

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

BY

Signature

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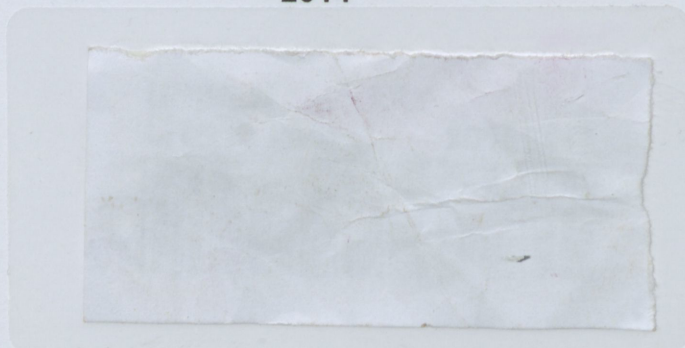
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2014



DECLARATION

This study would not have been possible without the help of many people who have
I, **Muremela Matodzi Grace**, declare that the contents of this dissertation represent my
own work and that the dissertation has not previously been submitted for academic
examination towards any qualification.

Signature.....*Muremela*.....Date.....*2015-08-17*.....

- Dr Mubhazini H.N. You made things happen in the beginning and to the final destination of this journey.
- My children Rabelani, Blessing, Tshabalalzo and Murondeni, for their understanding and acceptance of my pre-occupation with this study.
- My husband Dr L.S Muremela, your understanding and motivation gave me strength to move on. Your assistance and continuous academic support made a foundation of this study. You persevered with me throughout this difficult journey.
- My mother Elinati Muzuli who has given me a lifetime of inspiration and encouragement.
- My spiritual parents Dr M.P and Pastor M.E. Raghimani for their unconditional love and continuous prayers.

My heartfelt gratitude and sincere appreciation goes to all of the people mentioned above, family, friends, colleagues and everyone else, who has touched me in some way and made a difference through my journey in life.

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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.

1.4.1.1. Summary and Purpose	17
1.4.1.2. Methods	17
1.4.1.3. Summary	17
1.4.2. Data Analysis	17
1.4.3. Significance of the Study	18
1.4.4. Distribution of the Study	18
1.4.5. Ethical Considerations	18
1.4.6. The Research Programme	19
1.4.7. Conclusion	20
Chapter 2	
Literature on Induction of Novice Educators	
2.1. Introduction	21
2.2. What is Induction	21

CONTENTS	PAGE
Declaration.....	i
Acknowledgements.....	ii
Dedication.....	iii
Abstract.....	iv
CHAPTER 1	
1.1. Introduction.....	1
1.2. Statement of the Problem.....	3
1.3. Aim of the Study.....	3
1.4. Research Questions	4
1.5. Review of Literature.....	4
1.6. Clarification of Concepts.....	12
1.6.1. Research Design and Methodology.....	14
1.6.2. Population.....	15
1.6.3. Sampling.....	16
1.6.4. Data Collection.....	16
1.6.4.1. Validity and Reliability.....	17
1.6.4.2. Validity.....	17
1.6.4.3. Reliability.....	17
1.6.5. Data Analysis.....	17
1.7. Significance of the Study.....	18
1.8. Delimitation of the Study.....	18
1.9. Ethical Considerations.....	19
1.10. The Research Programme.....	19
1.11. Conclusion.....	20
Chapter 2	
Literature on Induction of Novice Teachers	
2.1. Introduction.....	21
2.2. What is Induction?.....	21

2.3. Aims of Induction.....	22
2.4. Inductors and their Duties.....	23
2.5. Types of Induction.....	24
2.6. Benefits / Advantages of Induction of Novice Educators.....	25
2.7. Challenges Facing Novice Educators.....	28
2.8. Importance of Induction.....	28
2.9. Educator Mentoring And Induction.....	30
2.10. Novice Educator Inductionand Mentoring.....	31
2.11. Secrets For Supporting Novice Educators.....	33
2.12. Aims Of Induction Policies and Programmes.....	33
2.12.1. Reducing the Educator Drop-Out Rate.....	34
2.12.2. Improving Educator Quality.....	35
2.12.3. Supporting Professionalism In Schools.....	36
2.13. Providing Feedback for Initial Teacher Education.....	36
2.14. The Design of Induction Programmes.....	37
2.14.1. Novice Educators Need Three Kinds of Support.....	37
2.15. Conditions for Successful Induction Programmes.....	37
2.15.1. Financial Support.....	40
2.15.2. Roles and Responsibilities of Stakeholders.....	41
2.15.3. Co-Operation between Different Parts ofthe System.....	41
2.15.4. A Culture that is Focused on Learning.....	42
2.16. Focus on Quality Management.....	43
2.16.1. The Competence of Mentors.....	43
2.17. Conclusion.....	44

Chapter 3

Research Design and Methodology

3.1. Introduction	46
3.1.1. Population.....	47
3.1.2. Sampling.....	47
3.1.3. Data Collection Strategies.....	48
3.2. Quality Assurance Techniques.....	49

3.2.1. Qualitative Techniques.....	49
3.2.2. Quantitative Techniques.....	49
3.3. Data Analysis.....	52
3.3.1. Scoring the Data.....	52
3.3.2. Coding the Data.....	52
3.4. Significance of the Study.....	52
3.5. Delimitation of the Study.....	52
3.6. Ethical Considerations.....	53
3.7. Conclusion.....	53

Chapter 4

Data Presentation and Analysis

4.1. Introduction.....	54
4.2. Results.....	54
4.2.1. Questionnaire Results.....	54
4.2.2. Open Ended Questions Results.....	64
4.2.3. Interview Results.....	67
4.3. Conclusion.....	70

Chapter 5

Summary, Findings, Conclusions and Recommendations

5.1. Introduction.....	71
5.2. Major Findings of the Study	73
5.2.1. Results Obtained By Means Of Questionnaires.....	73
5.2.2. Major Finding Based On Interviews.....	74
5.3. Conclusion from the Literature	74
5.4. Recommendations.....	75
5.4.1. Recommendations Relating to the Study.....	75
5.4.2. Recommendations for Further Studies.....	76
6. References.....	78

Appendices

Appendix 1 Letter of Introduction.....	85
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TABLE		PAGE
Table 3.1:	Actions taken to enhance validity of research design.....	50
Table 4.1:	I was inducted on arrival at my institution.....	54
Table 4.2:	I benefitted from induction conducted on my arrival.....	55
Table 4.3:	My personal needs were met through induction.....	56
Table 4.4:	The professional needs were met through induction.....	57
Table.4 5:	On my arrival I was introduced to all stakeholders e.g. SMT, HOD, Student’s Governing Body, The Staff etc.....	58
Table 4.6:	I was inducted in a planned way when I arrived at my school.....	59
Table 4.7:	My seniors do come to my class and do observation of my teaching.....	60
Table 4.8:	I am supported by my school managers.....	61
Table 4.9:	I am supported by my peers in my work.....	62
Table 4.10:	I knew what was expected of me from the first day of my teaching.....	63

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

The issue of inducting new educators in the teaching process is captured in the literature as significant for easing the settlement of educators into the job. Studies in various countries also show that induction of newly qualified educators is often inadequate and ought to be improved (Bolam 1995:247; Ingersoll & Smith, 2004) Davis (2001:1) state that novice educators are placed into classrooms on their own and are expected from day one to undertake the duties and operations of more experienced educators yet quality educator induction programmes are noted to greatly assist novice educators to adapt to the new teaching and learning environment. As Killeavy (2006:168) noted shows, “New teachers have generally had to sink or swim and to learn by trial and error”. According to Joiner & Edwards (2008:44), if beginner teachers are left to survive their first year of teaching, they will create the same environment for incoming teachers. This in the end will create a continuous circle of “sink or swim” which will allow for attrition rates to continue rising.

Russels (2006:1-2) further states that if educators are to become skilled professionals they need to be inducted and if they are to stay in the field, stakeholders need to take coordinated action to expand and improve induction programmes and to take them more universally. In the same vein, Burden, Huberman, Veenman, and Vonk (1999) as quoted in Youngs (2002:4), state that the first years of teaching give a variety of challenges as novices make the transition from student teaching to assuming full responsibility for classrooms of their own. Novice educators must learn school and district policies, establish and maintain productive learning environments, plan units and lessons, translate subject matter knowledge into curriculum appropriate for students, assess the student’s work, and address individual and cultural differences.

There are many models for the induction of novice educators. Wong (2004:379) claims that the process of induction should be a highly organised and comprehensive form of staff development, involving many people and many components. Wong (2004:42) further purports that for the beginning educator, the induction process should be

coherent, sustained and focused upon students learning with support being provided for the first two to five years of teachers' careers.

Although there is still room for improvement, however admirable efforts have been made in recent years to ease the entry into teaching worldwide. Induction schemes have been devised which assist educators in taking on responsibilities with the necessary support and assigned to novice educators to guide them in taking the first steps of their professional life (Bolam et.al., 1995: 247). Countries such as Switzerland, France, New Zealand, Japan, and China have recognised the importance of beginning teacher induction and have implemented well-funded and well monitored induction programmes that offer support to all novice educators for at least the first two years of teaching (Wong, 2004:46). In Australia, for example, according to Wong (2004) each of the education authorities in the various states have their own specific policies and procedures for inducting new teachers into the profession.

In Queensland, the Department of Education, Training and the Arts (DETA) produced a sixty page Flying Start Induction Toolkit that was distributed to permanent and temporary beginning teachers in 2007 (Department of Education, Training and the Arts, 2006). The toolkit was to be supported by online resources and other professional links for beginning teachers. School principals in Queensland were to be provided with information to assist in the development of their own school-based induction programmes.

Since the cost of unproductive appointments is high, the clinching of 'the employment decision by integrating the new employee into the organisation is a vital element of the employment process and poor induction is storing up problems for the future (Torrington & Chapman, 1983:81).

According to the researcher's view, not all literature reviewed can be applicable in the Limpopo province, circuits and schools. For example, in Switzerland, they have implemented well-funded and well monitored induction programmes that offer support to

all beginning teachers for at least the first two years of teaching, but it is unlikely that all provinces in South Africa would afford well-funded structures for such an induction process. Also, in Limpopo Province, principals seem not to be provided with information to assist in the development of school-based induction as is the case in Queensland.

The assumption of this study was that induction of novice educators had not received the priority it deserves in the Limpopo Province and that many induction programmes had also failed to guide and help beginner educators in their transition into the profession. While in South Africa the term educator was used. In most other countries the term teachers is preferred. In this study the two terms were therefore used interchangeably to accommodate the international trend of using 'teacher'.

1.2 STATEMENT OF THE PROBLEM

Various studies have shown that induction of novice teachers is a world challenge (Russels, 2006:1; Bolam et al, 1995:247; Wong, 2004:379). The transition to a new teaching assignment can feel overwhelming and discouraging. For too many teachers, it's sink or swim. For too many, they leave at the end of the day feeling that they're close to drowning. Until recently, disorientation was the norm rather than the exception in the vast majority of schools. Fortunately, teacher induction programs are working to change the social realities of the day-to-day life of teachers in a variety of schools. The best way of supporting and developing novice educators is a clear understanding of their problems and constructive induction programmes that train and sustain them by addressing these issues. This study, therefore seeks to investigate the nature and extent of the induction of secondary school novice educators at Mvudi circuit, Vhembe District in the Limpopo Province.

1.3 AIM OF THE STUDY

The main/primary aim of the study was to investigate the nature and extent of the induction of new educators at secondary schools in Mvudi Circuit in Limpopo province.

The study was directed at the following secondary objectives:

- To highlight the experiences and perceptions of educators in relation to the induction

of novice teachers.

- To establish the challenges faced by educators on the nature and extent of the induction of new educators at secondary schools ;
- Advance strategies that may be put in place to uphold and enhance induction programmes for novice educators in schools

1.4 RESEARCH QUESTIONS

The main research question for this study was, “What is the nature and extent of induction of new educators at secondary schools in Mvudi Circuit in the Limpopo Province?”

The following research sub questions were used to collect data on the topic:

- What were the experiences of educators in relation to the extent and quality of induction in Mvudi Circuit in the Limpopo Province?
- What were the challenges faced by educators on the nature and extent of the induction of new educators at secondary schools in Mvudi Circuit in the Limpopo Province?
- Which strategies could be recommended for improving induction of novice teachers in schools?

1.5 REVIEW OF LITERATURE

Introduction

As already indicated in the introductory section of this chapter, beginning teachers face many challenges and often have many problems and areas of concern. There is evidence from the literature that a teacher’s first years in the profession are often challenging (Pfitser, 2006). These beginning years have been described by some as the “discovery and survival” phase of teaching (Huberman, 1993). In their study of induction in America, Keengwe and Adjei-Boateng (2012:255) more than two-thirds of participants stated that they entered teaching at the secondary level without any form of formal orientation. Evidently, the school authorities did not see the need for proper orientation as essential for teachers. In those instances where induction does take place, while some teachers report benefiting, most teachers report their induction as neither

adequate nor beneficial. The next section looks at the experiences of novice educators on their induction.

Experiences of educators in relation to the extent and quality of induction

From the literature, reports of positive gain from induction programmes have been given. An analysis of research findings on induction by Luft and Cox (2001) cited in Wang et al (2008:138) suggests that beginning teachers overwhelmingly regard having interactions with and feedback from mentors as important support for their learning to teach science and mathematics. Benefits gained due to mentoring are also cited by Nahal (2010:7) who argues that mentorship programmes help new teachers receive the survival tools and mechanisms that professional development and preparation programs may not provide. Similarly in a study by Kessels (2010:113) in the Netherlands, most teachers considered the support of an induction program truly essential for their first year of teaching. They referred most strongly to the influence they felt the program had on their emotional well-being. Teachers gained self-confidence through group meetings where they learned about their colleagues' experiences, which were not all that successful either. In addition, the teachers felt welcomed and rewarded because of the special attention paid to them which prevented them from feeling alone and isolated and the support of a mentor, or even just the thought that there was someone whom they could turn to for help, made teachers feel supported.

Negative experiences with the nature of induction programmes are also found in the literature. Results from a study by Kempen (2010:82) show that most of the participants reported lack of orientation with regard to administrative systems, school policies and procedures and as a result experienced feelings of uncertainty as to what they were expected to do. Steyn (2004:82) also argues that induction of novices has not received the priority it deserves and that many induction programmes have failed to guide and help beginner educators in their transition into the profession. In another study by Kempen ((2010:83) participants reported that the formal support they received was very limited and centred around workshops and meetings and very often these workshops were not relevant to the teachers and therefore the learning that took place was not as

effective as it was intended to be. Participants in Kempen (2010:99) identified the following as important aspects to be included in compiling a context specific induction programme for their schools; Curriculum and assessment practices; learner information ; classroom management issues ;district and school policies and procedures; administrative/organisational procedures ; discipline matters; staff roles and responsibilities and school-parent relationships. In yet another study by Keengwe and Adjei-Boateng (2012:255) some participants expressed misgivings about how new staff orientation was done in their schools citing one respondent who stated “The orientation received as a beginning teacher was not enough; it was not properly planned.”

