

Novice teachers' experiences of induction in selected schools in Oshana region, Namibia

by

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## DECLARATION

STUDENT NO: 8064466

I hereby declare that: **NOVICE TEACHERS' EXPERIENCES OF INDUCTION IN SELECTED SCHOOLS IN OSHANA REGION, NAMIBIA** is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE  
(SP Nantanga)  
ONGWEDIVA

November 2013  
DATE

## **DEDICATION**

This work is dedicated to my late father, Gabriel Nantanga, whose courage and hard work has been an inspiration for me to carry on.

## **ACKNOWLEDGEMENTS**

I would like above all, to thank my heavenly Father, for giving me His grace and for strengthening me to complete this dissertation.

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## **ABSTRACT**

The focus of this study was to investigate the experiences of novice teachers of induction in three selected schools in Oshana region, Namibia. The point of departure is that the experiences of novice teachers of induction and support are not known. The problem was investigated by means of a literature study and empirical investigation, using a qualitative, phenomenological approach.

Findings revealed that novice teachers do not have the same needs and do not have similar experiences of support. Key findings reveal that novice teachers' problems can be solved better if support is given timeously and over a longer period, with all the stakeholders' equal involvement in the induction process. Novice teachers are capable of making meaningful contributions to schools, and schools can benefit from them. The study recommends that novice teachers' voices be heard and their views be incorporated when planning future induction programmes, to suit their individual and contextual needs.

## **KEY TERMS**

Novice teacher induction, mentor, beginning teacher, novice teacher, school culture, continuing professional development, National Professional Standards, coping mechanism, socialisation, novice teacher needs.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

BETD	Basic Education Teachers Diploma
CPD	Continuing Professional Development
ETSIP	Education and Training Sector Improvement Programme
NCTAF	National Commission on Teaching and America's Future
NIED	National Institute for Educational Development
NNTIP	Namibian Novice Teacher Induction Programme
NPST	National Performance Standards for Teachers
NQA	Namibian Qualifications Authority
PMS	Performance Management System
TERP	Teacher Education Reform Plan
TQM	Total Quality Management
TRC	Teachers' Resource Centre

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# CHAPTER 1

## BACKGROUND, STATEMENT OF THE PROBLEM AND AIMS

### 1.1 INTRODUCTION

Teacher education in Namibia underwent various changes, following major post-independence reforms. Such reforms include, amongst others, revision of the curriculum for primary, secondary and tertiary education, teaching approaches, and professional development. The Namibian Qualification Authority (NQA) in its aim to promote a competence-based approach to education and training suggested intended outcomes in the form of professional standards. The standards describe the competences that teachers should have to hold a teaching post and to be licensed (Ministry of Education: 2006).

There has been a remarkable increase in the number of qualified teachers in the country. A large number of qualified teachers enter the profession and they face challenges common to all teachers such as poor access to support structure and resources (Lang 1999); indiscipline among learners (Ashby, Andrew, Hobson, Malderez, Tomlinson, Roper, Champers & Healy 2008; Hellsten, Prytula, Ebanks & Lai 2009; Street 2004); dealing with orphans and vulnerable children (OVC's), classroom management (Ashby et al. 2008; Stansbury & Zimmermann 2000) in adapting to their new environments.

Moving from being a student to becoming a teacher is more difficult than it seems (Sadker & Sadker 2003) and novice teachers need to be prepared for this. Offering induction helps in this by giving mentoring support to novice teachers. Mentors, who act as supervisors and learning companions, provide psychological and instructional support to them. It is imperative to assign supporters to new teachers when they come into schools since “one learns a skill better in the place where that skill is used” (Sadker & Sadker 2003:111).

It is not easy for novice teachers to adapt themselves to new working environments. It is a bumpy road to them as they often face fears of the unknown and the unexpected. They also have unclear expectations. Their vulnerability raises the need for someone to help them through this road until they are confident enough to walk alone. The process of induction helps “to negotiate the smooth transition from pre-service to in-service level of teaching. “Novice teachers need the support to navigate the rough waters and dangerous shoals of their

first school, classroom and students” (Peitsch & Williamson 2010: 331).The statement accentuate the importance of induction for novice teachers, which should be provided at all costs.

Internationally, best practices of induction were noted in some states and countries like Ontario (Cherubini 2007; Hellsten et al. 2009) Scotland (Draper & Forrester 2009; Rippon & Martin 2006) and in New Zealand (Brunton, 2001; Lang 1999). In Namibia, school principals and experienced teachers are expected to orientate, induct and support novice teachers upon arrival in schools. According to the Ministry of Education (2006:14) “Upon entering the teaching profession, new teachers still have a lot to learn and are therefore put in a structured and supported internship programme.” According to the drafted programme for novice teacher induction, novice teachers are to be assigned mentors, who induct them for two years into understanding the way the school work, their roles and responsibilities. Novice teachers are then assessed against the professional standards, and upon reaching the competencies, they are to be licenced for five years. The experiences of novice teachers about such efforts are not known.

