job Location of the school
Participant 1	BCOM Accounting	Accounting and EMS	<ul style="list-style-type: none"> Grade 10-12 Life sciences Grade 9 Natural sciences 	Yes	4	Volunteered at the school as an Admin assistant and when a life sciences teachers passed away I was asked to teach the subject.
Participant 2	Bachelor of Social Sciences	Life Orientation and Business Studies	<ul style="list-style-type: none"> Grade 9 Social sciences Grade 8 Creative Arts Grade 10 English 	Yes	1	I was told by my sister about a vacant SGB post in a school close to where she teaches. The post was created a split in classes due to Covid 19 restrictions.
Participant 3	Bachelor of Social Sciences	Geography and Life orientation	<ul style="list-style-type: none"> Grade 11 and 12 Life Orientation Grade 10 and 12 Geography 	No	2	I was directly appointed by the department of education because I had a Funza Lushaka bursary.
Participant 4	Bachelor of Commerce (Economics)	Accounting and Business studies	<ul style="list-style-type: none"> Grade 8 – 10 Isizulu 	Yes	3	I was recommended at the school by sister who at the time was pregnant and the school needed someone to stand fill in her position during her leave period. When she come back I was hired by the school SGB
Participant 5	B. Tech in Internal Auditing	Accounting	<ul style="list-style-type: none"> Grade 8 economics and management Sciences Grade 10-12 Accounting 	No	5	I sent my C.V directly to the school and I received a call to come for an interview, and I got the job.

Participant 6	Agricultural Economics		<ul style="list-style-type: none"> • Grade 8 and 9 Natural Sciences • Grade 11 and 12 Life sciences 	Yes	1	I was doing teaching practice at the school and they loved my work and asked me to come back after I had qualified.
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Table 4. 2 Summary of interview participants' biographic details

4.4.2 THEMES

4.4.2.1 The reception the novice teachers experienced when they first come to their schools

The interviews revealed that how schools welcome new employees depend on a number of factors which include but not limited to, 1. The time or period in which the new teacher joins the school. 2. Human resources available and capable to induct the new teacher. 3. The manner or process followed when employing the educator.

The data generated showed that the teachers (participant 1, participant 2 and participant 6) who were employed at the beginning of the year or beginning of a new term got better attention and reception than the three teachers (participant 3, participant 4 and participant 5) who were employed during the middle or end of the term.

Participant 3 who was funded by Funza Lushaka bursary and who was directly employed by DBE and sent to his current school was not received well in that school by neither the SMT nor other teachers. This is because the school had another candidate in mind for that position. Participant 3 stated that he believes that he received bad reception at the school because he was directly appointed by the department of education as he had a Funza Lushaka bursary.

My first year as teacher was very hectic, I remember I came to a school towards the end of the year when they were writing examination. I had to set my very first paper, without any induction or being told how to do it, I had to rely on my university knowledge and content on how to set a paper. Then I submitted it to my HoD. And the HoD checked and made me to rewrite the entire paper. I later found out that they were sabotaging me because the whole staff initially wanted one SGB paid educator to fill that vacant position but the department of education hired me and sent me to the school.

Participant 4 who was employed towards the end of the term, also noted that she did not receive much support from her colleagues:

When I first came at school, it was exam time, and nobody told me what I was supposed to do. You know, I was not given any proper guidelines on what to do when I get to class. I went to class with exam papers I didn't know what I was supposed to do. I saw learners staring at me, Like I did something wrong. I didn't know when the exam was going to commence. Because the learners had received timetables they told me when the paper should start, the learners guided me right through on everything I was supposed to do. I was so embarrassed.

The same sentiments of lack of proper guidance and orientation are shared by participant 5 who was also employed towards the end of the term:

When I come to the school everyone was busy, the biggest problem was that everyone knew exactly what they were supposed to do. But I was the only one who was confused and no one like told me the basic things that I had to do, like you have to go to this specific class and to do this and that. They were all occupied with their own things, they exactly knew the protocols and the things that were supposed to be done and I was the only person who was lost.

In contrast to the bad reception which participants who were employed towards the end of the term received, participant 2 experienced a different reception at her school because she was employed at the beginning of the year and at the beginning of the term.

I was introduced to the entire staff in a staff meeting. Yes, there was a formal meeting. It was a staff meeting, and I was introduced to them as a new educator. I would say that the entire staff kind of made me feel welcomed, aaaaah in terms of their energy and their presence and the environment. Yes, I would say they made me feel welcomed. Not just a specific person made me feel welcomed but the entire staff was willing to show me around and teach me about all the important documents I needed to have before we learners come back from holidays. Remember I started my job on the first day of school in January where teachers reported for two days to school without any learners.

Participant 6 responded that she was welcomed positively at the school because they knew her since she did her teaching practice at the school. But as a qualified teacher with a full work load they did not give her all the documents and attention she needed in order to be ready for all her classes.