Induction related challenges facing novice educators

An awareness of the problems and challenges experienced by novice educators and addressing such needs can help ease the entry of novice educators into the profession and add to quality teaching in a rapidly changing dispensation. Two broad categories of challenges and needs affecting novice educators can be identified in the literature namely needs arising from personal challenges and needs arising from professional challenges.

Personal needs

Heyns (2000:162) offers several possible explanations concerning the personal needs of novice educators. First are the financial choices that novice educators need to make. The first challenge faced by novice educators according to Heyns (2000:162) the financial problem because during their days as student educators, they were financially dependent on their parents or sponsors for living expenses, insurance, and transport and health care. Now as employees, they begin to face the challenges of having to make the right decisions without the support they used to have before. Orientation on financial management would go a long way in helping these educators manage their finances.

Another challenge is that beginner teachers may have been offered a teaching post in a place unfamiliar and far away from home. As a result they become lonely and feel

isolated (Kempen 2010:13) and miss their families and friends. In order to adjust to their new environment, beginners may perhaps want to find basic services like the bank, shops and health facilities. Brock and Grady (1997: 4) explain that besides the stress of a new environment, novice educators may also be stressed out by the unfamiliar community and socio-economic backgrounds of the students they teach. The feeling of isolation is also reported in a study by Steyn & Schulze (2005:239) who wrote that “some of the key elements confronting beginning teachers are feelings of isolation, disparity between idealistic expectations and classroom reality and lack of support and guidance.”

Professional needs

One of the professional challenges novice educators face when they enter the field is what is referred to as the ‘reality shock’. The change from University or college life to that of a working person is difficult in all areas. When entering the unfamiliar world of teaching, they are shocked by the strangeness and the discomfort they feel. Veerman (1984: 143) defines reality shock as “The collapse of the missionary ideas formed during educator training by the harsh and rude realities of everyday classroom life.” According to Kempen (year: 39) reality shock refers to the distress experienced by the novice teachers due to inadequate pre-service preparation. They find themselves in a new environment and have to deal with unknown learners, staff, policies, procedures, an unknown curriculum and the new traditions in the classroom and school. Steyn (2004:85) explains that this reality shock stems in part from a lack of preparation for the demands of teaching as novices are confronted with unknown learners, staff, policies and procedures and an unknown curriculum and unfamiliar norms and traditions in the classroom and school. Similar views are expressed by Barrett Kutcy and Schulz, (2006:78) who report that “in their study discontent in continuing to teach was experienced because “there was a disparity between participants teacher education programs and the “real” teaching World”. The authors found teacher preparation programs did not prepare new teachers for such disparities nor were they equipped to teach in their first classrooms.

Closely linked to reality shock is the fact that new teachers often assume the complete duties of a veteran teacher and often find themselves in a “sink or swim’ situation (Cui, 2012:55). This sink or swim situation is attributed to the low skills base the novice educators bring from their pre service training. Steyn (2004:85) reports that beginner educators frequently complain that the pre-service preparation had not prepared them for actual teaching, and that they lack sufficient knowledge and skills. Some indications from the literature are that novice educators seem to come out of college with a lot of theory but have difficulty translating this theory into practice. As Whitaker (2001:2) and Flores & Day (2006:226) show, apart from finding teaching demanding, novice teachers also find it difficult to apply the skills and knowledge that they learnt in the university setting to the specific context of the classroom and school. In this regard Murshidi et al., (2006) argue that preparing novice teachers to be successful in the classroom cannot only be the sole responsibility of formal teacher preparation programs signalling the need for induction in schools.

Novice educators have also complained that despite their being new in the profession and trying to settle in, they are burdened with the most difficult tasks and classes that veteran teachers sometimes reject. A study by Keengwe and Adjei-Boateng (2012:251) found novice teachers were normally burdened with difficult assignments that experienced teachers rejected and that in many instances, the classes that senior colleagues refused to teach were offered to the junior colleagues. Whitaker (2001, 3) also reports that rather than balancing the responsibilities of novices, they are often given more responsibilities, the least desirable courses, extracurricular activities that experienced educators do not want to accept and the most difficult students. This is corroborated by Keengwe and Adjei-Boateng (2012:254) in whose study participants observed that compared with experienced colleagues, their workload as beginners was heavier and more difficult.

One other challenge novice educator’s face is lack of adequate provision of resources for their work. According to Brock and Grady (1998; 181) many novice educators report poor working conditions in schools such as a lack of facilities and resources. They also

go without textbooks and other teaching materials for months. In fact, the growing body of evidence indicates that novice teachers complain about having difficult teaching assignments with little assistance from colleagues and inadequate instructional resources (Hebert & Worthy, 2001; Podsen & Denmark, 2000; Fry, 2009; Okumuş & Biber 2011). This calls for the need for school principals to make sure that as part of the preparation process to welcome new educators they make the required resources available in order to minimise such frustrations. Following the above challenges, the next section looks at some of the strategies identified in the literature for improving the induction processes for novice educators.

Strategies for improving the implementation and management of induction

For induction of novice educators to be useful and relevant to them, it is necessary to establish the particular needs of newly appointed teachers, and methods of assistance available to assist them with the transition process into the new school. An understanding of the needs of newly appointed teachers will assist in designing support programmes addressing the specific needs of the teachers. As Kempen (2010:46) shows, "in order to assist beginning teachers, induction should be conducted at schools and should be context specific". This will enable novice teachers to adjust to the specific school culture. Such an induction programme should comprise of developmental growth opportunities aimed at addressing the needs of beginning teachers. The nature of support to beginning teachers could be categorized into instructional related support and psychological support. According to Shun-wing (2009:2,-3), "psychological support relates to the development of a teacher's positive self-esteem, confidence and development of feelings of effectiveness; whereas instructional support refers to supporting novices with the knowledge, skills and strategies necessary for successful teaching".

Induction strategies for personal /psychological support

Some strategies for providing induction that meets personal and psychological needs of novice educators are provided in the literature. Kempen (2010:99) recommends orientation programmes aimed at introducing the new teacher to the school and the

community arguing that these would help new employees to become better acquainted with the community they are going to work in, by providing them with information about the community and the school district. These orientation programmes aimed at providing new teachers with essential information should be of short duration and the emphasis is on information dissemination. According to Steyn and Schulze (2005:241), the information provided may include a tour of the school, the vision and mission of the school, policies and procedures, roles and responsibilities of the teacher, resources and school activities as well as record keeping. During orientation, the new staff member may be introduced to staff members and have his/her timetable and tasks explained.

Another strategy to enhance personal psychological boost and self-esteem is to use peer mentoring. Mentoring does not necessarily have to be only from seniors as novice educators can also benefit from learning from one another. Peer mentoring brings the novice educators (from one school or from different schools) together, thus creating opportunities to network within and across schools. Here different kinds of support are in effect, social (especially in groups of educators from the same school), personal/emotional and professional (peer) support to the new educator. (Wong 2004:20). The author further argues that “the peer system is essential in creating a safe environment in which participants have the same status and in which novice educators can discover that they face many of the same problems”. The peer group needs to be based on face-to-face meetings, but can partly be a virtual community.

Induction strategies for Instructional Support

Careful planning and the importance of context are foregrounded in the literature on induction of novice educators. Kempen (2010:49) lists key elements of a successful induction programme which are that: It is well planned, its content is appropriate, clear, and complete; its materials and the roles of its participants are well designed; appropriate activities are used to involve the new employee; the new employee's critical first day is carefully designed; the programme is evaluated and feedback is received from its participants, including the new employee. In the same vein, Steyn (2004:87) cites research which indicates that “induction needs to be at schools and context-

specific due to the need for beginner educators to “adjust to the school culture”. Similarly Joiner and Edwards (2008:45-48) emphasise the importance of addressing the “true needs of the teachers within an individual school division” and warn against a “one-size fits all” approach.

As part of induction, Kempen (2010:49) suggests that “workshops could be arranged for new staff covering discipline and classroom management procedures, performance assessment procedures, orientation to district curriculum, conversations with subject-area specialists and assistance in preparing a professional development plan”. Black (2001, 46) suggests regularly scheduled meetings covering specific topics. He argues that “these meetings can be useful if they do not take up too much of educators' preparation time” and adds that parent conferences and confrontations concerning discipline are appropriate topics with which to start.

Another useful strategy for improving induction is to involve the novice educators themselves in saying out what kind of assistance they actually need and then tailoring programmes to meet these needs. A study by Wilkinson's (1997:48-51) indicated that 87 percent of educators wanted to choose the assistance they receive.

Role modeling is another way of helping novice educators learn from more experienced educators. As Steyn (2004:90) shows there is the need to provide time for beginners to observe experienced educators. This offers beginners an opportunity to see a variety of teaching styles. The author further advises that where possible, preparation periods could be scheduled so that the new educator shares planning time with an experienced educator who teaches the same subject.

Closely linked to role modeling is the importance of mentoring in novice educator induction. According to Wong (2004:19) “mentoring in an induction programme is understood as an experienced educator being given responsibility for helping the beginning teacher providing support on the personal / emotional level, the social level (Introducing someone to the organisation and norms of the school) and the professional

level". The focus on the mentoring system must be to simulate professional learning by using a variety of approaches, for example, coaching, training, discussion, counseling etc. According to Kessels (2010:13) assigning a beginning teacher to a mentor may result in more effective teaching in the early years because he or she learns from guided practice rather than from trial-and-error alone. Evidence from research also suggests that mentors with supportive and empathetic personalities who provide structured programmes could be a key to a much improved induction process (Hertzog 2002, 31; Turner 1994, 336).

1.6 CLARIFICATION OF CONCEPTS

Three main concepts are pertinent for clarification in this study namely induction, novice educator and mentoring.

Induction: Induction is broadly defined as a formal process of transitioning novice educators into the professional role of educators (Coleman, 1997:155). The process should be assisted by one or more people who are given or have taken the responsibility for such initiation. "It is a comprehensive, coherent, and sustained professional development process that is organised by a school district to train, support, and retrain new teachers, which then seamlessly progresses them into a lifelong learning programme" (Wong, 2005:48). For Kessels (2010:9), induction is a process of initiating new teachers into their new roles, both as teachers and as members of the school organization. A more comprehensive definition of induction is provided by Makanya (2004:7) who sees it as "a systematic organisational effort to minimize the problems confronting new personnel, so that they can contribute maximally to the world of the school and, at the same time, realize personal and professional satisfaction and as the process by which new personnel is exposed to the culture and climate as well as the expectations of the school organisation and increase the comfort level in the decision they reached to work in that school". For this study induction is construed as a comprehensive process of sustained training and support for new educators in order to enable them to settle into the school.

Novice Educator

According to Sweeny (2008:2), beginning teachers could be defined as “those brand new (newly qualified) teachers, who have little or no previous paid experience as teachers”. In the literature, terms such as new teacher, novice teacher, beginner teacher, neophyte and newly qualified teacher are used interchangeably (Ingersol and Smith 2004:28.29; Boyer 2005; Steyn and Schulze 2005:238; Wong 2004). These concepts differ from author to author. Some authors describe novice teachers as newly qualified teachers or teachers with no or less than two years of service (Heyns 2000:161). In South Africa the term educator is preferred rather than teacher. For this study a novice educator is an educator coming from a teacher training institution to teach for the first time.

Mentoring

Diaz-Maggioli (2004:48) defines mentoring as “a process of mutual growth, during which mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved”. The basic concept of mentoring is the pairing of an experienced educator with a beginning educator in order to provide the beginning educator with support and encouragement. The experienced educator acts as role model, and through coaching helps the newly appointed educator develop his or her competencies, self-esteem and sense of professionalism (Rebore 2007:161). Although a literature review reveals numerous expressions such as coaches, tutors and facilitators associated with mentoring, the common thread that binds the definitions of mentoring is the acceptance that mentoring is a form of learning involving a minimum of two people in such a relationship. For this study mentoring is seen as a component of an induction programme where an experienced educator is given responsibility for helping the beginning educator through providing the necessary support in initiating the novice into the profession.

1.7 RESEARCH DESIGN AND METHODOLOGY

A research design is governed by the notion of fitness for purpose. The purpose of the

research determines the methodology and design of the research. For example, if the purpose of the research is to map the field, or to make generalizable comments then a survey approach might be desirable, using some form of a stratified sample. (Cohen, Manion & Morrison 2002:73).

This study was premised on the mixed methods research design. In this study, the researcher used both qualitative and quantitative research approaches in order to triangulate collected data. According to Creswell (2005:39), "qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyzes the words for themes, and conducts the inquiry in a subjective, biased manner". Quantitative research uses quantitative measures in the form of numbers to test hypothetical generalizations. The mixed methods design was preferred because it enabled the researcher to use both qualitative and quantitative approaches in a complementary manner and provided interaction rather than a dichotomy between these approaches (Gelo, Braakmann and Benetka, 2008:268-269). The mixed methods research design will enable the researcher to overcome the limitations of purely quantitative or qualitative approaches by maximizing the advantages and minimizing the disadvantages connected to the single application of one of the two approaches (Creswell, 2005; Gelo, Braakmann and Benetka, 2008:269; Maree, 2007). The mixed methods design will enable the researcher to triangulate the quantitative and qualitative methods and data sources as well as provided a convergence and corroboration of results from the different methods and designs in studying the same phenomenon (Creswell, 2007; Johnson and Onwuegbuzie, 2004).

1.7.1 Population

A population is a group of individuals who have the same characteristics, for example, all educators would make up the population of educators, and all high school administrators in a school district would comprise the population of administrators. A population can be small or large (Creswell 2005:145).

Population in this study is secondary school teachers who have been in the teaching field for one to three years in Mvudi Circuit. Mvudi Circuit has ten (10) secondary schools. In these schools there are thirty three (33) newly appointed teachers. The first step in the process of collecting quantitative and qualitative data was to identify the people and place the researcher plans to study. This involves determining whether you would study individuals or some combination. If you select either individuals or organization, you need to decide what type of people or organizations you would actually study and how many you would need for research.

1.7.2 Sampling

According to McMillan and Schumacher (2011:129) sampling is the identification of a group of people who were selected randomly from the population or per what the researcher would consider knowledgeable. The researcher used the following steps in selecting the sample:

Simple Random Sampling: The researcher selected participants (or units, such as school) for the sample so that any individual has an equal probability of being selected from the population. The intent of the sample random sampling was to choose individuals to be sampled that were the representative of the population, Creswell (2009:5). In the study, the names of the 10 schools were written on pieces of paper and placed in a hat. A paper was randomly picked from the hat 3 times to select three schools for the study.

Stratified Sampling: According to McMillan and Schumacher (2011:134) stratified sampling is a common variation of simple random sampling. Here the researcher divided (stratified) the population with some specific characteristics. In the study, the dividing characteristics were years in the teaching profession and all the teachers in the three selected schools were stratified into two groups, those with more than three years, and those with less than three years' experience. All the teachers who had three years and less teaching experience formed part of the sample.