The question arises whether the support offered is valued as important and sufficient by novice teachers. The significance of this research is that it gauges the views of novice teachers on the support they receive through induction programmes. Findings from this study will assist in reviewing and implementing future induction strategies, which are informed by the experiences of novice teachers. The study seeks to contribute to practices of induction and support given to novice teachers in the region and Namibia as a whole, thereby enhancing the quality of teaching and learning.

The study is based on the researcher’s past experiences as a beginner teacher in primary and secondary schools and as a lecturer in a former teacher’s college. The experiences led the researcher to the opinion that novice teacher induction needs to be guided by their experiences, to be effective. Although learning on the job is the *sine qua non* of improvement (Fullan: 2001), for new skills to have a lasting impact, novice teachers need to be supported and guided in their quest for personal and professional competence. Personal experiences prompted the researcher to find answers to what experiences novice teachers have of the induction and support offered to them. In view of the above, the research problem is

formulated as” What are the experiences of novice teachers of the induction and support that they receive from experienced teachers in schools?

## **1.2 FORMULATION OF THE PROBLEM**

The idea of introducing Professional Standards for Teachers in Namibia is mainly to improve the quality of teaching. These standards are not only set for experienced teachers, but also for novice teachers. The newly trained teachers are inducted in schools and supported by mentors to develop their professional competence for two years, after which they are assessed against the National Professional Standards. Upon meeting the standards, each teacher is licenced for five years. A licence can be renewed, depending on consistently meeting the standards. Although regarded as competent professionals after licensing, such teachers will continue with further professional development (Ministry of Education 2006).

Further professional development of teachers in Namibia is addressed through workshops that are run concurrently for experienced and novice teachers by advisory teachers. Although workshops help to develop teachers’ skills and competences, the presentations given during workshops often lack long-term impacts for novice teachers. This happens because the developmental needs of novice teachers are not the same as those of experienced teachers.

The other attempt to address the further development of novice teachers in Namibian schools is through short orientation and inductions given by school principals at schools. Some teachers also volunteer to assist novice teachers for, as long as they need and ask them for help. Such reliance on the support given by principals, who often have less time for interaction and teachers who are not trained as mentors and who do it on a voluntary basis may not be effective. Volunteers may withdraw at any time, leaving novice teachers to “sink or swim with no support or guidance” (Darling-Hammond et al. 1999:216). This is in agreement with the Ministry of Education and Culture (1993:162) that “reforms for which no one is directly responsible are unlikely to get very far”.

Given the abovementioned facts, variations are likely to exist in the induction and mentoring support from school to school. The study wants to understand the novice teachers’ experiences of induction and mentoring support given in selected schools in the Oshana region. The study also wants to find out if the mentoring and induction support given is

helping them to feel competent in what they do, to meet the standards and to be eventually licensed thereby improving their professional qualities.

This study is designed to answer this major question:

- What experiences of induction and mentoring support do novice teachers have in schools?

The sub-questions are:

- What kind of support structures are made available to novice teachers?
- What influence does the experience of induction programmes and mentoring have on novice teachers?
- What suggestions could they make to improve the system at school level?

### **1.3 AIMS OF THE STUDY.**

The study seeks to investigate novice teachers' experiences of the support given, whether they regard it as helpful in assisting them to familiarise themselves with the new positions, and in helping them to grow personally and professionally. The researcher further wants schools to consider the fact that novice teachers in general have common needs. Even if they employ different support structures, schools should be flexible in supporting novice teachers, as informed by their inputs.

### **1.4 MOTIVATION FOR THE RESEARCH**

This research is motivated by the fact that novice teachers are seen as adequate by their supervisors and peers, because of the training they went through. Novice teachers need to be assisted further and to be prepared to meet the needs of schools and learners.

The teaching profession has become more demanding on teachers. Society is having high expectations from novice teachers. Novices can only meet these expectations and demands of the profession if they are provided with the necessary support to become ready. We cannot assume that the support given to novices is adequate, unless such assumption is supported by



empirical evidence. This research is therefore motivated by the need to know and to understand novice's experiences of induction and support which they receive in schools.

Findings from this study will contribute towards the improvement of induction programmes, in effectively socialising novice teachers in schools. It is trusted that the suggestions made from this study will assist induction planners and school managers to plan and to implement induction programmes in ways that will benefit novice teachers.

Furthermore, findings from this study will contribute to a better understanding of the induction phenomenon and of the plight of novice teachers, by all the stakeholders. It is only when there is a better understanding, that the support providers will render the necessary support to novice teachers. The findings could possibly also contribute towards improvements in teaching and learning outcomes in schools.