Okay, so I think with the energy, yes, I felt welcomed and safe at home. And the problem here is that you expected to know things and do things in a certain way that you were not introduced to. There were never guidelines or an outline or expectations, or even a job description to say, these are the things that will be expected from me. No educator was guiding me specifically and giving me information and telling me exactly what to do, I was the one reaching out to find out whether this is the way in which things had to be done.

4.4.2.2 Challenges which the novice teachers faced in their first year of teaching

The interview participants identified the following factors as some of the challenges which they experienced at their schools. 1. Inadequate induction, 2. Administration isolation, 3. Lack of time to interact with HoD or experienced teachers, 4. Teaching subjects which the teachers are not qualified to teach. The quantitative data (survey) revealed that only 42,8% were teaching subjects which they were trained to teach. 34% of the novice teachers were teaching subjects which they were not trained to teach while 23,2% were teaching some of the subjects which they were trained to teach. Of the 6 participants who were interviewed, 4 were teaching OOF and only 2 were teaching subjects which they were trained to teach during their PGCE.

Participant 1 majored in Accounting and Mathematics when he did his PGCE, but when he was employed, he was allocated to teach Life Sciences which he had not studied further than grade 12. This participant had no one in the school to assist him because the teacher who was teaching Life Sciences had passed away.

I think there was a lot of preparation and induction lacking at the school level. And the educator whose vacancy that I filled had passed away. So there was no real mentor who really knew the subject, and the HoD who was in charge of me was more

mathematics inclined then in the sciences. So even he was not able to provide me with the guidance and assistance that I needed.

Participant 2 pointed out that she had a problem on deciding on which lesson plan format to use since schools and departments use different lesson plans:

When you are new in a career you have to make sense of everything and how everything is done and that becomes easier if there are people who are willing to guide you. It was very difficult at first to know exactly what type of lesson plan to use because no one took time to show me, I was just expected to compile a file for all my subjects. So like what I did is use lesson plans that I learned in PGCE. I still use them to this day because they are detailed lesson plans and my HoD likes them.

Some of the problems which the novice teachers encountered emanated from the poor orientation which the schools provided. Four of the six novice teachers were not even given a tour around the school, they had to find all their classes on their own. This is evident in the response from participant 4 who was not given any form of orientation:

I don't think there were any activities provided to integrate me into the new environment. Aaaah, It was just taking my knowledge from campus and teaching practice to manage the current environment. People will say 'go on ground duty during break time', but you wouldn't really know the exact place that they referring to, place where you were supposed to be on duty. So I was like not given a brief introduction of the whole school and the parts of the school and the setup including entire dynamics and logistics.

Participant 4 also expressed some material conditions at her school that impacted on her teaching:

While you are still talking about resources, the other problem is we don't have enough books. So it's either you run copies so that there will be enough for everyone in class, or you'll be using this one book and in a case where there are learners who don't understand it becomes hard to give them extra activities. How can you teach with one

book? That was also a barrier which made learners to not understand some of the words because they did not even see them.

Being a teacher also involves dealing with a lot of paperwork. Teachers need to know how to mark a class register, compile learner portfolios, set exam papers, mark those papers and enter them on the data base. Participant 2 and participant 3 highlighted that they battled to deal with all the paperwork which was required out of them. When participant 2 was asked about how she felt about paperwork her response was:

Okay, at first it was very tough because the education sector deals with a lot of paperwork. There's a lot of admin work that goes in like registers, filling up registers, making sure that all the documentation is in order.

4.4.2.3 Induction support which the novice teachers received to deal with the challenges they encountered.

The teachers who were interviewed adopted different measures to deal with all the challenges that they faced in their schools. The school context, school culture and the resources which the novice teachers had at their disposal played a huge role in determining how they resolved the challenges they had. Teachers who taught in schools that had positive school cultures were able to consult their experienced colleagues for the assistance which they needed. Some teachers went to the internet, others bought textbooks from book shops, others got help from teachers from neighboring schools. The SMT also played a huge role. None of the six teachers was formally allocated a mentor by the school when they started teaching.

Assistance from HoDs or colleagues

The most common form of support which the novice teachers who were interviewed received is assistance from their head of departments. Most HoDs had open door policies which made it easy for the novice teachers to seek information. The positive support from HoDs is shared by participant 2 and participant 3. Below is a response from participant 2 who is qualified to teach Life Orientation and Business Studies but has to teach Social Science.

Well, I got support from my HoD, when I did not understand something I went to him and asked him. Mr. Johnson (pseudonym) would gladly explain, I once told him that

I'm not a big fan of geography and I have to teach it because that's the subjects I was assigned to teach this year, I told him geography is very difficult can he assist? He said Yeah, no problem he can and he will explain the concepts that I don't understand so he was really supportive with that regard, yaah.

As easy as it was for participant 2, participant 3, participant 5 and participant 6 to seek information from their HoDs, participant 1 and participant 4 noted that their HoDs did not have time to assist them because they also had a lot of other commitments to attend to. These participants had colleagues whom they could ask for help. Participant 1 did not get any help from his HoD, because the HoD was a mathematics specialist and not a science specialist and was very busy. Thus, he consulted colleagues in neighboring schools in his cluster and other external sources such as the internet.