In this case, sampled educators were the newly appointed educators and those who

had less than three years in the teaching profession in Mvudi Circuit where there are ten secondary schools. A sample of three (3) schools was selected using simple and stratified random sampling and 14 teachers were sampled from three secondary schools in responding to questionnaires. At least eight (8) teachers out of fourteen were sampled again to participate in interviews.

1.7.3 Data Collection Instruments

Data Collection instruments used in the study were a semi structured questionnaire with closed questions and open ended questions and two interview schedules, one for individual interviews and another for focus group interviews. An interview occurs when researchers ask one or more participants questions and record their answers (Creswell 2005: 215). With regard to a questionnaire, the researcher may ask close-ended and open-ended questions (Creswell 2005: 216). The following interviews and questionnaires were used in this study

(i) One-on-one interviews

Face-to-face interviews help with more accurate screening. The individual being interviewed is unable to provide false information during screening questions such as gender, age, or race. It is possible to get around screening questions in online and mobile surveys (Wyse, 2014). A one-on-one interview was a data collection process in which the researcher asked questions and recorded answers from only one participant in the study at a time.

(ii) Focus group interviews

Focus groups are used for generating information on collective views, and the meanings that lie behind those views. They are also useful in generating a rich understanding of participants' experiences and beliefs (Stewart, Treasure & Chadwick, 2008). A focus group interview was the process of collecting data through interviews with a group of people, typically four to six.

(iii) Semi –structured Questionnaires

Semi-structured questions also called limited response or selected response questions are followed by a set of choices (McMillan & Schumacher 2011:206). On questionnaires, the researcher asked some questions that were close-ended and some

that were open-ended. The advantage of this type of questioning was that the researcher predetermined close ended responses that could give useful information to support theories and concepts in the literature. The open-ended responses, however, permit researchers to explore reasons for the close-ended responses and identify any comments people might have that were beyond the responses to the close-ended questions. The drawback of this approach was that there were usually many responses – some short and others long – to analyze. Typically, qualitative researchers look for overlapping themes in the open-ended data and some researchers count the number of themes or the number of times that the participants mention the themes.

1.7.4 Validity and Reliability

Two important issues to consider in research were validity and reliability and these are briefly described below.

1.7.4.1 Validity

Validity is a requirement for quantitative and qualitative research. It is essentially a demonstration that a particular instrument in fact measures what it purports to measure, more recently validity has taken many forms. For example, in qualitative data validity might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher (Cohen, Manion & Morrison, 2002:105).

In quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatment of the data. In qualitative data the subjectivity of respondents, their opinions, attitudes and perspectives together contribute to a degree of bias. Validity then should be seen as a matter of degree rather than as an absolute state. According to McMillan and Schumacher (1993:157), "validity means the degree to which scientific explanations of phenomena match the realities of the world". Validity refers to the truth or falsity of propositions generated by research.

1.7.4.2 Reliability

Reliability is concerned with precision and accuracy: In quantitative research, for research to be reliable, it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context (however defined), then similar results would be found... (Cohen, Manion & Morrison 2002:117). In this study, the researcher saw to it that the research was valid and reliable. According to McMillan and Schumacher (1993:168), "Reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection."

1.7.5 Data Analysis

The following data analysis techniques were used

- **Scoring the data**

For close ended questions, the researcher scored the opinion statements on a scale of five to one, with one representing strongly disagree, two representing disagree, three representing undecided, four representing agree, and five representing strongly agree.

- **Coding the data**

Qualitative data was analysed for emerging themes and in the process the researcher selected specific data to use and might disregard other data that did not specifically provide evidence for the themes (Creswell 2005: 237). For the analysis of quantitative data, researcher used the SPSS computer programme to facilitate the process of storing, analyzing and sorting the data.

1.8 SIGNIFICANCE OF THE STUDY

The study demonstrated the following significances:

- Help the Department of Basic Education on how novice educators can be taken out of frustration, anxiety, and tension in the workplace.
- Help the Department of Basic Education to develop appropriate manuals for novice educators.

- The principals will benefit both through Department of Basic Education manuals and through the recommendations from this study to improve their induction of novice educators.
- Properly conducted induction will help novice educators to excel in their teaching profession.
- Properly conducted induction will help stop educators from resigning, because of the frustration of not being helped as there seems to be no direction on matters concerning teaching and learning.

1.9 DELIMITATION OF THE STUDY

The study took place at Mvudi Circuit in Vhembe District within the Limpopo Province. Mvudi is situated at the Eastern side of Limpopo under the Thulamela Municipality. Only three out of the ten secondary schools were targeted for this study.

1.10 ETHICAL CONSIDERATIONS

Permission to conduct the research was sought. The researcher wrote a letter to the circuit office to seek permission for conducting interviews and distributing questionnaires to schools.

The following shall be taken into consideration at school level:

- Permission was be required from participants e.g. secondary school teachers and principals; and
- Participants were asked to sign a consent forms. The form will state that they were guaranteed certain rights, and that when they sign the form, they were agreeing to be involved in the study and acknowledge the protection of their rights (Creswell 2005:150).All participants' information and responses given during the study were kept confidential.

1.11 THE RESEARCH PROGRAMME

The study is divided into the following chapters:

CHAPTER 1: Focuses on the introduction which covers the problem statement, aim of

the study, significance of the study, research questions, methodology, and definitions of concepts and demarcation of the study.

CHAPTER 2: Focuses on literature review where relevant sources on induction of secondary school novice teachers are reviewed

CHAPTER 3: Focuses on methodology, how data was collected using various methods, sampling and research instruments, e.g. interviews and questionnaires.

CHAPTER 4: Focuses on data analysis and interpretation.

CHAPTER 5: Provides a summary of the whole study, draws conclusions and advances recommendations.

1.12 CONCLUSION

Focus on the introduction, defining the meaning of induction. Inducting new educators in the teaching process is captured in the literature as significant for easing the settlement of educators in to the job. If educators are to become skilled professionals they need to be inducted.

The aim of the study was to investigate the nature and extent of the induction of the educators at secondary schools in Mvudi circuit in Limpopo Province.

The study was directed at the following objectives

- To establish the challenges faced by educators on the nature and extent of the induction of new educators at secondary schools.
- Advance strategies that may be placed to upload and enhance induction programmes for novice educators in secondary schools.

An awareness of the problems and challenges experienced by novice educators and addressing such needs can help ease the entry of novice educators into the profession. The teachers professional needs and personal needs were not met in the proper way because the novice educator can get a job far away from home and experiences

financial problems. When it comes to professional needs it refers to the distress experienced by the novice educators due to inadequate pre- service preparation. The clarifications of concepts were defined like induction, novice educator and mentoring under research design and methodology, mixed methods were used, qualitative and quantitative. Sampled educators at Mvudi circuit were selected.

Data collection that was used was semi- structured questionnaire with closed and open ended questions and interviews were conducted. Permission to conduct the research was sought.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

According to Van Der Westhuizen (1997: 257) induction endeavours to help the several of new personnel to fit into and to adjust to a new working environment as quickly as possible and with the minimum disruption (for the individual and the school), so that the goals of the organisation can be achieved as effectively as possible. This presupposes that all “new” staff members have adjustment problems in varying degrees, which justifies the planning and implementation of integration or orientation programmes.

This chapter looks at both aspects as the expected increase in the quality or quantity of teachers can be the driving force behind national induction policies.

According to Van der Westhuizen (1997:257) induction can be done to the following groups:

- Newly appointed, recently qualified educators, in other words, novices.
- Educators who have become a little rusty because of interrupted service
- New staff with teaching experience but no experience of how things are done in a particular school, and
- Educators with experience of a certain school, but who have been allotted new tasks because of a new division of work.

2.2 WHAT IS INDUCTION?

According to Fabian and Simpson (2002:117) “induction is the process of introducing the employee to the organisation and the organisation to the employee and it begins at the time of appointment”. Its purpose is to help new staff achieve competence quickly through having the necessary knowledge, support and guidance to carry out his or her duties. Wong (2004:46) defines induction as a system which is wide, coherent, comprehensive training and support process that continues for 2 or 3 years and then

seamlessly becomes part of the lifelong professional development program of the district to keep new educators teaching and improving toward increasing their effectiveness.

2.3 AIMS OF INDUCTION

There are a number of authors and researchers who wrote about the aims of induction. The following paragraphs discuss aims of induction according to different authors.

According to Denim (2009:5) “the aim of induction is to enrich school leaders, educators, newly qualified educators, novice educators and policy makers to develop and pilot a comprehensive induction and mentoring programme”. According to Wong (2004:7) the following are the aims of induction:

- To solve the problems of loneliness of educators and lack of support.
- To help educators to improve in the academic standards and vision of the district.
- Improve participation by all educators, whether entering the profession from traditional or alternative pathways.

Fulton and Lee (2005:20) state the following as the aims of induction:

- Improve educator retention: most novice educators leave the profession and especially leave at-risk schools because of lack of support, a poor professional environment and a feeling of isolation.
- Accelerate professional learning of new educators. Novice educators can learn skills for teaching and for classroom management at a quicker pace when they have professional support and information from experienced colleagues.
- Create learning communities of experienced and novice educators. Induction is changing the culture in the school to allow for open observation and professional critiques of practice.
- Change the professional culture of a school. Getting all educators and principals involved in new educator. Induction can change beliefs about how students or about teacher capabilities and roles.

2.4 INDUCTORS AND THEIR DUTIES

School Managers

According to Lunenburg and Irby (2006:3) the school manager must do the following:

- School managers need to schedule novice educator orientation in addition to regular educator orientation. Novice educators need to attend the session
- School managers need to appoint someone to help novice educators set up their classrooms
- School managers need to provide novice educators with proper mix of subject. If possible, lighten their load for the first year.
- School managers need to pair novice educators to meet regularly to identify general problems before they become serious.
- School managers need to provide coaching groups, tutor groups, or collaborative problem-solving groups for all novice educators to attend.
- School managers need to provide for joint planning team teaching committee assignments and other cooperative arrangements between new and experienced educators
- School managers need to issue newsletters that report on accomplishments of all educators, especially novice educators
- School managers need to reinforce events, involve novice and experienced educators, such as tutor-tutoree luncheon, parties and awards.
- School managers need to provide regular (monthly) meetings between the novice educator and supervisor (mentor) to identify problems as soon as possible and to make recommendation for improvement.
- School managers need to plan special and continuing in- service activities with topics directly related to the needs and interests of novice educators.
- School managers need to carry on regular evaluation of novice educators; evaluate strength and weaknesses, present new information, demonstrate new skills and provide opportunities for practice and feedback.

Senior educators (School Management Teams)

Johnson & Kardos (2000) and Wong (2004:19) state that educator leaders have the following roles to play: Administrators, staff developers and educator leaders must have the knowledge and skill to direct an induction process that creates and supports a results-driven, team-focused, professional learning and collaborative culture that is part of every educators work day. Johnson & Kardos (2000) states that mentoring is one of their major roles. Mentoring in an induction programme is understood as an experienced educator being given responsibility for helping the beginning educator providing support on the personal emotional level, the social level (introducing someone to the organisation and norms of the school and the professional level. The focus on the mentoring system must be to stimulate professional learning by using a variety of approaches, e.g. coaching, training, discussion, counseling etc. Formal mentoring, in particular through regular meeting is the most important requirement for successful mentorship. The co-ordination of mentor arrangements at institutional level is an important factor. Mentors are important, perhaps the most important, component of an induction programme but they must be aligned with the vision, mission and structure of the whole of the induction programme (Wong, 2004:19).

The peer mentoring

According to Wong (2004:19) mentoring in an induction programme is understood as an experienced educator being given responsibility for helping the novice educator providing support on the personal / emotional level, the social level (Introducing someone to the organisation and norms of the school) and the professional level. The focus on the mentoring system must be to stimulate professional learning by using a variety of approaches, e.g. coaching, training, discussion and counseling.

2.3 TYPES OF INDUCTION

Wong (2004:19) further states that mentor is a single person whose basic function is to help a novice educator. Mentoring is part of a successful induction system. Mentoring is a one-on-one relationship between a novice educator and a more experienced educator.

The peer mentoring brings the novice educators (from one school or from different schools) together, thus creating opportunities to network within and across schools. Here different kinds of support are in effect social (especially in groups of educators from the same school), personal/ emotional and professional (peer) support to the new educator (Wong, 2004:19)

According to Wong (2004:19) the peer mentoring system is essential in creating a safe environment in which participants have the same status and in which novice educators can discover that they face many of the same problems. The peer group needs to be based on face- to- face meetings, but can partly be a virtual community. When schools are large and have a substantial group of novice educators, peer groups can be school specific, in such groups, the exchange is easy as all participants work in the same context. However, when schools are small, there might be only one or two novice educators. In such cases peer groups necessarily comprise educators from different schools, which can lead to interesting exchanges on different approaches in schools (Wong 2004:20). Wong (2004:19) further states that mentoring is most commonly used as a verb or adjective because it describes what mentors do.

Wong (2004:20) found that formal mentoring, in particular through regular meetings, is the most important requirement for successful mentorship. He also found that the co-ordination of mentor arrangements at the institutional level is an important factor. Mentors are an important, perhaps the most important component of an induction programme but they must be aligned with the vision, mission and structure of the whole of induction programme.

2.5 TYPES OF INDUCTION

According to Wong (2004:41) workshops, seminars or classes provide the opportunity to teach content that is necessary for all new educators.

Meetings: can forge better working relationships. On the first day of the term there should be a meeting where new educators are free to share ideas as well as to voice their successes and share fears.

Class visit: according to Vander Westhuizen (1997:267) the aim of class visits is to gather information so as to evaluate responsibly and have two basic presuppositions: firstly, that the evaluator is equipped to carry out this task because it is professional matter, secondly, a measuring instrument is available to evaluate qualitatively and quantitatively.

In the first place, the class visit involves the school principal as *primus inter pares* – the first among equals who, as a professional educator, has to evaluate fellow professional educators.

According to Van der Westhuizen (1997:269) actions which precede the class visit include:

- Discussing a date and time which suit both parties. A request to those who regard themselves as ready for class visits may be one way of handling the matter.
- Discussing the purpose of the visit and explanation of the applicable criteria are necessary so that educators know what is expected of them
- Discussing the procedures and the finer details, for instance a reminder about the appointment making written preparation available ahead of time, entry and departure from the classroom as well as the follow up discussion are good practice to give educator the necessary feeling of security
- Possible lack of clarity should be cleared up during the pre-discussion to reduce, as far as possible unhealthy tension caused by uncertainty.

According to Van der Westhuizen (1997:269), the following are the guidelines for the classroom visit:

- Punctually keeping the appointment and being there in time not only show good manners and professional etiquette but also show respect for the teacher and for the situation to be evaluated.
- Make the teacher and children feel at ease and take an unobtrusive seat amount.
- Give your undivided attention and avoid interrupting the class. Stay in the classroom until the presentation is over.
- Thank the teacher and the class after the presentation for the privilege of being able

to visit them.

- Discuss the presentation of the lesson as soon thereafter as possible. Ensure that there is sufficient time and a peaceful atmosphere for the discussion.
- On no account must the presentation be discussed in front of the pupils.

It is important for the principal to prepare for the mentee before class visit.

