

AN INVESTIGATION OF THE NATURE AND EXTENT OF THE INDUCTION OF  
SECONDARY SCHOOLNOVICE EDUCATORS AT MVUDI CIRCUIT, VHEMBE  
DISTRICT IN LIMPOPO PROVINCE

BY

MUREMELA MATODZI GRACE

Student No 11621152

Submitted in fulfillment of the requirements of  
MASTER OF EDUCATION IN CURRICULUM STUDIES

IN THE

DEPARTMENT OF CURRICULUM STUDIES

SCHOOL OF EDUCATION

UNIVERSITY OF VENDA

**SUPERVISOR:**

**DR C NDEBELE**

**CO-SUPERVISOR:**

**DR T MASHAU**

2014

**UNIVEN LIBRARY**

**Library Item : 20152512**



UNIVERSITY OF VENDA  
LIBRARY

## ABSTRACT

Novice educators are placed into classrooms on their own and are expected from day one to perform their duties like experienced educators. The assumption of this study is that induction of novice educators has not received the priority it deserves in the Limpopo Province and that many induction programmes have failed to guide novice educators. In this study the main aim was to investigate the nature and extent of the induction of new educators at secondary schools in Mvudi Circuit. The researcher used both qualitative and quantitative research tools. A sample of three schools was selected using stratified and simple random sampling. Data collection instruments used in the study were semi-structured questionnaire with closed questions and open ended questions and two interview schedules, one for individual interviews and. The main finding shows that novice educators feel uncertain, anxious and frightened to work alone without support and guidance from veterans. The study came up with the following recommendations: Induction of novice educators must be done formally on arrival at the institution. It was also recommended that the personal and professional needs of novice educators must be met through induction. Also, School managers or principals must support the novice educator by appointing mentors for them and they must initiate long term induction.