So I think consulting with my other colleagues actually helped me a lot because I did not receive much induction and attention from my HoD since she also had many classes to teach and hardly ever had a free period.

Participant 4 also shared the same sentiments as participant 1, she also consulted other teachers whenever she needed assistance because her HoD was not always available. She is teaching isiZulu which is a subject she is not qualified to teach.

So basically I can say I went to my head of department when she was available, but more often I went to my colleagues whom I could relate better with. I can say there was like three teachers that I went to who I actually consulted to find out about things. So I relied on actually three specific teachers to find out how things are done in this school, how papers are set, how to prepare for an examination, how to actually cater for the different classes that need to write the examination because most classes have split so you need to find out how the school works around the examination time because my very first teaching experience come when I was appointed towards the end of the year.

Despite the support that participant 4 is getting from colleagues at the school, she believes that the school did/is not doing enough to support her professionally.

I think the school doesn't do enough to support me to grow professionally. I think the school expected me to support myself with basically to take on the journey by myself, to help me support myself, which is very different from having mentors and leaders to say, this is the way in which I do things, let me help you. Let me support you, these are the resources.

Taking initiative for own learning:

Teachers who could not get the assistance they needed from within the school used external sources to get the information which they deemed would make them competent in completing their professional duties. Participant 1 used the internet and bought different textbooks as his only experience of Life Sciences was studying it at Grade 12.

So in order for me to start teaching a subject which I did not do at campus I had to spend many nights with the textbooks I bought, and past exam papers, and YouTube videos and all the other resources to try and develop myself on my own, so that I was willing to manage the subject. What can I say I was never given any help by any management or senior educators in terms of how to go about, I was only told that this was wrong after I did it.

Participant 3 was also assisted by teachers from other schools whom he met during workshops and cluster meetings. He was teaching his specialisation subjects, but the teachers in his school were not very supportive, so he looked outside the school for support.

I had to look for information, I had to ask my friends about things that I didn't understand (teachers from other schools). I had to read so I will learn the basic of delivering my lesson from all these teachers because they had been teaching the subject for many years, they have a lot of experience. I had to learn all the time, even now I'm still learning.

4.4.2.4 The kind of induction support the novice teachers wish they could have received when they started teaching.

The ways in which the novice teachers were inducted varies but five of the novice teachers stated that they wished that they had been allocated a formal mentor by the school when they started teaching. The novice teachers believe that having a mentor would have made their duties easier because the mentor would have told them all that was expected of them, and they would have had a dedicated person to go to when they needed any form of assistance. Participant 1 believes that having a mentor would have made him to better understand and reflect on his pedagogical and content knowledge.

I would definitely have loved to have mentors, people who were a long time in the teaching of life sciences, who would be able to support me in terms of the policies and all the necessary documentation that needs to take place. And the way in which questions are set in exam papers and guide me just through the whole process. And tell me that my areas of weakness, watch my lessons and give me feedback. Because, again, I've been teaching in a classroom to learners who can't really correct me. So I've never ever had until IQMS, which was a mathematics HoD, he was also not able to develop me in that.

Some teachers wish that they would have received adequate orientation on their first day of school because that would have helped them to not feel lost and not knowing what to do or conduct themselves. Four novice teachers commented that they wish for workshops organized by the department of education to be specifically focused on uplifting novice teachers rather than always being mixed with experienced teachers. The novice teachers believe that the workshops they attended focused more on attaining better results in class but lacked on articulating ways of achieving those results.

The key findings from the interviews showed that none of the novice teachers were formally allocated a mentor by the SMT. Participant 2 and participant 6 were positively welcomed at their schools and said that all teachers at their schools were willing to help them whenever they needed help. Other novice teachers relied on other means of learning to bridge the professional gap they encountered, participant 1 and participant 3 relied on informal learning. Participant 1 bought textbooks and used the internet to learn all that he lacked while

participant 3 created a friendly professional relationship with teachers from other schools who were teaching the same subjects as him. He was able to ask help from these experienced teachers with regards to all subject related matters.

The findings also revealed that the time in the school year which the novice teacher joins the school plays a major role in influencing the kind of support the teacher receives. Participant 3, participant 4 and participant 5 were employed during the year, during exam time and they did not get support from the SMT and other teachers because all the teachers were busy with examinations. The lack of support which these teachers received made them feel lost and lowered their confidence. Thus, they had to find other ways of learning and understanding all that which was expected of them.

4.5 Conclusion

Findings from this study highlighted that some of the novice teachers who participated in the research found their beginning year at their new environments challenging. The data collected from the survey showed that among other challenges the novice teachers encountered the most dominant were that some novice teachers did not know how to properly plan lessons, while other lacked confidence and other struggled with behavior issues in classrooms. The responses from the in-depth interviews further revealed that the participants encountered these challenges because they were not given enough and proper support by the SMT and other experienced teachers. The findings further revealed that some schools did not offer any proper induction to their novice teachers hence perpetuating the level of confusion and challenges among novice teachers. Most of the challenges which the novice teachers faced at schools are a result of inadequate induction they received in schools. To deal with the challenges the novice teachers experienced the data showed that novice teachers adopted a number of different strategies to circumvent the challenges they experienced, but a common strategy which most of the new teachers wished to have received was mentorship from experienced educators.