According to Van der Westhuizen (1997:267) class visits have advantages and disadvantages which are indicated below:

Advantages

- Because of the nature of his position a school principal has access to detailed information on every member of staff. Such information may be related to events inside and outside the classroom and can include career details and the personal history of the staff member because he is equipped with basic information which covers a broader area than that which will be observed during the lesson. In this regard, the school principal is better able to evaluate qualitatively, to diagnose and make recommendations.
- Because of a school principal's experience as an educator and educational manager and his link with the community, he is able, in the context of the education system, to determine to what extent educators succeed in achieving teaching and educational goals.
- The school principal is able to provide support for staff by making certain aids available or by making certain changes in the organisation of the school, which could lead to more effective and more directed classroom practice.

Disadvantages

- Because the school principal is not directly involved in classroom practice and might not know the latest developments in educational methodology and subject approaches, it may be regarded as a disadvantage if he acts as an evaluator.
- The possibility of him being subjective remains a difficult issue. The school principal should be trained to evaluate in a business like way and be equipped with suitable

measuring instruments to suitable measuring instruments to reduce the possibility of subjectivity. Human relations and specifically personnel relations may become seriously disturbed if personnel evaluation is not done with tact and discretion. Deliberation, honesty and objectivity are key concepts in carrying out this task.

2.6 BENEFITS / ADVANTAGES OF INDUCTION OF NOVICE EDUCATORS

According to Van der Westhuizen (1997:251) induction endeavours to help the various categories of novice educators to fit into and to adjust to a new working environment as quickly as possible, so that the goals of the organisation can be achieved as effectively as possible. Novice educators will have clear guidelines on what is expected of them with regard to a subject or subjects. This extends from preparation and control, to taking remedial measures. The utmost importance for novice educators is that they should not only know exactly what is expected but also to whom they are responsible and to whom they should report. Search for more sources rather than using only one source.

2.7 CHALLENGES FACING NOVICE EDUCATORS

The following are challenges faced by novice educators:

Personal needs

According to Heyns (2000:162) there are several possible explanations which are offered which concern the personal needs of novice educators. The first challenge faced by novice educator is financial problem because during their days as student educators, they were financially dependent on their parents or sponsors for living expenses, insurance, and transport and health care. Now as employees, they begin to face the challenges of having to make the right decisions without the support they used to have before.

Another challenge is that beginner teachers may have been offered a teaching post in a place unfamiliar and far away from home. As a result they become lonely, and miss their families and friends. In order to adjust to their new environment, beginners may perhaps want to find out basic services like the bank, shops and health facilities. Rock

and Grady (1997:4) explained that besides the stress of a new environment, novice educators may also be stressed out by the unfamiliar community and socioeconomic backgrounds of the students they teach.

The change from University or college life to that of a working person is difficult in all areas. When entering the unfamiliar world of teaching, they are shocked by the strangeness and the discomfort they feel. Veerman (1984:143) defines reality shock as “The collapse of the missionary ideas formed during educator training by the harsh and rude realities of everyday classroom life”

Professional Needs

According to Brock and Grady (1998:181) many novice educators report on poor working conditions in schools such as a lack of facilities and resources. They also go without textbooks and other teaching materials for months.

It is important to note that novice educators generally work alone in separate classrooms and are responsible for the administration of their own classes, lesson evaluation strategies and managerial policies. According to Nowlan and Steyn (2004:86), this isolation is characterised by geographic and professionalization. Novice educators feel uncertain, anxious and frightened to work alone without support and guidance from veterans (Ballantyne, 1982: 360-366).

In addition, being isolated, novice educators feel overwhelmed by the amount of responsibility at work. Furthermore, they assume full responsibility to disciplining students, motivating students who lack enthusiasm and assessing a student's work. Soon they realise that the exhausting nature of their work and lack of assistance from senior colleagues is stressful (Johnson, Ratsey, Holdaway, 1993:296)

Nowlan and Steyn (2004:11) states that “in addition, novice educators are often requested to teach subjects for which they have not been prepared to teach. They find that they are emotionally exhausted”.

“Novice educators are sometimes overloaded with activities they cannot keep up with. Besides they are also expected to perform other tasks like providing pastoral care, being subject educators, sports masters and class educators” (Flores, 2001: 36).

2.8 IMPORTANCE OF INDUCTION

Alternate routes of educators’ preparation assume that school staff will support unprepared educators as they begin their service. Unfortunately, limited resources on individual schools often yield insufficient support for novice educators who emerge from lateral entry programs (Laczko-Kerr and Berliner, 2003:37). Because they work autonomously in individual classrooms, novice educators lack easy access to more experienced educators. To better address the concerns of and difficulties faced by novice educators, schools can explicitly endorse induction programs to build a professional culture of collaboration and problem solving (Feiman-Nemser 2003:25).

Robinson (1998:10) used a meta-analysis of various induction models to identify the key components of an effective induction program. Novice educators should have mentors within their teaching fields. Mentor- novice interactions should encompass teaching field materials and techniques as well as school-specific policies. Schools should assign novices limited teaching responsibilities so that they have extra time to prepare curriculum and observe their mentors and other experienced teachers in their classrooms.

The key political justification for investing in induction programs is to prevent teacher attrition. Schools require adequate staffing with qualified teachers to maintain and improve student achievement. Additional, attrition imposes significant costs on the education system as it must prepare more teachers to fill classroom vacancies. “Currently, after the first year of teaching, 15% of new teachers move to another school, and 14% leave teaching altogether” (Smith & Ingersoll 2004:694). Attrition rates are even greater at high-poverty schools, where teachers must contend with fewer resources, poorer working conditions, and needier students (Darling-Hammond, 2003:7).

Several studies have found that attrition rates are higher for educators with less formal pre-service preparation. Darling-Hammond (2003:2-3) reviews studies showing higher than average attrition for alternative route and uncertified educators in California, Massachusetts, and Texas. According to Heinke, Chen, & Geis (2000:49) in the National Center for Education Statistics, novice educators whose pre-service traditional training compared to a 29% rate among those who lacked student teaching experience.

Growing evidence indicates that comprehensive induction programs can reduce attrition rates among novice educators. "Induction" can incorporate a variety of supports for novice educators, "from a single orientation meeting at the beginning of a school year to a highly structured program involving multiple activities and frequent meetings over a period of several years" (Smith & Ingersoll, 2004:683). Beyond finding that induction programs in general reduce attrition, Smith and Ingeroll (2004:66) measure how various induction activities individually affect novice educator's retention. When considering these activities, Smith and Ingeroll (2004:66) find that assigning new teacher mentors from the same teaching field, scheduling new teachers extra time for collaboration or planning, and reducing novice educators' teaching schedule all significantly reduce the relative risk that novice educators would attrite by more than half. Rather than looking at induction activities individually, Moir (2003) considers all elements in a comprehensive induction program as a single induction variable. Moir tracks participants in the Santa Cruz New Teacher Project (SCNTP), a comprehensive induction curriculum with a core of structured mentoring created at the University of California at Santa Cruz in 1988. After seven years, 88% of California educators who had participated in SCNTP remained in teaching, a higher than the expected retention rate.

2.9 EDUCATOR MENTORING AND INDUCTION

For decades, induction and mentoring programs have been a public school districts' response to low educator's retention rates. Portner (2011)'s collection of twelve essays aims to put induction and mentoring in perspective. This collection of twelve essays

provides a description of the current state of induction and mentoring programs, and next steps the field must take to improve induction and mentoring programs, and appends exercises to guide practitioners through an analysis of their own induction and mentoring programs. While each essay discusses a different aspect of induction and mentoring programs, all authors posit that mentoring and induction is critical to a beginning teacher's experience. Three themes are salient in this collection: defining the role of mentor, defining the task of the mentor, and defining the role of mentorship in the larger induction process. In these essays, the authors take a variety of perspectives on the role and priorities of mentors.

In his essay "Mentors as Instructional Coaches," James Rowley (1994) traces the development of the educator, mentor role in induction programs from the late 1970s to current times. He finds that the role of mentor has changed from one who provides socio-emotional support for beginning teachers to one who serves as an instructional coach. He is wary that a "false dichotomy was created as proponents of new model often denigrated the earlier model as being weak or misguided. According to Rowley (1994), the role of mentor and coach should be integrated because novice educators need both emotional and professional support. Similarly, in their essay *Cultivating Learning-Focused Relationships between Mentor and their Protégés*, Lipton & Wellman (2003) also propose that mentors assume a more comprehensive role in the induction process. Mentors should "cultivate and enrich learning-focused relationships" that include emotional, physical, instructional, and institutional support; that develop novice educators' "cognitive skills of teaching"; and that "enhance professional vision by supporting protégés in clarifying learning outcomes that are broader than one lesson or unit of study." In "Stages of Mentor Development," Casey and Claunch both coordinators of induction programs at the University of New Mexico, call for special attention to be paid to the developmental needs of, mentors. They propose that the "mentor's job is not to deliver the teaching curriculum to the novice educator but rather to interpret what the teacher already knows and mediate that knowledge into practice". "In this model the novice teacher is not treated as a tabula rasa but draws from his or her own educational and lived experiences. Unlike the aforementioned authors, Ellen

Moir, the executive director of the New Teacher Center at the University of California Santa Cruz, contends that mentor-novice relationships should rest on close collaborative investigation of teaching and learning in novice's classroom. For Moir, the quality of interpersonal relationship between mentor and novice is secondary to the professional partnership.

2.10 NOVICE EDUCATOR INDUCTION AND MENTORING

Since educator development occurs in stages, according to Odell and Huling (2000) the survival of the fittest approach is unsuitable for the success and retention of novice educators. Consequently, educational administrators in many parts of the United States and other developed countries have adopted induction and mentoring programs for novice teaching. There is a growing interest in this form of support, guidance and orientation for novice educators (Ingersoll & Smith, 2004). However, for mentoring programs to be successful in accomplishing their primary goal of supporting and guiding novice educators, they should be integrated into the larger framework of the induction process for novice educators. The components essential for successful mentoring of novice educators include: Program Purpose and Rationale, Mentor Selection and Mentor/Novice Matching, Mentor Educator Preparation and Development, Mentor Roles and Practices; Program Administration, Implementation, and Evaluation; and School, District and University Cultures and Responsibilities (Odell, 2000).

Induction and mentoring are necessary to help novice educators to succeed in their first years and remain in the profession as well as novice educators who are provided with support, are less likely to leave their schools and the noble profession (AFT, 2001; Ingersoll & Smith, 2004). There has been a growth of educator mentoring and induction programs in recent years and that a large percentage of novice educators participate in some kind of program (American Association of State Colleges and Universities, 2006). Unfortunately, formal induction and mentoring practices for novice educators are not common in many educational systems across the globe.

2.11 SECRETS FOR SUPPORTING NOVICE EDUCATORS

There is a strong consensus that among the variables for improving student achievement, the educator matters more than any other single factor (Rowan, Current & Miller, 2002). Yet we know that many novices struggle and that approximately one-third of novice educators leave the profession within five years (Darling-Hammond, 2003). Because it may take up to five years for educators to become confident and highly skilled (Moore, Johnson & Kardos, 2005), the induction and mentoring of novice educators to help them develop both competence and confidence is of critical consequence for student achievement. The 2010 Excel Award –winning teachers shared their insights regarding important aspects of supporting novice educators. Their Secrets for Supporting Novice Educators are divided into three sections: the content of an ideal induction experience, the process of successful mentoring, and the role of school leaders. Within each section, several secrets capture their insights about high-quality support.

The 2010 Excel Award-winning educators had clear ideas about the appropriate focus of an induction program. Based on their recollections of their beginning years and experiences in supporting novices, they identified areas where novices need the guidance of more experienced colleagues. These included lesson planning, classroom management, professional judgment, and school routines and procedures.

There are a number of secrets which include the following:

- Secret 1: Provide novice educators with guidance on strong lesson planning.
- Secret 2: Provide ongoing guidance related to classroom management.
- Secret 3: Provide guidance and support in making professional decisions.
- Secret 4: Remember to teach novices routine school procedures (Moore, Johnson & Kardos, 2005).

2.12 AIMS OF INDUCTION POLICIES AND PROGRAMMES

The strong call for the development of coherent and system-wide induction programmes supporting novice educators raises the expectation that there are

strong arguments for introducing such induction programmes. As ETUCE states :
“Providing support and systematic guidance to educators at this stage has critical implications for their subsequent professional commitment and also in preventing newly educated educators from leaving the teaching profession after only a few years.” This statement indicates that induction programmes can contribute to increasing both the quality and quantity of teachers.

2.12.1 Reducing the Educator Drop-Out Rate

Unlike many other professions lacks an incremental approach to enable practitioners to ‘grow’ into their professional roles. Once an educator is qualified, he/she often is given full responsibility over classes. This creates a gap between the supported and more or less safe environment that a student, educator experiences during his/her study at the teacher education institution and the shift to full responsibility once appointed as an educator at the school. This gap is increased by the way in which most schools are organized: each teacher has responsibility for his/her own classes, which creates a strong sense of isolation for educators. Once you are qualified you have responsibility and you are on your own. Because of this, many educators experience a ‘Praxis-shock’ during the change from student, educator to novice educator (Stokking, Leenders, De Jong & Van Tartwijk, 2003).

According to Moore, Johnson & Kardos, (2005:13), many novice educators went through their first months of school believing that they should already know how their schools work, what their students need and how to teach well. When they had questions about their schools and their students, they eavesdropped on lunchroom conversations and peered through classroom doors seeking clues to expert practice. Having no access to clear answers or alternative models compromised the quality of their teaching, challenged the sense of their professional competence, and ultimately caused them to question their choice of teaching as a career.”

Many educators bemoan a certain lack of collegiality (Sorcinelli, 1992). Other

challenges at the beginning of one's career include lack of time, inadequate feedback and recognition, unrealistic self-expectations and difficulties in finding the right life-work balance. As a result, a substantial number of educators decide to quit their job and to look for a different career outside education. The drop-out rate of beginning teachers is substantial and can be as high as 10% in some countries (OECD, 2005). These results in an inefficient use of the resources invested in educating educators and in a reduction in the number of young and ambitious educators entering schools. Especially in countries with a shortage of educators, reducing beginning educator drop-out rates is essential and effective induction programmes are of major importance in helping teachers to overcome praxis shock and to stay in the teaching profession.

2.12.2 Improving Educator Quality

In the perspective of lifelong learning, students finishing educator education are not finished with learning. They leave teacher education with a 'starting competence' as a teacher which needs further development. In some countries, this 'starting competence' is mirrored in their formal status, as novice educators receive a temporary or probationary status and will only get a full teaching license after one or two years. The first experiences of the new teacher in class are important since in this phase, he/she is ready to learn, ready to create and modify practices and has high expectations both of him/herself and of the system itself. If the novice educator is appropriately supported at the induction phase, classroom practice is more likely to be successful (Breux & Wong, 2003). Induction programmes aim to support novice educator at the crucial stage when they change from 'beginner' to 'experienced' and to help them to adapt to the realities of teaching in school. This support can be formal in nature, where successful completion of the induction programme is one of the compulsory prerequisites for gaining a full teaching license, or non-formal, where participation in an induction programme is voluntary (Breux & Wong, 2003).

2.12.3 Supporting Professionalism in Schools

In many schools novice educators can be a source of new and refreshing ideas and inspiration. However, in many schools novice educators cannot and do not play such a

role. They are often quickly integrated in the existing culture and adapt themselves to the norms of the school. Thus, their potential as change agents is wasted. Novice educators can only refresh and challenge the existing culture in schools when there are fruitful grounds in which new ideas and inspiration can take root and blossom, and where novice educators and their ideas are appreciated; in other words, where experienced educators are open to new ideas and approaches. However, in many schools, the existing culture is very resistant to change and novice educators are expected to adapt to the status quo of the 'veterans' (Johnson, 2004). Induction programmes can be used to protect beginning teachers from the dominant culture and to foster their fresh ideas.

2.13 PROVIDING FEEDBACK FOR INITIAL TEACHER EDUCATION

According to (Johnson, 2004) induction programmes bridge the gap between initial teacher education and continuous professional development. Within the continuum of lifelong learning, induction programmes form the linking pin between initial and in-service teacher education. In the first years of teaching, educators experience the effectiveness and quality of their initial training and assess the extent to which teacher education prepared them for the realities of the teaching profession. Therefore, the induction process can provide valuable feedback to teacher education institutions with respect to the adequacy of their programmes. When a teacher education institutes are actively involved in induction programmes, they can use the experiences of the beginning teachers involved in those programmes to update their curricula and thus to help to reduce the gap between theory and practice within the teacher education curriculum.

As shown, induction programmes can have a wide variety of aims: reducing the dropout rate of teachers, improving the quality of novice educators, support in the professional, social and emotional dimension, support of the learning culture in schools and providing feedback for teacher education institutes. Coherent induction programmes try to cover all of these aims more or less. However, emphasis on specific aims can vary, due to the local or national context (Johnson, 2004).

2.14 THE DESIGN OF INDUCTION PROGRAMMES

In the following paragraphs, the researcher discussed about programmes of novice teachers.

2.14.1 Novice Educators Need Three Kinds of Support

The educator's first years in her career are crucial for her development, both professional and personal. As previously indicated, the term 'induction' is used to refer to various processes by which newly qualified educators are inducted into the teaching profession and is normally associated with the first years of teaching after completing a programme of initial teacher education. Therefore, induction has a pivotal role in the continuum of teacher, lifelong learning, creating opportunities to relate back to Initial Teacher Education (ITE) and to prepare educators for career-long continuing professional development (CPD). In member states various types of support for new teachers exist; some of these types of support could be integrated into a more coherent and system wide induction programme (Wood, 2005:40).

A variety of different aims were identified, focusing on reducing the drop-out rate of teachers from the profession, safeguarding the quality of educators, supporting professionalism in schools and providing feedback for teacher education institutions. Three dimensions of induction programmes were also distinguished: the professional dimension, the social dimension and the personal dimension. Coherent induction programmes should address all three dimensions. These are the main ingredients for coherent and system-wide induction programmes.

According to Wood (2005:48) these ingredients are translated into design criteria for induction programmes, based on the observation that novice educators need three basic kinds of support: personal, social and professional:

- **Personal support**

This support is to help the novice educator develop her identity as an educator. The

educator in the first months and years in the profession has to survive several professional and personal challenges. Research reveals that novice educators face several problematic situations as they make their first steps in the profession. This can lead to a loss of self-confidence, the experience of extreme stress and anxiety and can cause the educator to question her own competence as an educator and a person. An *induction phase can support educators in this stage of survival and help the teacher develop her personal teaching profile. New teachers on induction programmes generally report increased feelings of competence, motivation, belonging, support and attention as a result of their experience in the programme. This is a step towards enhancing educators' self-confidence and avoiding drop out. To create this personal support, several elements are important:*

Support from a mentor and from peers: Contact with other beginning teachers can be helpful, as it can show that the problems that the new teacher faces are not unique; this kind of support provides 'realistic' solutions to help novice educators to cope with practical problems, as they come from mentors or peers.

A safe environment: It is essential that problems and feelings can be discussed without the risk that they are used to judge one's professional competence. They could be discussed with peers or with a mentor who is not responsible for the assessment of the teacher or for decisions about renewing contracts etc.

Reduced workload: For novice educators all their lessons are new and need careful preparation. Together with a lack of experience this can create a very heavy workload which can strengthen feelings of incompetence. Beginning teachers can be supported by reducing the number of their teaching hours (without reduction in salary) and / or by support through team teaching or co-teaching.

- **Social support**

An induction programme can support the novice educator in becoming a member of the school and professional community; collaboration with others can stimulate feedback

and the exchange of new ideas. An important factor in the social support of novice educator in schools is the school culture. Novice educators can feel much more readily accepted within a team that is open to new ideas and innovations and that is used to collaboration. Social support enables the creation and support of a collaborative learning environment within the school and between the stakeholders in the educational system (parents, community etc.). Elements of social support can include:

2.15 CONDITIONS FOR SUCCESSFUL INDUCTION PROGRAMMES

Support from a mentor. The mentor can play a key role in introducing novice educators to the school organization and the school culture with its written and unwritten values and norms.

Collaborative work: forms of co-teaching where two or more educators have responsibility for certain classes or lessons, and involvement in teams and project groups, can help beginning teachers to become part of the school community. For an induction programme to provide social support, it is essential that (part of) it takes place within the school and can lean on active involvement and ownership from different parts of the school community. School leaders play a key role in overseeing the system as a whole. The appointment of a mentor should not be an excuse for a school leader to distance himself/herself from the task of supporting novice educators.

- **Professional support**

Professional support is aimed at developing the novice educator's competences (in pedagogy, didactics and subject). This support might focus on the development of effective classroom skills and deepening the knowledge of subject, pedagogy and didactics. With professional support during induction programmes a start is made on the lifelong process of post-initial learning and the gap is bridged between initial teacher education and CPD. Professional support can not only contribute to upgrading the individual professionalism of the novice educators but can also help to upgrade professionalism in the school as a whole. Elements of professional support can be:

Contributions by experts (e.g. from universities and (ITE) institutions). This can be organized through formal courses or master classes or by the opportunity to consult

experts. Exchange of practical knowledge between beginning and experienced educators (in different schools), for example through participation in collaborative learning Communities. Professional support should provide opportunities for a wide variety of activities, as learning styles of educators differ: they may learn individually through reading, experimenting and reflecting, and jointly through collaboration.

2.15 CONDITIONS FOR SUCCESSFUL INDUCTION PROGRAMMES

To ensure that the four interlocking systems work and that the aims of an induction programme are met, a number of conditions need to be fulfilled. These relate to financial support, clarity in roles and responsibilities of stakeholders, co-operation between different elements of the system, a culture that is focused on learning and quality management (Adam, 2010).

2.15.1 Financial support

Induction and other support measures for beginning educators will require an investment of adequate financial and time resources. For beginning teachers it is essential that they have a reduction in their workload, without reducing their salaries. This reduction is necessary not only because during the first years of teaching, lesson preparation will take much more time, but also to make it possible for novice educators to take part in the induction programme. Mentors too, need to be provided with sufficient time for their duties. Effective mentoring will require a considerable effort and it should not be seen as just an extra task within an educator's job. Mentors need to have a reduced educator timetable to allow time for the mentoring process to be undertaken seriously. Especially when the mentoring system is intended to have an impact on the learning culture within the school as a whole, mentors are key figures. The importance of the mentors can also be emphasized by offering them incentives and recognition of their additional responsibilities, such as through a responsibility allowance in their salary (Hernandez, 2009).

The involvement of teacher education institutes in support programmes for novice teachers will also require an investment of financial and time resources. If these

resources are not available, the feedback loop between initial educator education and the experiences of novice educators in their induction periods will be weak. The way in which financial support is provided will differ between countries and resourcing systems. However, if issues of financial and time resources are not addressed, the induction programme will lack effectiveness (Hernandez, 2009).

2.15.2 Roles and responsibilities of stakeholders

According to Barge (2011) there is a need for clear roles and responsibilities to be defined - and owned - by all stakeholders. The key actors in induction policies include:

- Novice educators,
- Mentors,
- School leaders,
- Teacher educators,
- Ministry and/or local authority, and
- Unions/ professional bodies/ steering boards.

Again, the division of roles and responsibilities can vary between countries. In some countries schools have a large degree of autonomy as regards their internal policies. In such countries, school leaders will have a key role in setting up coherent induction programmes. The role of national or local authorities can be to stimulate, support and facilitate school leaders in the development and implementation of induction programmes or to define criteria for induction systems that must be met. In countries with a stronger steering by the government, a coherent induction programme can be set up regionally or nationally. This can be done by the ministry, through a national agency (like the General Teaching Council for Scotland) or through the universities. In these cases the involvement by and ownership of individual schools and school leaders is important to strengthen the element of social support in the induction programme and to ensure that the induction programme has an adequate impact at the school level (Barge, 2011).

2.15.3 Co-operation between different parts of the system

According to Brown (2001) induction needs to be seen as part of a continuum: building on ITE and feeding into CPD. This requires each stage in the continuum to include activities appropriate to that stage, and an avoidance of duplication. Teachers look for continuity with their experiences during educators' education. This means in practice that there need to be effective links and strong communication between the providers of these different elements, the mentoring system, the expert system, the peer system and the self-reflection system. Therefore the actors in these systems need to share a common language about teacher qualities and an understanding of each other's roles and activities. Coherence in the induction system requires mutual trust between all stakeholders in the various phases of initial training and professional development. As the induction programme can be seen as the first part of continuous professional development, the induction programme should take into account the characteristics of the national CPD system. This can include, for example, forward planning in such a way that master classes in the induction programme can be recognized as elements of future Masters Programmes (Brown, 2001).

2.15.4 A culture that is focused on learning

The learning environment in the novice educator's school needs to be supportive and recognize diverse needs. If the support of beginning teachers is seen only as a task and responsibility for a mentor, so that other educators and school leaders can focus on their daily activities, support programmes will lack effectiveness and opportunities will be lost; beginning teachers will not take up their role as change agent and their introduction into the school community will be more difficult. A culture that is focused on learning by both beginning educators and experienced educators includes a focus on collaboration, leadership of learning, the promotion of a learning environment conducive to learning as well as a view of novice educators as an asset to schools. Support to novice educators could include, for example, not allocating the most challenging groups to novice educators, as well as a reduced educators timetable. The school leader plays a crucial role in creating such a culture (Kampen, 2010).

2.16 FOCUS ON QUALITY MANAGEMENT

To ensure the quality and effectiveness of induction programmes, attention should be paid to several issues.

2.16.1 The competence of mentors

It is important to ensure the qualities and competence of all the actors. Special attention should be given to the quality of the mentor. Mentors must be selected according to rigorous criteria; seniority and hierarchical criteria are less important than qualities such as inter-personal skills, communication and knowledge about the learning of (novice) educators. Otherwise there is a risk that mentors may have a 'conservative influence' on the practice of novice educators, limiting their exposure to or experimentation with different teaching approaches and strategies. Special mentor training programmes are necessary and can be offered, for example, by teacher education institutes. This will lead to benefits not only for novice educators, but also for mentors themselves. Mentor training and mentoring itself can lead to three categories of professional growth for mentors: a focus on personal pedagogical improvement; an awareness of the importance of professional exchange with peers; and a better understanding of the management perspective (Huling & Resta, 2001).

- **The competence of school leaders**

The competences and commitment of school leaders are important for creating a coherent induction system and a collaborative learning culture in the school. Feiman-Nemser (1996) argues that mentoring needs to be linked to a vision of good teaching, guided by an understanding of educator learning and supported by a professional culture that fosters collaboration and inquiry. Equally, school leaders, as managers, have an important role to play both in allocating resources (such as teaching hours, or contact time with mentors) and in ensuring that the school's policy on supporting new teachers is understood and supported by the staff team. These elements need to be addressed in training programmes for school leaders (Feiman-Nemser, 1996).

• Monitoring and evaluation

Regular review and evaluation of induction policies and provision is considered to be essential. One criterion for a quality induction system is the level of commitment shown by all stakeholders to the development of evidence-informed practice, i.e. the desire to monitor the effectiveness of the system and, where necessary and appropriate, to improve it. This requires evaluation and monitoring programmes, both on the level of the school and of the programme as a whole (Kempen, 2010).

2.17 CONCLUSION

The reviewed literature shows that effective induction will help educators in acquiring and developing the necessary knowledge, skills and attitudes for the classroom situation. Induction will also reduce feelings of fear, anxiety, insecurity and stress due to reality shock. The learner's education will improve by the assistance of educators in creating realistic expectations of the profession. Induction will also assist novice educators in creating realistic expectations of the profession. All of the above will create a good atmosphere between the educator and the learner.

The introduction of induction programmes can contribute to the development of a learning culture within schools. Such a learning culture focuses not only on supporting the learning of novice educators, but also on the learning of all educators in the school. The mentor plays a crucial role in creating an environment in which the input from beginning teachers is welcomed and taken seriously, and in fostering a learning culture within the school as a whole.

The design of an induction programme needs to fit its intended aims. Therefore the design of induction programmes in terms of the type of activities, the involvement of teacher education institutions, the role of the mentor and the compulsory or voluntary nature of the programme can vary.

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

A research design is governed by the notion of fitness for purpose. The purpose of the research determined the methodology and design of the research. For example, if the purpose of the research is to map the field, or to make generalizable comments then a survey approach is desirable, using some form of a stratified sample (Cohen, Manion & Morrison 2002:73).

This study was premised in the mixed methods research design. Mixed method study combines characteristics of both quantitative and qualitative approaches to research. This mix could emphasise one set of characteristics or the other (MacMillan & Schumacher, 2010:11).

In this study, the researcher used both qualitative and quantitative research approaches in order to triangulate the data. Therefore, triangulation is the use of two or more methods of data collection. Triangulation is the use of multiple methods or the multi-method approach that characterizes so much of research in social sciences. This research is carried out by researchers to increase the validity of their research (MacMillan & Schumacher, 2010:11).

According to Creswell (2005:39), qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data that consists largely of words (or text) from participants, describes and analyzes the words for themes, and conducts the inquiry in a subjective, biased manner. Quantitative research uses quantitative measures in the form of numbers to test hypothetical generalizations. The mixed methods design was preferred because it enabled the researcher to use both qualitative and quantitative approaches in a complementary manner and provided interaction rather than a dichotomy between these approaches (Gelo, Braakmann and Benetka, 2008:279). The mixed methods

research design enabled the researcher to overcome the limitations of purely quantitative or qualitative approaches by maximizing the advantages and minimizing the disadvantages connected to the single application of one of the two approaches (Creswell, 2005; Gelo, Braakmann and Benetka, 2008:287; Maree, 2007). The mixed methods design enabled the researcher to triangulate the quantitative and qualitative methods and data sources as well as provided a convergence and corroboration of results from the different methods and designs in studying the same phenomenon (Johnson and Onwuegbuzie, 2004; Creswell, 2007).