CHAPTER 5

Summary, Discussion and Recommendations

5.1 Introduction

Chapter 4 presented data generated from Google Form surveys and semi-structured interviews. The purpose of this study was to explore induction experiences of the novice teachers who were selected to participate in this research study. A mixed method study was employed where a survey was conducted to generate quantitative data and semi-structured interviews were conducted to generate qualitative data. The survey questionnaire was sent to a population of 180 UKZN PGCE students who graduated in 2018 and 56 completed and sent back the survey. Interviews were conducted with 6 participants who were purposefully selected from those who returned the surveys and responded that they wish to further participate in the study.

To link the findings of the study with relevant literature, a conceptual and theoretical framework was used. This chapter presents a summary of the findings and recommendation based on the apparent results where both the quantitative and qualitative findings are summarized and discussed concurrently. The chapter will be divided into answers to the two research questions which guided this study:

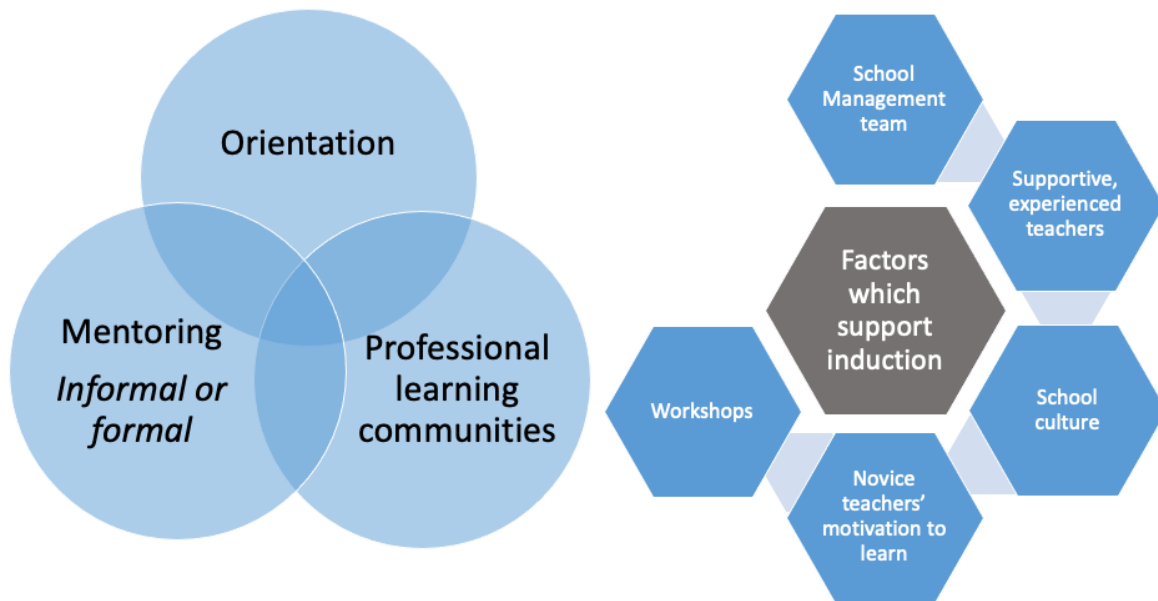
- What are the induction experiences of the selected novice teachers?
- In what ways do these induction experiences support their professional learning in their first year of teaching?

5.2 Summary and discussion of the research findings

5.2.1 What are the induction experiences of the selected novice teachers?

The induction of novice teachers is an important part of any education system as induction programmes assist novice teachers on what is expected of them. The manner in which the novice teachers answered the survey questions and interview questions led to the conclusion that novice teachers experience induction differently where a number of factors influenced the type of induction the novice teachers experienced at their respective schools.

Three induction strategies and factors which support induction (Langdon, 2011)



Drawing on the **three strategies of induction** suggested by Langdon (2011), the findings of this study showed the different ways which participants' experienced induction. The three ways in which participants experienced induction involved orientation, mentoring and being a member of a PLC.

The findings from the data collected revealed the universal need for induction and brought forth that the need for induction stems from the pedagogical, content and experience gap created by what is learnt in institutions of higher learning and what novice teachers actually face in schools. What novice teachers learn in universities is not sufficient to fully prepare them for the real school environment, therefore, when they are employed in schools they further need assistance to help them integrate into the new environment. The findings revealed the importance of inducting novice teachers and also showed different strategies which are implemented in schools to induct novice teachers. Responses from participants revealed that there is lack of planned induction in most schools; schools do not follow planned induction programmes but rather induction strategies are implemented haphazardly.