3.1.1 Population

A group of individuals who had the same characteristics, for example, all educators would make up the population of educators, and all high school administrators in a school district would comprise the population of administrators. A population could be small or large (Creswell 2005:145).

The first step in the process of collecting quantitative and qualitative data was to identify the people and place the researcher plans to study. This involved determining whether you would study individuals or some combination. If you selected either an individual or organization, you had to decide what type of people or organizations you would actually study and how many you would need for research. Mvudi Circuit has ten secondary schools and these constitute the population for this study. Three schools were selected for the study. Mvudi Circuit has ten (10) secondary schools. In these schools there are thirty three (33) newly appointed teachers. The first step in the process of collecting quantitative and qualitative data was to identify the people and place the researcher plans to study.

3.1.2 Sampling

Sampling was the identification of a group of people who would be selected randomly from the population or per what the researcher had considered knowledgeable. In this case sampled educators were the newly appointed educators and those who had less than three years in the teaching profession. As already shown above, at Mvudi Circuit,

there were ten Secondary schools. Samples of three schools were selected using stratified and simple random sampling.

The researcher used the following steps in selecting the sample:

Simple Random Sampling-The researcher selected participants (or units, such as school) for the sample so that any individual had an equal probability of being selected from the population. The intent of sample random sampling was to choose individuals to be sampled that had been representative of the population (Creswell, 2009:5). In the study, names of the 10 schools were written on pieces of paper and placed in a hat. A paper was randomly picked from the hat 3 times to select three schools for the study.

Stratified Sampling-The researcher divided (stratified) the population on some specific characteristics. In the study, the divided characteristics were years in the teaching profession and all the teachers in the three selected schools would be stratified into two groups, those with more than three years, and those with less than three years' experience. All the teachers who had three years and less formed part of the sample.

In this case, sampled educators were the newly appointed educators and those who had less than three years in the teaching profession at Mvudi Circuit where there are ten secondary schools. A sample of three (3) schools was selected using simple and stratified random sampling and 14 teachers were sampled from three secondary schools for responding to questionnaire. At least five (5) teachers out of fourteen were sampled again to participate in interviews.

3.1.3 Data Collection Instruments

Data Collection instruments used in the study were a semi structured questionnaire with closed questions and open ended questions and two interview schedules, one for individual interviews and another for focus group interviews. An interview occurs when researchers ask one or more participants questions and record their answers (Creswell 2005: 215). With regard to a questionnaire, the researcher asked close-ended and open-ended questions (Creswell 2005:216). The following interviews and questionnaires were used in this study.

- **One-on-one interviews**

Face-to-face interviews help with more accurate screening. The individual being interviewed is unable to provide false information during screening questions such as gender, age, or race. It is possible to get around screening questions in online and mobile surveys (Wyse, 2014). A One-on-one interview was a data collection process in which the researcher asked questions to and recorded answers from only one participant in the study at a time.

- **Focus group interviews**

Focus groups are used for generating information on collective views, and the meanings that lie behind those views. They are also useful in generating a rich understanding of participants' experiences and beliefs (Stewart, Treasure & Chadwick, 2008). A focus group interview was a process of collecting data through interviews with a group of people, typically four to six.

- **Semi –structured Questionnaires**

Semi-structured questions also called limited response or selected response questions are followed by a set of choices (McMillan & Schumacher 2011:206). On questionnaires, researchers asked some questions that were close-ended and some that were open-ended. The advantage of this type of questioning was that predetermined close ended responses gave useful information to support theories and concepts in the literature. The open-ended responses, however, permitted researcher to explore reasons for the close-ended responses and identified any comments people might have had that were beyond the responses to the close-ended questions. The drawback of this approach was that there were usually many responses – some short and others long – to be analyzed. The researcher looked for overlapping themes in the open-ended data and counted the number of themes or the number of times that the participants mentioned the themes. In addition documents or policies in the school, on inducting new teachers, were analysed.

3.2 QUALITY ASSURANCE TECHNIQUES

3.2.1 Qualitative techniques

- **Trustworthiness of qualitative data**

The focus of the interpretation of any social phenomenon, which is in this case the qualitative data from both the questionnaire and the interviews, should be viewed as something that can be used for better understanding. Denzin and Lincoln (2003:13) and Lincoln and Guba (1985) suggest the following in order to increase trustworthiness in a qualitative study:

- Credibility
- Transferability
- Dependability
- Conformability

For the purposes of this study the researcher sought to increase the credibility of the interview data by implementing member checking and peer review. Krefting (1991:219) suggests that member checking, which is where the interviewee plays an active role in being part of the process, in bringing in his/her own meaning or interpretation of the data, is a form of triangulation and thus minimizes researcher bias (Creswell 200:53). It was therefore planned that the teachers should be given the opportunity to review the data and make comments and/or changes where they felt it was necessary. In such peer review, the data are the researcher even to impartial colleagues who may have experience of the qualitative methods, and the research findings are then discussed (Krefting 1991:219). The focus group meetings were designed to serve this purpose.

3.2.2 Quantitative techniques

- **Validity**

By validity is meant how well the test measures what it sets out to measure (Litwin 1995:33), and this case is distinct from the notion of design validity.

This study relies on valid, authentic and trustworthy methods of collecting and presenting information and interpretations as stated by Hammersley and Atkinson (1983:191).

To reduce by some degree the limitations of the research, certain measures may be taken to enhance design validity (McMillan & Schumacher 1993:389). The following table sets out what the researcher has done where this research was concerned according to the criteria set by McMillan and Schumacher (1993:432).

Table 3.1
Actions taken to enhance validity of research design

Strategy	Description of Action
Multi method approach	The researcher conducted Interviews to aid the interpretation of quantitative data from the questionnaire.
Mechanically recorded data	The researcher used an audio cassette recorder during interviews and the focus group meeting.
Verbatim accounts	Interviews and focus group meetings exist in a fully verbatim form as a result of mechanical recording.
Consistency of application	A single questionnaire was used, duplicated for every respondent, and a single interview schedule used for all interviews conducted by the researcher.

(Adapted from McMillan and Schumacher 1993)

In this study the researcher used two approaches to validity: face and content.

- **Face validity of the questionnaire**

Face validity is based on a cursory review of items by judges (Litwin 1995:35). A questionnaire was administered to elicit information. To ensure face validity in this study, experts in the field have given their opinion as to whether the items of the questionnaire, on the face of it, serve the purpose

- **Content validity**

To demonstrate this form of validity, the instrument must show the appropriateness of the items to reviewers who have some knowledge of the subject matter (Litwin 1995:35). The items must also be validated by means of a literature review. Both of these contribute to the external validity of the research.

In this study the literature review which validates the items – in this case the variables to be measured – was also used to determine the selection of the factors to be tested. Furthermore, the wording and positioning of the questions were checked by various experts. The subsequent statistical testing of the variables to determine their relationship to one another was therefore also a test of content validity, and internal validity was thus established.

- **Reliability**

Reliability is the degree to which an instrument measures what it is supposed to measure (Gay & Airasian 2003). Reliability thus refers to the degree of consistency and/or accuracy with which a questionnaire measures its variables (Mulder 1989:209). Mason (1996:24) maintains that reliability involves the accuracy of the research methods and techniques used.

In this study, the reliability was checked by means of a computer analysis.

In addition to the described measures of validity and reliability, the researcher has attempted to provide as much information as possible about the research design and research methods. Triangulation was thus used to assess reliability of qualitative analysis.

3.3 DATA ANALYSIS

The following data analysis techniques were used:

3.3.1 Scoring the Data

For close ended questions, the researcher scored the opinion statements on a scale of

five to one , with one representing strongly disagree agree, two representing disagree, three representing undecided, four representing agree, and five representing strongly agree.

3.3.2 Coding the Data

Qualitative data was analysed for emerging themes and in the process the researcher selected specific data to use and sometimes disregarded other data that did not specifically provided evidence for the themes (Creswell 2005: 237). For the analysis of quantitative data, the researcher used the SPSS computer programme to facilitate the process of storing, analyzing and sorting the data.

3.4 SIGNIFICANCE OF THE STUDY

The study demonstrated the following significances:

- Help the Department of Basic Education on how novice educators can be taken out of frustration, anxiety, and tension in the workplace.
- Help the Department of Basic Education to develop appropriate manuals for novice educators
- The principals would benefit both through Department of Basic Education manuals and through the recommendations from this study to improve their induction of novice educators.
- Properly conducted induction would help novice educators to excel in their teaching profession.
- Properly conducted induction would help stop educators from resigning, because of the frustration of not being helped as there seems to be no direction on matters concerning teaching and learning.

3.5 DELIMITATION OF THE STUDY

The study took place at Mvudi Circuit in Vhembe District within the Limpopo Province. Mvudi is situated at the Eastern side of Limpopo under the Thulamela Municipality. Only three out of the ten secondary schools were targeted for this study.

3.6 ETHICAL CONSIDERATIONS

Permission to conduct the research was sought. The researcher wrote a letter to the circuit office to seek permission for conducting interviews and distributing questionnaires to schools.

The following were taken into consideration at school level:

- Permission was from participants' e.g. secondary school teachers and principals; and a consent letter was signed.
- Participants were asked to sign a consent forms. The form stated that they would be guaranteed certain rights, and that when they signed the form, they were agreeing to be involved in the study and acknowledged the protection of their rights (Creswell 2005:150). All participants' information and responses given during the study were kept confidential.

3.7 CONCLUSION

The main focus of this chapter was the identification of a group of people who would be selected randomly from the population. In the study, sampled educators were the newly appointed educators and those who had less than three years in the teaching profession. Questionnaires were given to new teachers. Also interviews occurred where researcher recorded the answer. Permission to conduct the study was sought. This study will help the Department of Basic Education on how novice educators can be taken out of frustration.

The study took place at Mvudi Circuit in Vhembe District within the Limpopo Province. The main purpose of the research was to determine the methodology and design of the research. The study used mixed methods, thus qualitative and quantitative research. The qualitative research was a type of educational research in which the researcher relied on the views of participants and quantitative research used quantitative measures in the form of numbers to test the hypothetical generalization.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

Chapter 3 focused on the empirical research design and the method of investigation. This chapter focuses on data analysis and presentation. The participants (14) were issued a questionnaire with open ended questions and closed questions. In addition an interview was conducted with eight (8) educators.

4.2. RESULTS

Results obtained by means of questionnaires and the interview schedules are presented in the sections that follow.

4.2.1. Questionnaire Results

A questionnaire was issued to respondents and the results are presented and discussed below.

Table 4.1

I was inducted on arrival at my institution

	Number	Percentage
Strongly Agree	3	21.4
Agree	6	42.9
Not Sure	2	14.3
Disagree	2	14.3
Strongly Disagree	1	7.1
Total	14	100

On the issue of whether the teachers were inducted on arrival at the school it was heartening to note that 64.3% of respondents either agreed or strongly agreed that they were inducted. The fact that 21.4% had not received any induction on arrival is indeed a cause for concern. This translates to mean that more than one fifth of the teachers are

just thrown into the deep end without any assistance to settle into the job. This might result in frustration as the new teachers struggle to settle into the new job of their own without any help. The fact that some teachers were unsure might imply that they did not probably understand the concept of induction.

Steyn (2004:82) also agrees that induction of novice teachers has not received the priority it deserved and that many induction programmes have failed to guide and help beginner educators in their transition into the profession. It is true that the teaching profession has a problem in this regard and it needs more attention to rescue the novice educators that are struggling without proper induction. How can these teachers do their work properly without induction?

Table 4.2

I benefitted from induction conducted on my arrival

	Number	Percentage
Strongly Agree	2	14.3
Agree	5	35.7
Not Sure	3	21.4
Disagree	3	21.4
Strongly Disagree	1	7.1
Total	14	100

On the issue of whether the teachers benefitted from induction conducted on their arrival, the results shows that only 42.9% and 21.4 % benefitted .The total thereof is 64,3% only who benefitted. Therefore 35.7% never benefitted from induction conducted on arrival. It shows that respondents constituting more than half of the sample (64.3%) either agreed or strongly agreed that they benefitted from induction conducted on their arrival. The fact that 35.7% never benefitted from induction conducted on arrival is indeed course for concern. It shows that many teachers are struggling in their profession.21.4% disagree that they have benefitted from induction on their arrival. It shows that such educators are really not working in a good way and 14.3% are not sure

on whether they have benefitted from induction conducted on their arrival. How can someone work without being sure about his or her work?

In another study done by Keengwe and Adjei-Boateng (2012:255) some participants expressed misgiving about how new staff orientation was done in their schools citing one respondent who stated "The orientation received as a beginning teacher was not enough, it was not properly planned. As mentioned above that some teachers did not benefit from induction conducted on their arrival. It is true that induction or orientation received as a beginning teacher was not enough and it was not properly planned. That is why 21.4% disagree that they have benefitted from induction on their arrival and 14.3% are not sure on whether they have benefitted from induction conducted on their arrival. It shows that these teachers are not doing the right things in the classroom.

Table 4.3

My personal needs were met through induction.

	Number	Percentage
Strongly Agree	3	21.4
Agree	6	42.9
Not Sure	2	14.3
Disagree	2	14.3
Strongly Disagree	1	7.1
Total	14	100

Only 64% of teacher's personal needs were met through induction. But it is bad because the other 50% of teacher's personal needs were not met. It shows that 36% of teachers do not know what they are doing. This translates to mean that half of teachers are just frustrated because their personal needs were not met through induction. It also shows that teachers are just doing things on their own without any help. 14% of teachers are not sure whether their personal needs were met through induction. Without the knowledge of the above, it means learners are not given the necessary education at all. Heyns (2000:162) offers several possible explanations concerning the personal

needs of novice educators. First are the financial choices that novice educators need to make. The first challenge faced by novice educators according to Heyns (2000:162) is the financial problem because during their days as student educators they were financially dependent on their parents or sponsors for living expenses, insurance, transport and health care. It is true that novice educators are now facing reality of life of being independent also financially without the support for parents and some financial needs. It can be difficult because some get the job far away from home and need accommodation and transport and all that need money.

On my arrival I was introduced to all stakeholders e.g. SWT, HOD, Student's Governing Staff etc.

Table 4.4

The professional needs were met through induction.

	Number	Percentage
Strongly Agree	1	14.3
Agree	8	35.7
Not Sure	1	21.4
Disagree	3	21.4
Strongly Disagree	1	7.1
Total	14	100

It shows that the positive response of teachers on being introduced to all school. On the issue of whether the teacher's professional needs were met, it shows that 14.3% strongly agree and 35.7% agree also. It is a symbol which shows that only half of teachers (50%) professional needs were met. The other 50% are in the darkness. This translates to mean that half of teachers are just frustrated because their professional needs were not met through induction. If the professional needs are not met, it means that those teachers are in darkness throughout their profession. It will show that learners are in danger because teachers do not know what must be done in their profession. 21.4% is not sure about their professional needs meaning that they are working being not sure. One of the professional challenge for novice educators was explained by Steyn(2004:85) that this reality shock stems in part from a lack of preparation for the demands of teaching as novices are confronted with unknown learners, staff, policies and procedures and an unknown curriculum and unfamiliar

norms and traditions in the classroom and school.