Almost all the survey participants noted that they were formally introduced to the staff, but only 71,9% of the novice teachers received a more specific orientation from their HOD. Out of the 71,9% who were introduced to the staff and given a tour around the school, 35,1% of

novice teachers had meetings with their HoDs and were given teaching resources such as textbooks and annual teaching plans. 85,7% of the participants also found support through talking to colleagues who were teaching the same subjects, either in their school or in a neighboring school.

Due to the lack of enough teachers in schools and time allocated for induction, only 36,8% of novice teachers were formally allocated mentors. The SMT as senior members responsible for supporting the process of inducting novice teachers were not able to formally allocate mentors in other schools. The lack of formal mentoring support made novice teachers feel lost and unwanted in their schools. The novice teachers who did not receive mentoring support at school and those who saw the mentoring support as inadequate in eliminating the challenges they had used other avenues to get the professional support they required. 63,6% of novice teachers attended cluster meetings and 57,1% attended workshops which were organised by the DBE where they were able to interact with teachers from other schools and receive the information which they required.

Both the quantitative and qualitative data revealed that most of the novice teachers had internal motivation to learn, the teachers were self-driven to externally get all the information which was not freely available at their school. The teachers saw a gap in the information, knowledge and experience they had which the school could not fill, therefore, they employed external support mechanisms such as YouTube, buying books and interacting with friends from university and other schools to provide them with resources which they needed. The novice teachers went to YouTube to watch videos which helped them with the content knowledge which they needed since some teachers were teaching OOF. An example of a teacher who was teaching OOF who found professional support from YouTube videos is participant.

so In order for me to start teaching the curriculum for which I did not study at campus, or even have teaching practice on, I had to spend many nights with the textbooks, and past exam papers and download videos on YouTube to try and develop myself on my own, so that I could manage the subject.

The most common induction strategy which novice teachers have experienced in schools is professional learning communities. Most (85,7%) schools where the participants were employed created conducive environments which allowed PLCs to take place. PLCs allowed

novice teachers to observe fundamental standards and policies which drive the wellbeing of their schools. In line with the fundamentals of PLCs, the school culture as an induction support mechanism also plays a huge role in creating an environment which allows novice and experienced teachers to interact with one another. Three quarters (72,9%) of the novice teachers attest that school culture allowed them to freely engage with one another. It was also found that schools which practised collaborative cultures were effective in assisting novice teachers with the support they required. The research findings revealed that lack of resources are still a major problem in schools. The lack of resources such as human resources and physical resources (classrooms and stationery) are seen as a cause for the lack of proper teaching in schools.

Considering all the positive results associated with induction of novice teachers, the study also found negative factors which hindered novice teachers from effectively receiving the professional support they needed. From the findings I identified three factors which negatively affected the induction support the novice teachers experienced, 1. Lack of effective induction programmes, 2. Time which you were hired, 3. Manner which you were hired.

Lack of effective induction programmes

According to Maski and Orland-Barak (2011) the need for induction is necessitated by the complex methodology, content and pedagogical knowledge gap which novice teachers experience when they enter the work environment. The gap was evident from participants who responded that they felt overwhelmed when they first went to their schools and needed all the assistance which they could receive. But the qualitative part of the study revealed that novice teachers were not happy with the induction support which they received in schools. Induction was not well defined in schools hence no proper formal induction programmes were followed, as a result some novice teachers were unhappy in the way they were treated since they had their own expectations. The challenges which they faced could have been attended to had proper induction structures been implemented in schools.

Novice teachers in schools felt that they were given a lot of work which they did not understand without receiving assistance on how to do that work. Some teachers were required to invigilate exams without being told what to do in exam classes, some teachers were required to set tests for subjects they never did at university. Participant 4 spoke about her

first days at school and shared the amount of confusion she felt because of the inadequate assistance she received.

Yoooooooh on my first day I was invigilating a paper that I didn't even understand. I didn't understand the invigilation first. I was given a task to mark scripts that I did not set, I was new at that time as a Zulu teacher. I had to mark Paper 3, It was so hard they were using rubrics that I couldn't understand, there were codes that I had to use and they were expecting me to understand everything without even explaining.

The orientation and mentoring provided to teachers did not cover all the important aspects which prepares and integrates a new employee into the new environment. As explained by Lindgren (2005), Brock and Crady (2006) giving novice teachers manageable workloads gives them time to consult and integrate to the new environment. Work overload is claimed to isolate novice teachers both professionally and personally (Haggarty, 2011) therefore, Maski and Orland-Barak (2011) encourage schools to adopt orientation and mentoring programmes which seek to not overwhelm teachers but rather directly support their needs.

Evident from the findings is that schools do implement some sort of induction support in the form of orientation, mentoring and PLC's but there is no specific time allocated for such support programmes in schools. Novice teachers had to sacrifice their free time and lunch breaks in order to go and meet their HoD's or other experienced teachers. Interview responses from other participants revealed that novice teachers did not always get the assistance they needed from HoD's and experienced teachers because at times the HoDs and experienced teachers were busy since they also had classes to teach. As prescribed by the South African Schools Act (1996) every teacher at a school has a number of teaching hours which they should be in class for.

The major reason for the ineffectiveness of induction support in schools is that there is no monitoring mechanism put in place to check how novice teachers cope in schools. The DOE does not have any set programmes aimed at monitoring how schools implement induction programmes in schools. Everything is clearly cast on paper but not effectively implemented in schools.

Time which you were hired

The Curriculum and Policy Statements (RSA, 2012) outlines a content structure that has to be completed in schools and at the end of this content exams have to be administered. On the other hand the Employment of Educators Act, 76 of 1998, clearly stipulates that teachers should be employed whenever a vacancy and a need appears in schools, this therefore opens a vacuum for teachers to be employed at any time of the year. The qualitative findings of my study showed that the time in which the novice teacher got hired influenced the kind of support the teacher received. Novice teachers who got hired at the beginning of the term got better support than novice teachers who were hired at the end of the term. Teachers who were hired at the end of the term when exams were administered received poor support from other teachers because the other teachers were busy conducting exams and marking exam papers.

The manner in which novice teachers get hired also impacts the support which they receive. Generally, Fundza Lushaka teachers are not received well in schools due to the preferred treatment they get from the DBE when they are hired compared to teachers who did not receive the bursary. The findings revealed that a novice teacher who had received the Fundza Lushaka bursary did not receive proper treatment at his school because other teachers already had someone whom they had reserved the position for.

5.2.2 In what ways do these induction experiences support their professional learning in their first year of teaching?

Findings of this research study indicate that induction programmes support novice teachers in many different professional and personal aspects. Through induction support programmes and self-initiated learning pedagogical knowledge was enhanced, content knowledge was acquired and self-esteem was enhanced.

87,5% of the participants were confronted with many challenges as they were appointed at under-resourced rural schools where they had to adjust to prevailing work pressure. Unavailability of resources, learning material, and technology allowed novice teachers to be creative and devise new means to use to achieve their professional duties. The findings also revealed the difficulty which participants experienced in accessing their departmental heads. The HoDs were not always available to address the challenges the novice teachers experienced, this was due to the excessive amount of work which the HoDs also had, and the minimal time allocated by schools for them to support new teachers.

Professional learning therefore did not only take place in the schools where the novice teachers worked but the teachers also attended other professional development programmes which took place outside of their school environments. The novice teachers attended cluster meetings and these cluster meetings helped them to interact with teachers from other schools where they were able to get support which they couldn't get at their own schools. In cluster meetings novice teachers got an opportunity to ask assistance from experienced teachers with regards to different ways of introducing and teaching different concepts. In some cluster meetings the novice teachers also got an opportunity to listen to experienced teachers delivering lessons and that gave them tips on effective methods and skills of teaching in such a way that accommodates all the learners in their classrooms.

The findings of this study further revealed that 29,8% of the participants were teaching OOF and that 22,8% were teaching subjects they did in university and subjects they did not do. The OOF teachers did not receive adequate induction support in their schools, but it was interesting to see that amidst of all the confusion the teachers went through because of lack of induction, the teachers were still motivated to learn all which they needed on their own. The novice teachers bought text books, downloaded videos on YouTube and that helped them to understand the subjects they were teaching and to find better ways of delivering the content to learners.

Both qualitative and quantitative data showed that a majority (85,7%) of the participants were members of professional learning communities. Being members of PLCs benefited the novice teachers, the teachers were able to freely express their views and dissatisfactions on the treatment they were receiving. The informal setting of PLCs allowed novice teachers to be comfortable around experienced teachers which helped to increase their self-esteem and boost their confidence both during social interactions and inside their classroom. What made most PLCs to be effective is the cooperative culture that was practiced in most schools. 72,9% teachers responded that they found positive and conducive working cultures in their schools which allowed them to easily integrate to their new environment.

Based on the findings of this study, the responses indicated that induction programmes had some positive influence on novice teachers professional careers, but more still could have been done to enhance their development. Although, some novice teachers responded that the induction they experienced was inadequate and insufficient, the novice teachers appreciated the progress they made in many respects such as comprehending professional growth and

other school-related aspects. Where induction support was not sufficient or ineffective, these novice teachers devised alternative ways of dealing with problems they faced inside and outside their classrooms.

5.4 Recommendations

Based on the findings of the study, I recommend that further larger scale studies on experiences of novice teachers from other institutions of higher learning and other provinces be conducted in order to get a wider insight. Studies should focus on how induction improves the way in which novice teachers integrate into the school environment. With regards to how novice teachers experience induction I recommend the SMT to give novice teachers lighter workloads as compared to other teachers in order for new teachers to slowly integrate into the new environment. I also recommend for schools to have more inclusive and flexible induction policies that will cater for the different needs of each novice teacher. Moreover, the SMT should ensure that out of field teachers are given more assistance in order for them to have confidence when they go to class. Furthermore, I recommend the national department of education to review and implement policies that will provide time for the SMT and other experienced teachers to professionally assist new teachers. This study also recommends that university curriculum for PGCE teachers be re-examined in such a way that it bridges the content, knowledge and methodology gap which novice teachers experience in their first year of teaching.