This is true because teachers are facing big challenges when it comes to practical teaching in the classroom. They are facing children without the knowledge of the curriculum. Such teachers do not know exactly what is expected of them in the classroom and school.

Table.4 5

On my arrival I was introduced to all stakeholders e.g. SMT, HOD, Student's Governing Body, The Staff etc.

	Number	Percentage
Strongly Agree	5	37.5
Agree	5	35.7
Not Sure	1	7.1
Disagree	3	21.4
Strongly Disagree	0	0
Total	14	100

It shows that the positive response of teachers or being introduced to all school stakeholders e.g. SMT, HOD, SGB, Staff etc. , is very good because (35.7%) strongly agree and again (35.7) agree that they were introduced, but 21.4% were not introduced . This shows that some teachers are just working without knowing their stakeholders. It is however much better because it is not a large number of teachers who are not introduced to stakeholders, but those groups which were not introduced will not work well. How can new teachers work without knowing their seniors? In reality teachers can do well by asking anything from their SMT, HOD, seniors and other staff members. New teachers must also know the parents representatives (SGB). If not introduced, it means that the novice teachers are confused. When 21.4% disagree can show that some educators were not introduced to stakeholders.7.1% of educators who are not sure is bad because they will not work professionally.

Table 4.6

I was inducted in a planned way when I arrived at my school.

	Number	Percentage
Strongly Agree	0	0
Agree	5	35.7
Not Sure	5	35.7
Disagree	3	21.4
Strongly Disagree	1	7.1
Total	14	100

On the issue of whether teachers were inducted in a planned way when arrived at school, shows that only 35.7% were inducted in a planned way, but 64.3% were not inducted in a planned manner when they arrived at their school. This means that teachers are just working without the necessary knowledge. If teachers are not inducted in a planned way, it shows that those teachers are struggling a lot in their profession. 64.3% teachers are in darkness because Induction was not done in a planned way. If induction was not done in a planned way, it shows that new teachers (28.5%) are so mixed up and will fail to plan in a proper way because the schools are failing to do the basic things.

Steyn (2004:85) reports that beginner educators frequently complain that the *pre-service preparation had not prepared them for actual teaching* and that they lack sufficient knowledge and skills.

It is true that novice educators were not inducted in a planned way when arrived at school. Most of the teachers are in darkness not knowing where they are taking the children. How can novice educators teach these children without inducted in a planned way?

Table 4.7

My seniors do come to my class and do observation of my teaching.

	Number	Percentage
Strongly Agree	1	7.1
Agree	5	35.7
Not Sure	2	14.3
Disagree	3	21.4
Strongly Disagree	3	21.4
Total	14	100

On the issue of whether teacher's seniors do come to teacher's class and do observation of their teaching shows that things are too bad here because only (7.1%) strongly agree and (35.7%) agree on this issue, shows that seniors do not mind to go to new educator's class and do observations on their teaching. The new educators are just struggling without senior's help. 14.3% are not sure which means that things are bad. 21.4% on the other hand strongly disagree meaning that the seniors do not go to teacher's classes and do observation of their teaching. Teachers are just doing things on their own without senior's support. Seniors are ignoring the junior teachers and make them to explore in their field without supervision. Educators can do better if someone is monitoring the work. If someone or seniors do observation to the classes, it can motivate teachers to work harder. This can make learners to relax and the results will decline. Therefore here 42.8% of teachers disagree and are not working well. 14.3% teachers are not sure that they will work being not so sure in their teaching profession, because they are not sure on whether their seniors do come to class and do observation shows that such teachers are not serious.

According to Wong (2004:19) mentioning in an induction programme is understood as "an experienced educator being given responsibility for helping the beginning teacher providing support on the personal/emotional level". The focus on the mentoring system must be to stimulate professional learning by using a variety of approaches, for an

example, coaching, training, discussion, counseling etc.

In this case novice educators must be guided by seniors in everything that takes place at school. It shows also that seniors are not doing some observation to novice teacher's classes. No satisfactory supports from the seniors are done in general. To improve this, there must be mentors in each learning area to improve education at our schools.

Table 4.8

I am supported by my school managers.

	Number	Percentage
Strongly Agree	2	14.3
Agree	11	78.6
Not Sure	1	7.1
Disagree	0	0
Strongly Disagree	0	0
Total	14	100

On the issue of whether teachers were supported by their school managers, it shows that managers are supporting the novice educators because about 78.6% and 14.3% are so positive on the issue of support by their school managers. Only 7.1% was not so sure. Managers are doing their job to new educators. But the issue of 7.1% teachers is not good because it shows that there is a big problem. Teachers at work without school manager's support .It shows that some of school managers are not doing their job. They are just working and ignoring the teachers who are new. Those teachers do not know what they are doing without manager's support. If managers are failing to give necessary support, it means that novice educators also will fail because the managers are also failing to give the necessary observation. In other words it gives us a conclusion that some of the managers are failing to lay foundation which is strong. (Herbet & Worthy, 2001; Podsen& Denmark; 2000, Fry; 2009, Okumus Biber 2011). This calls for the need for schools principals to make sure that as part of the preparation process to welcome new educators they make the required resources available in order

to minimize such frustrations. There is a need for school managers to give support to novice educators.

This will add value to them if the principal is seen as a supporter. And it is also the manager's job to see to it that all novice educators are comfortable either in the classroom or at school. It will also give power to the novice peers when they see the principal giving such support. The principal must be a role model, but they not doing enough job.

Wong (2004:51) strategy to enhance personal psychological boost and self-esteem is to use peer mentoring. Peer mentoring brings the novice educators (from one school or from different schools) together, thus creating opportunities to network within and across schools.

It is so good for a novice educator to learn from a peer. It is also much easier to learn or ask something from someone of more or less the same level.

Table 4.9

I am supported by my peers in my work.

	Number	Percentage
Strongly Agree	3	21.4
Agree	10	71.4
Not Sure	0	0
Disagree	1	7.1
Strongly Disagree	0	0
Total	14	100

Here peers are so supportive to new educator, 71.4% agree and 21.4% strongly agree. It shows that peers are trying to show the way to new educators. Peers are making teaching more easily by the support they are giving. There is a challenge on that 7.1% who strongly disagree about peer's support and it shows that in other schools there is

no guidance from the peers to new teachers. *New teachers can't perform well on their job without peers support.* New educators can learn easily if they are copying from peers because peers can have a good influence to the co-workers. They can grab the support given by peers better than those done by managers and HOD's .This 7.1% which disagree will lead learners nowhere.

Table 4.10

I knew what was expected of me from the first day of my teaching.

	Number	Percentage
Strongly Agree	1	7.1
Agree	7	50.0
Not Sure	3	21.4
Disagree	2	14.3
Strongly Disagree	1	7.1
Total	14	100

On the issue of whether teachers knew what was expected of them from the first day of their teaching shows that on (50.0%) agree and (7.1%) strongly agree shows that the majority of educators do not know what was expected of them from the first day of their teaching. Some educators are just doing things on their own without proper knowledge and with that in mind it shows that learners are in danger.7.1% strongly disagree showing that they do not know what was expected of them from the first day of their teaching. It shows that learners are in danger because these teachers do not know where to start their job from day 1. How can someone expected to do the work without knowing what was expected from them from day one of their teaching? These teachers are starting to work without necessary weapons, whereas 21.4% disagree on this matter and they are doing nothing at all because they know nothing. Also 21.4% which is not so sure shows that they are not working in a proper way.

Results from a study by Kempen (2010:82) shows that most of the participants reported lack of orientation with regard to administrative systems. School policies and

procedures and as a result experienced feelings of uncertainty as to what they are expected to do. This shows that novice educators do not have the knowledge that is expected of them from the first day of their teaching. They are so confused and never know what to do in the field of teaching.

4.2.2. Open ended questions results

The questionnaire had a section with open ended questions and the first one sought to find out the type of induction they received when they first joined the school. Some of the teachers were introduced to the staff, and all stake holders. Some of the basic things were done, e.g. given time tables and allocation of subjects. Teacher 1 indicates that he got school and district induction. It shows that in this school they know what they are doing because their teachers are given school and district induction.

In a study by Kempen (2010:83) participants reported that the formal support they received was very limited and centred around workshops and meetings and very often these workshops were not relevant to the teachers and therefore the learning that took place was not as active as intended to be.

It is true that novice educators' induction was not properly done. Some of the basic things given to educators are not enough to phase the new world. The first challenge faced by novice educators according to Heyns(2000) is the financial problems because during their days as student educators, they were financially dependent on their parents or sponsors for living expenses, insurance, transport, and health care.

If the personal needs are not met, the novice educators will experience a very big problem. They are having the problem of accommodation. It may happen that someone gets the job in a rural area where there is no transport to reach the school. They are forced to stay next to the school. This is where they will have financial problems.

The novice educators must pay for accommodation. On their first days of their work it is difficult to get such money. Sometimes novice educators may find transport and fail to

get money to pay for that transport. It is better if the school can loan a certain amount to novice educators to cover for all personal needs before they get their salary.

On whether their personal needs were met through induction, some of new teacher's personal needs were met e.g. financial needs, transport and accommodation. Some of educator's personal needs are met. Teacher C showed that the issue of how he will arrive at school every day on time was discussed.

In addition to personal needs, new teachers professional needs were also met .E.g. Teachers are given subjects they are trained for. And all documents needed were provided to new teachers. According to all teachers it seems as if their professional needs were met through induction. Teacher B was sent to workshops for the subjects he was teaching. Only teacher E is different from all teachers because he is the only one who disagrees with others. In general their professional needs were met through induction.

Asked what challenges affected their work as novice educators, many teachers are affected by overcrowded classes, shortage of classrooms and discipline of learners. Teachers are also affected by shortage of learning materials and other resources. Teacher C also mentioned the problem of workload that they are teaching many periods per day.

Teacher B, D, H and I, are concerned about the discipline of learners, which means that in many schools learners are misbehaving. Teachers are in trouble as there is no longer corporal punishment. So teachers cannot work well under such circumstances. The issue of preparing a lesson is also an obstacle. Teacher G seems as if he has a problem on how to approach some topics and which methods to be applied.

Participants were also asked to suggest strategies that could be employed to improve induction at their schools. They suggested that knowledgeable people to induct teachers must be provided by the department and workshops and meetings must be

done regularly. Orientation in the workplace is very important. Induction must be done to novice educators. Teacher H mentions that there must be knowledgeable people to induct novice educators'. Teacher K also mentions that there must be a planned induction beforehand. Induction must be done by someone who is experienced. Teacher A says that induction must be done by experts.

One question asked what educators would the principal to do to help novice educators. All teachers showed that the principal must do induction that will help them to cope on their first day and be able to know what is expected from them. Like Teacher H saying that, the principal can declare the first day of a new teacher an induction day within the school. Teacher C also adding that new teachers must also be trained in many responsibilities at schools like drawing time tables, extra mural activities and others. Teacher A emphasizes the knowledge on how to implement education policy. Teachers must be able to know the education policy in order to teach learners well.

Asked what aspects would have liked to form part of their induction as new teachers, teachers showed need to be work shopped on classroom management, discipline in the classroom and also on how to prepare a lesson. All teachers are in need of help. In other words they need guidance on how to do things. They need mentors to help them in whatever they do, like Teacher E needs to be told what will be done throughout the year, having a permanent program of what is expected of him for good preparation. A related question asked educators to name a few topics of importance for an induction program at a school for new educators. Topics like a) Disciplinary code and procedure b) Drawing lesson plan /lesson preparation, c) Classroom management (d Work ethics were mentioned. Teachers need more knowledge because they are mentioning so many topics that they need to be clarified on. Like also in time to register, classroom register, leave preparations. Teacher F needs also clarity on how lessons are conducted, how to communicate with learners, how lessons are conducted and the importance of other stakeholders at school.

On a question on who had been most helpful in their initial year of teaching, peers,

principal, deputy principal, HOD's and neighbouring colleagues were identified. It shows that in different schools, the seniors are helpful, and it shows that even if induction was not done correctly, all are showing concern in helping novice educators to cope with teaching. Teacher M also shows the concerned teachers within his department that they are most helpful in his initial year of teaching. Teacher C shows that the principal was not reachable and as a new teacher he was so scared of him. In other words the principal is the boss in the workplace.

4.2.3. Interview results

According to (Pfitser; 2006:251) teacher's first year in the profession are often challenging. These begging years have been described by some as the "discovery" and "survival" phase of teaching. In the study of induction in America, Keengwe and Adjei Boateng(2012;255) more than two thirds of the participants stated they entered teaching at the secondary level without any form of formal orientation.

Evidently, the school authorities did not see the need for proper orientation as essential for teachers. They want teachers to explore everything in the field which is so wrong because they need guidance and support as they are entering into new things. Therefore the authorities must improve for the benefit of the learners.

There was an interview question that sought to find out the principals understanding of induction. The results show that all educators know the meaning of induction. Teacher A states that induction is a workshop that is done for the newly appointed teachers, while teacher B states that induction means that new educators must be trained so that they know what is expected of them. Teacher C defines it in a good way by saying that the term induction means an action or a process wherein someone who is going to join the organization is inducted so that they can know how that organization works. These teacher responses show that they all know that there is something called induction.

The educators were asked to describe their experience as a newly appointed educator at their current school in this question all educators' experiences were very bad.

Teacher A showed that no one showed her what to do and that he was, “ just a lost sheep in the field “. Teachers were just struggling to get some information they needed. They only experienced everything on their own. Even in the classroom they worked on their own. They did not know exactly what was expected of them.

In response to a question on what problems educators experienced when they started at school, the major problem was that the educators were not welcomed in a professional way. Like teacher B, is complaining because no one welcomed him. “I arrived there given the work to do but my problem was that I did not know how to do that work. This educators’ big problem was that he never knew where to start and how to start the work. Teacher C shows that the lack of support from the management. He must experience everything in the classroom. Most educators do not even know on how to prepare the lesson.

Educators were asked to give what in their views they considered to be the major concerns of beginning teachers. The major concern from all teachers was that there *was no formal induction in schools*. The major concern for teacher A for example is that *he did not know on how to prepare a lesson and even school curriculum and no one was prepared to offer a help*. Educators are not taught on how to mark a register. How can novice educators cope without the guidance?

On being asked to isolate aspects of induction which were critical some educators were unable to answer as they had not been exposed to induction. Teacher C explained that he did not get induction. There is nothing he can say about the aspects of induction. Novice educator B shows lack of induction and therefore he never knows on how to prepare the lesson, the curriculum knowledge is not well inducted. The other critical aspects being experienced by the novice educators were how to manage discipline to learners, how to prepare lesson plans and education policies.

Educators were asked to give the methods they used to obtain whatever information they needed in the school. Novice educators indicated that they explored various possibilities such as asking other teachers, approaching the head of department, befriending more experienced educators and even approaching the deputy principals. Teacher F had this to say, “Some of the things I obtained from my deputy principal some of the things I got from colleagues so I have learned practically so some of the things I was not taught or work shopped I just learned from my colleagues and some of the things I got from my deputy principal.