5.5 Conclusion

The purpose of conducting this study was to explore how novice teachers experience induction in their respective schools. The study took on a mixed methods research design where both quantitative and qualitative data was collected. Google Form surveys and semi-structured interviews were used. It is clear from the findings that there is no universal policy or programme that is used in schools to induct novice teachers, which therefore makes novice teachers to experience induction differently. The study discovered that novice teachers face a number of challenges in their first years of teaching and schools have ineffective induction programmes to deal with these challenges. However, novice teachers are able to get the information they need from teachers from other schools in their clusters and get information from the internet.

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APPENDICES

APPENDIX A: Informed consent letter to participants

School of Education
College of Humanities
University of KwaZulu-Natal
Pietermaritzburg Campus

Dear educator

INFORMED CONSENT LETTER

My name is Bayanda Thembokuhle Ncayiyana, a student at the University of KwaZulu-Natal and currently pursuing a Masters' Degree in Teacher Development Studies. I am conducting a research study titled '**A mixed method study exploring induction experiences of novice teachers**'.

I am interested in conducted a study that is based on how novice or new teachers experienced induction in their respective schools. The research study seeks to understand how novice teachers were welcomed or inducted in their schools. The participants of this study are identified as the University of KwaZulu-Natal students who did a post graduate certificate in education (PGCE) from the Pietermaritzburg campus and graduated in 2018. In addition to being a 2018 University of KwaZulu-Natal graduate, the participant needs to be employed as a teacher. As a participant you will be required 1. To engage in completing a questionnaire that will be sent to your email address, 2.Participate in an interview that can be conducted using either telephone calls, zoom interview or physical one-on-one interviews (maintaining social distancing). Data will be transcribed by the researcher and kept securely for a period of five years under the supervision of the University of KwaZulu-Natal. This will take place between.....

Your participation in this study is voluntary and if it becomes difficult for you to continue to participate you may withdraw at any time without any disadvantage to you. A pseudonym will be used to conceal your identity and no other identifying information about you will be written so that you remain anonymous. Participation to the study is for academic purposes only, there are no financial benefits. For clarity or additional information and comments

during participation and at any time after the study is complete you may contact me (the researcher), my supervisor or the UKZN ethics committee.

My contact details: Bayanda Ncayiyana

Email; b.t.ncayiyana@gmail.com Cell: 0766730397

My supervisor: Prof Carol Bertram

Email: BertramC@ukzn.ac.za

I thank you in advance for your assistance.

Yours Sincerely

.....

Bayanda Ncayiyana (076 673 0397)

To be completed by the Teacher

I.....

(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research titled: **A mixed method study exploring induction experiences of novice teachers** and I give consent to participate in this research. I understand that participation is voluntary and I am at liberty to withdraw from the study at any stage, should I desire. If I have any further questions or concerns about my rights during the course of the study I know who I may contact

Signature of participants

Date

APPENDIX B: Semi-structured questionnaire

SEMI-STRUCTURED QUESTIONNAIRES

INSTRUCTIONS:

1. Kindly respond to all questions
2. Mark with an “X” where relevant (you may mark more than one answer per question)

NB: All information gathered will be kept confidential.

Research questions

1. What are the induction experiences of the selected novice teachers?
2. In what ways do these induction experiences support their professional learning in their first year of teaching?

Section 1. BIOGRAPHICAL INFORMATION

1. What is your gender?

Male

1
2

Female

2. What year did you start teaching?

2019	2020	2021
------	------	------

3. Which of the following best describes your school?

Primary school (Grade R-7)	1
Secondary school (Grade 8-12)	2
Combined school	3
Special school	4
Other	5

4. Where is your school located?

- a) Town
- b) Suburb
- c) Rural area
- d) Township

5. Is your school a government school or a private school?

- a) Government
- b) Private

6. Number of learners at your school:

100 or less	1
101 – 399	2
400 – 699	3
700 – 999	4
1000 – more	5

7. Is your school a fee paying school

- a) Yes
- b) No

8. What quintile is your school?

- a) Quintile 1
- b) Quintile 2
- c) Quintile 3
- d) Quintile 4
- e) Quintile 5
- f) Not sure

9. What subject/s do you teach?

10. Were you trained to teach these subjects in your PGCE?

- YES
- NO

SECTION 2

2.1 Did you undergo an induction process at your school when you started teaching?

- a) Yes
- b) No

2.2 If so, who led the induction?

- a) The principal
- b) The HoD
- c) A senior teacher
- d) Subject head teacher

2.3 A lot of what I learnt during my university-based coursework is relevant in the context where I am teaching.

- a) Yes
- b) No

2.1 As a novice teacher what are the problems that you experienced in school?

- a) Lack of subject knowledge
- b) Not knowing how to plan lessons
- c) Low self-esteem
- d) Classroom management skills
- e) Other (please specify)

2.2 Did you identify these problems yourself or someone else at school identified these problems for you?

.....
.....