On a related question on who had been influential in proving them with help, novice educators indicated that they got help from different people. E.g. teacher A got help from the senior teacher while the deputy principal and the Principal never cared about novice educators. In general these novice educators got help from other educators, HODs and principals after experiencing some difficulties.

The most useful contributions made by the colleagues to help novice educators to teach were information how to prepare lesson plans, good and effective teaching strategies. Teacher F for example explained that, “From my colleagues some of the things that I have learned was how to prepare lessons plans some of them where how to teach effectively”. Whenever novice educators needed help the colleagues were always available.

Asked if they were aware of the induction programs for newly qualified educators conducted by the Department of Education, *all educators were not aware of the induction programs for newly qualified educators conducted by the Department of Education. All novice educators do not know about the induction programs. Therefore it is the duty of the department to conduct such programs in order to help novice educators as they are so blank in their profession.*

4.3 CONCLUSION

The chapter focused on data analysis and presentation. The participants were issued a questionnaire with open ended questions and closed questions. The example of questions asked in the questionnaires sought to find out whether new teachers were inducted on arrival at the institution, whether new teachers benefited by induction done on the arrival, whether their professional, personal needs were met. The study showed that most of novice educators were not happy in their work places. They were just struggling because induction was not done properly in a formal way. Novice educators were just teaching without proper knowledge. They were just doing things on their own because different stakeholders were not doing their jobs correctly.

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study investigated the problems and challenges experienced by novice educators and how these could be addressed to help ease the entry of novice educators into the profession and add to quality teaching in a rapidly changing dispensation. The main aim of the study was to investigate the nature and extent of the induction of secondary school novice educators at Mvudi circuit, Vhembe District in Limpopo Province. The various chapters examined, in different ways, the nature and extent of the induction of secondary school novice educators at Mvudi circuit, Vhembe District in Limpopo Province.

The study showed that novice educators were not given formal induction in many schools. Induction is broadly defined as a formal process of transitioning novice educators into the profession of educators. The novice educators should be assisted by one or more people who are given or have the responsibility for such initiation.

CHAPTER ONE: This chapter outlined the background to the research problem, by stating the problem, specifying the research objectives, and laying out the research approach. The proposed methods and structure of the research were described.

The literature reviewed in Chapter 1 put more emphasis on the definition of induction which was defined as the process of introducing the employee to the organization and the organization to the employee at the time of appointment.

The aims of induction were also given in the literature review as to improve educator's retention as most novice educator's leave the profession because of lack of support. The other aim of induction was found to be to accelerate professional learning of new educators. The literature chapter also drew attention to different role players who either

impact directly or indirectly on the induction of novice educators. These include the principal, senior educators and peers.

Chapter 2 involved the review of literature on the challenges faced by novice educators. The importance of meeting professional and personal needs of novice educators was evident in the literature. According to Brock and Grandy (1998:181) many novice educators report on poor working conditions in schools such as a lack of facilities and resources. The literature gave the aim of induction as to solve the problems of loneliness of educators and lack of support and also accelerate professional learning of new teachers. Novice educators can learn skills for teaching and for classroom management if they have the experienced professional support. The following are responsible for induction according to the literature, school managers, senior educators and the peer mentoring. Induction helps the various categories of novice educators to fix into and adjust to a new working environment as quickly as possible. For induction to function all stakeholders should be involved in the process.

CHAPTER 3 outlined the methodology and design of the research. The study used mixed methods. The researcher used both qualitative and quantitative research approaches. Qualitative research is a type of educational research in which the researcher relies on the views of participants by asking broad questions. Quantitative research used quantitative measures in the form of numbers to test hypothetical generalizations.

Three schools were sampled for the study. Data collection instruments used in the study was semi structured questionnaire with closed questions and open ended questions and interviews. The study took place at Mvudi circuit in Vhembe district within Limpopo Province. In the study sampled educators were the newly appointed educators and those who had less than three years in teaching profession. Questionnaires were given to new teachers, also interviews were done. Permission to conduct the study was sought from the Department of education.

CHAPTER 4 dealt with data presentation and the statistical analyses and interpretation of the results. The participants were issued a questionnaire with open ended questions and closed questions. In addition an interview was conducted. The results were shown in the tables which shows strongly agree, agree, not sure, disagree and strongly disagree answers.

The study showed that most of novice educators are not happy in their work places. They are just struggling because induction was not done properly in a formal way. In general all novice educators who were interviewed were not satisfied with the induction done. One typical finding from the study came out when educators were asked to describe their experiences as newly appointed educators at their current schools. In this question all educators' experiences were very bad. The most painful thing was when novice educators were asked about the induction programs, and it showed that they knew nothing about that.

CHAPTER 5 summarises the research, isolates major findings, draws conclusions and makes recommendations both to the various stakeholders and for further research as shown below.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 Results obtained by means of questionnaires

Results show that :

- Many novice educators were not inducted on arrival at the institution. It shows that novice educators are not welcomed and they therefore worked as strangers at their respective schools.
- Some novice educators, although have received some induction, have not benefitted from the induction conducted on their arrival. This shows that induction was not done properly.
- The novice educator's professional and personal needs were not met through induction. All the stakeholders concerned never took into consideration the professional needs of novice educators.

- Novice educators were not introduced to all stakeholders for example, Senior Management Teams (SMTs), Heads of departments (HOD), School Governing Boards (SGBs) and the staff. The question that arises is, How can novice educators work in the world of strangers? They should know exactly where to get help.
- The seniors were not prepared to come to the novice educator's classes to do observation. Novice educators need to be advised on whether they are doing the right thing. This can be done through observation.
- The managers and the peers were not giving enough support. They just left the novice educators to do things on their own, which is very wrong because novice educators need guidance in everything.

5.2.2 Major Findings Based on Interviews.

- Novice educators know what is meant by the word induction, but when it comes to their experiences as newly appointed educators their answers are negative showing that they have bad experiences because no one shows them what to do.
- Novice educators experience many problems when they start at the new school. No one welcomes them. They are just given work to do without proper knowledge.
- The major concern from novice educators is that they are not given the formal induction
- Novice educators explored on their own to get all the information needed in their profession. No one was prepared to give any help to them.

5.3 CONCLUSIONS

- There are poor working conditions in schools such as lack of facilities and resources.
- Novice educators feel uncertain, anxious and frightened to work alone without *support and guidance* from veterans (Ballantyne, 1982:360-366).
- Novice educators realize that the *exhausting nature of their work and lack of*

- assistance from senior colleagues is stressful.
- Novice educators are sometimes overloaded with activities they cannot keep up with.
- The extent to which novice educators received professional guidance and support in the form of induction at the initial year of teaching is low.
- The induction experience of novice educators is important in the development of personal and professional skills.
- Many novice educators report on poor working conditions in schools such as lack of facilities and resources.

5.4 RECOMMENDATIONS

5.4.1 Recommendations relating to the study

In spite of all the limitations, the conclusions do suggest practical strategies that schools *could employ to improve induction of new teachers..* These are not the kind of strategies that need to be reflected in national policies, but they are certainly worth putting on the agenda of meetings where principals come together to make suggestions and implement decisions. These strategies could be described as follows:

- Induction of novice educators must be done formally on arrival at the institution.
- Induction must be done in such a way that all novice educators must benefit from induction conducted on their arrival and also the personal and professional needs of novice educators must be met through induction.
- On arrival the novice educators must be introduced to all stakeholders, e.g. SMT, HOD, Student Governing Body, and the staff.
- School managers should appoint permanent mentors who will guide the novice educators throughout the year. It will be easier for novice educators to adjust quickly if there is a mentor available all the time. The mentor will show novice educators what is expected of them.
- Novice educators must be supported by their peers in their workplace. If they need any information it will be simple to get it from their peers rather than going to the SMT and to the school managers

- The Department of Education should improve service delivery to all schools. For example, improving the condition of buildings and facilities. The Department should also consider adequate supply of the resources needed in schools e.g. equipment, furniture and other teaching materials.
- The Department of Education should design common formal programs of induction of novice educators. This will help the principal of schools to induct their teachers in a common way.
- The Department of Education should allow the Teacher's Unions to acknowledge and support induction programs in schools. As a structure, the Teacher's union should participate also in addressing the needs of novice educators.
- Principals should initiate orientation and long term induction programmes, for example, a day should be organized for novice educators to move around the whole school.
- Principals should involve novice educators in the process of identifying and planning for their development needs. In many schools novice educators are not involved in any planning, whereas it is good for them to be involved.
- More experienced teachers should facilitate the entry of novice educators into the profession by welcoming them. If they are welcomed they will be free and be open to ask whatever they need.
- Experienced teachers should be able to help novice educators on the issue of curriculum, school manuals, and school records as well as on the issue of discipline. This will help novice educators to adjust in a simple way and know exactly what is expected of them.

5.4.2 Recommendations for further studies

- Further studies obviously need to be much more broadly based; the better to aid generalization, but in this study some suggestions have been made that can be more fully explored. As the study took place at Mvudi Circuit, in Limpopo Province, it is necessary to continue with this study in different provinces.
- This study took place in rural public schools at Mvudi circuit. It is necessary to further this study in private schools as well as the schools in urban areas to see

how induction is conducted in different areas.

- This topic of an investigation of the nature and extent of the induction of secondary school novice educators at Mvudi Circuit, Vhembe District in Limpopo province does not include induction of school principals, supervising teachers, HOD's and deputy principals. Findings of such studies are necessary to complement the findings of this study.

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Thanking you in advance for your kind cooperation,

Yours Sincerely,

Muremela Matoriki Grace

Appendix 1: Letter of Introduction

P O box 2650

Thohoyandou

0950

01 August 2014

The District Senior Manager

Thohoyandou

0950

Dear Sir/Madam

My name is Muremela Matodzi Grace. I am registered for the Master of Education degree at the University of Venda, my student number is 11621152. I write this letter to ask for permission to conduct a study at your schools. The aim of the study is to investigate the nature and extent of the induction of secondary school novice educators at Mvudi Circuit, Vhembe District in Limpopo Province.

This is an academic study, which will not only benefit me as an individual but it is also important for the school as well as the Limpopo Department of Education. I will not disclose names of the schools or the name of the educators who will participate in the study. All data will be reported using pseudo names.

Thanking you in advance for your kind cooperation.

Yours Sincerely,

Muremela Matodzi Grace

Appendix 2: Consent Form

I _____ hereby agree to take part in the research project on an investigation of the nature and extent of the induction of secondary school novice educators at Mvudi Circuit, Vhembe district in Limpopo Province

I understand that I will answer a questionnaire and if need be participate in an interview. I also understand that I will not be asked personal questions and may at any time decide not to answer questions if I so wish. Should I wish to see the results of the study that these will be made available to me and that I shall stay anonymous in the study.

.....
(TEACHER)

.....
G Muremela (RESEARCHER)

Appendix 3: Questionnaire

Section A: Biographical data

Teaching experience (in years) :

1. Gender :

2. Age :

3. Highest qualifications :

Section B Closed Questions

1. I was inducted on arrival at my institution	Agree	Strongly Agree	Not sure	disagree	strongly disagree
2. I benefitted from induction conducted on my arrival	Agree	Strongly Agree	Not sure	disagree	strongly disagree
3. My personal needs were met through induction	Agree	Strongly Agree	Not sure	disagree	strongly disagree
4. My professional needs were met through induction	Agree	Strongly Agree	Not sure	disagree	strongly disagree
5. On my arrival, I was introduced to all school stakeholders e.g. SMT, HOD, Students Governing Body, The Staff etc	Agree	Strongly Agree	Not sure	disagree	strongly disagree
6. I was inducted in a planned way when I arrived at my school	Agree	Strongly Agree	Not sure	disagree	strongly disagree
7. My seniors do come to my class and do observation of my teaching	Agree	Strongly Agree	Not sure	disagree	strongly disagree
8. I am supported by my school managers	Agree	Strongly Agree	Not sure	disagree	strongly disagree
9. I am supported by my peers in my work	Agree	Strongly Agree	Not sure	disagree	strongly disagree
10. I knew what was expected of me from the first day of my teaching	Agree	Strongly Agree	Not sure	disagree	strongly disagree

Section C Open ended questions

1. State types of induction you received when you first arrived at this school

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2. My personal needs were met through induction Yes No.
If yes how were they met? If no which personal needs were not met?

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.....

3. My professional needs were met through induction. Yes No
If yes how were they met? If no which professional needs were not met?

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.....

4. As a novice/new teacher, what problems and challenges affect your work?

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5. Which strategies can be used to improve induction at your school?

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6. How would you like your principal to help new teachers settle into the school?

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7. Which aspects would you have liked to form part of your induction as a new teacher at your school?

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8. Name a few topics of importance for an induction program at a school for new educators

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9. Who has been most helpful in your initial year of teaching?

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10. Who has been least helpful in your initial year of teaching?

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Appendix 4: Interview Schedule

Section A: Biographical Data

1. Teaching experience (in years) :
2. Gender :
3. Age :
4. Highest qualifications :

Section B: The Questions

1. What do you understand by the term induction?
2. Describe your experience as a newly appointed educator at your current school.
3. Which problems did you experience when you started here at this school?
4. What, according to your point of view, are the major concerns of beginner teachers at your school?
5. According to your experience, which aspects of induction are most critical to your success as a new teacher?
6. Which methods did you employ to obtain the information that you needed to do your job as a new teacher?
7. Who or what played an instrumental role in providing you with support in acquiring the necessary teaching competence as a new teacher?
8. What were the most useful contributions made by colleagues to help you learn how to teach?
9. How were your professional developments needs identified and were you involved in the process?
10. Are you aware of the induction programmes for newly qualified educators conducted by the Department of Education? If yes, what do they involve?

educator in the first months and years in the profession has to survive several professional and personal challenges. Research reveals that novice educators face several problematic situations as they make their first steps in the profession. This can lead to a loss of self-confidence, the experience of extreme stress and anxiety and can cause the educator to question her own competence as an educator and a person. An induction phase can support educators in this stage of survival and help the teacher develop her personal teaching profile. New teachers on induction programmes generally report increased feelings of competence, motivation, belonging, support and attention as a result of their experience in the programme. This is a step towards enhancing educators' self-confidence and avoiding drop out. To create this personal support, several elements are important:

Support from a mentor and from peers: Contact with other beginning teachers can be helpful, as it can show that the problems that the new teacher faces are not unique; this kind of support provides 'realistic' solutions to help novice educators to cope with practical problems, as they come from mentors or peers.

A safe environment: It is essential that problems and feelings can be discussed without the risk that they are used to judge one's professional competence. They could be discussed with peers or with a mentor who is not responsible for the assessment of the teacher or for decisions about renewing contracts etc.

Reduced workload: For novice educators all their lessons are new and need careful preparation. Together with a lack of experience this can create a very heavy workload which can strengthen feelings of incompetence. Beginning teachers can be supported by reducing the number of their teaching hours (without reduction in salary) and / or by support through team teaching or co-teaching.

- **Social support**

An induction programme can support the novice educator in becoming a member of the school and professional community; collaboration with others can stimulate feedback