2.3 In what ways did you go about overcoming these challenges?

- a) I asked a colleague or HOD to help
- b) I bought myself or found textbooks on the subject to study
- c) I studied the CAPS curriculum in details
- d) Other (please specify)

2.4 What other kind of activities did/do you find helpful in overcoming challenges you faced?

- a) Observing lessons by other teachers.
- b) Other teachers observing your lessons.
- c) Team teaching
- d) Formal reflection on your teaching through:
 - Self-evaluation
 - Review by other teachers
 - Joint discussions
- e) Other (please specify).....

How often does it happen?.....

2.5 In your opinion, do the suggested recommendations help you to grow as a teacher?

- a) Yes
- b) No

If yes, what kind of knowledge do you learn?

- c) Subject matter knowledge
- d) General pedagogical knowledge (classroom management)
- e) Pedagogical content knowledge (conceptions of teaching the subject)
- f) Knowledge of context

2.6 Describe the kind of a relationship that you have with your colleagues.

(During meetings is everyone allowed to share their views)

.....
.....

SECTION 3

Please state to what extent do you agree or disagree with the following statement using the following scale.

0 = to no extent

1-5 = low to a very large extent

Example: To what extent did educators at your school educate you on the code of conduct for educators.

To no extent

0	1	2	3	4	5
---	---	--------------	---	---	---

 to a very large extent

To what extent did or do educators at your school:

3.1 Guide you on how to prepare lesson plans

To no extent

0	1	2	3	4	5
---	---	---	---	---	---

 to a very large extent

3.2 Guide you on how to assess learners

To no extent

0	1	2	3	4	5
---	---	---	---	---	---

 to a very large extent

3.3 Orientate you on how to implement different teaching strategies

To no extent

0	1	2	3	4	5
---	---	---	---	---	---

 to a very large extent

3.4 Advise you on how to effectively discipline learners

To no extent

0	1	2	3	4	5
---	---	---	---	---	---

 to a very large extent

3.5 Provide you with copies of school policies

To no extent

0	1	2	3	4	5
---	---	---	---	---	---

 to a very large extent

Thank you for taking your time to answer and send back this questionnaire.

Do you give me consent to further contact you for one-on-one interviews based on the same research topic and questions.

YES	NO
-----	----

Sign

Date

APPENDIX C: Interview schedule

INTERVIEW SCHEDULE

Research questions

1. What are the induction experiences of the selected novice teachers?
2. In what ways do these induction experiences support their professional learning in their first year of teaching?

Section A: Biographical information

Name	
Surname	
Name of the school	
District	
Major subjects	
Subjects teaching	
Which grades do you teach?	

SECTION B

What are the induction experiences of the selected novice teachers?

1. As a newly qualified and appointed teacher, what activities did the school provide in order to integrate you into the new environment?
(Prompt; explain in details)
2. Who initiated the activities?
3. How did the principal, deputy principal, HOD and the entire staff welcome you into the school?
4. Was there a formal meeting where the entire staff was introduced?
(Was it effective?)
5. As a novice teacher, are there any challenges that you face at school?
(If yes. Elaborate on those challenges)
6. As a novice teacher who identified your professional development needs and how?

In what ways do these induction experiences support their professional learning in their first year of teaching?

7. In your opinion do you think your school is doing enough to support professional development?
(explain, why do you think so)
8. Which time does the school allocate for professional development to take place?
9. Do you think the time is appropriate and effective?
10. At school who do you go to for help if you have problems?
11. How do they help you?

APPENDIX D: Ethical clearance - University of Kwazulu-Natal



26 May 2021

Mr Bayanda Thembokuhle Ncayiyana (218080086)
School Of Education
Pietermaritzburg Campus

Dear Mr Ncayiyana,

Protocol reference number: HSSREC/00002628/2021

Project title: A mixed method study exploring induction experiences of novice teachers.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 06 April 2021 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.

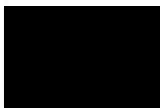
This approval is valid until 26 May 2022.

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

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

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

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APPENDIX E: Ethical clearance – Kwazulu-Natal Department of Education



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 3921063 / 033-3921051

Email: Phindile.duma@kzndoe.gov.za
Buyi.ntuli@kzndoe.gov.za

Enquiries: Phindile Duma/Buyi Ntuli

Ref.:2/4/8/10005


Mr BT Ncayiyana
37 Campile Crescent
AVOCA HILLS
4051

Dear Mr Ncayiyana

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“A MIXED METHOD STUDY EXPLORING INDUCTION EXPERIENCES OF NOVICE TEACHERS”**, 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 01 March 2021 to 01 August 2023.
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/Mrs Buyi Ntuli at the contact numbers above.
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.


Dr. EY Nzama
Head of Department: Education
Date: 04 March 2021

GROWING KWAZULU-NATAL TOGETHER

APPENDIX F: Turnitin certificate

Mixed method study exploring induction experiences of novice teachers

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