## **1.5 RESEARCH METHODOLOGY**

A literature study on induction in different contexts was undertaken. The challenges facing novice teachers were discussed briefly in order to better understand what they go through. The research also focused on various support strategies employed in different contexts. The various components employed were mentoring, workshops and regular meetings between mentors and novice teachers. Novice teachers' experiences of support were discussed and literatures provided suggestions to improve induction programmes.

The literature study was done in order to gain a deeper understanding of novice teachers' experiences and to make suggestions informed by literature. The literature study was done by consulting primary and secondary literature sources including books, journal articles, conference papers and educational websites.

### **1.5.1 Research approach**

The researcher chooses the qualitative approach, using a phenomenological design. Creswell 2007 (cited in Fouché and Schurink [2011]), interprets a phenomenological study as a study that describes the meaning of lived experiences of a phenomenon or concept for several individuals. The researcher is concerned about what meaning the beginning teachers derive

from such lived experiences. The researcher tries to enter the life worlds of the participants to seek individual perceptions and meanings and to get an in-depth understanding of views, without making generalisations about the phenomenon. This design aims at finding out how the participants understand and give meaning to their daily experiences (Fouché and Schurink 2011). The reason for employing the approach is therefore to understand the social phenomenon, as lived, understood and viewed by the participants. As (Mpofu 2000) states, to understand reality, one must understand the meaning that is attached to the phenomenon by those concerned.

The study is explorative and based on constructivism. Constructivism assumes that reality can only be known by those who experience it personally (Fouché & Schurink 2011). Reality is a social construction and what individual or groups give as meaning to the event that they have experienced, will construct reality. According to Donald, Lazarus and Lolwana (2006:84), “truth and knowledge exist somewhere...it is not simply taken in, [but]...actively and continuously constructed and reconstructed”. To understand reality one can therefore not simply take it at face value, but need to actively involve individuals who have experienced it.

### **1.5.2 Population, sampling procedure and the sample.**

The population for this study constitutes novice teachers from Oshana region. The sample includes eight novice teachers, who have been in the profession for less than five years, and are teaching at primary and junior secondary school levels to be interviewed and to take part in focus groups. Novice teachers are regarded as suitable for this research because they are in a position to share their experiences of the support they have received since they started teaching.

A purposive sampling method was used, to select novice teachers from the schools. The sampling was done, taking into consideration the information rich participants, homogeneity and the purpose of the study. The purposive sampling method will be appropriate because “the researcher seeks out individuals where the specific process being studied is most likely to occur”. Denzin and Lincoln 2000:370 (cited in Strydom & Delport 2011:391). The researcher therefore has access to a range of information from the participants who have experience of the first years of teaching which they can share in this study.

### **1.5.3 Data collecting methods**

#### 1.5.3.1 Semi-structured interviews

Semi-structured, one-to-one interviews were used to collect data. The researcher interviewed the two novice teachers separately. In sampling the novice teachers for this research, the researcher was guided by these criteria: they had to be college or university graduates, responsible for teaching Grades 1-10 (primary and junior secondary levels); given induction support. The criteria were aimed at voluntary participants who are also information rich. The interviews were conducted in schools after lessons, to avoid disruptions.

Since the researcher wanted to gain detailed information from the participants, a set of open-ended questions covering broad themes in the topic were prepared before the interviews. Open-ended questions allow for free expression of the participants to elicit more views. As Creswell (2006:38) puts it, “Open-ended responses can allow the participants to provide personal responses that may be beyond those identified in closed questions.” The interviews were tape recorded and verbatim transcriptions made.

#### 1.5.3.2 Focus group interviews

The researcher also conducted two focus group sessions, each consisting of three novice teachers. The use of this method is based on the assumption that “knowledge is socially constructed” (Kleiber [cited in de Marrais & Lapan 2004:89]), and has the potential to reveal personal experiences, meanings and attitudes. These novice teachers, different from those interviewed individually, were of varying ages and genders but all were English second language speakers. This made them comfortable to take part in the discussions. The focus groups were conducted after individual interviews to enable further exploration of issues that were not clearly represented during interviews. Focus groups are suitable for this study which is explorative by nature and since the interaction and group dynamism will allow in-depth exploration of the topic.

The researcher prepared the guiding questions. Due to financial constraints, the researcher acted as a moderator at the time of data collection. Taking the role of a moderator may however restrict the researcher from giving inputs to the conversation as needed. To make all

participants comfortable, the group interviews were also held at novice teachers' schools in the afternoons, to minimise disruptions. All discussions were audio taped, and field notes were taken to capture the observed activities and behaviours. All the recordings were transcribed verbatim.

#### **1.5.4 Methods of data analysis**

Data analysis in qualitative research takes place simultaneously with data collection (Macmillan & Schumacher 1993). There is more flexibility as the researcher plans to start analysing data immediately after collecting it. In doing this, the researcher gained a better understanding of the phenomenon, as new interpretations emerged. Early analysis helped the researcher to determine the course of future data collection, and to see what is found and what still needed to be found. Hatch (2002:179) asserts that early data analysis “enables the researcher to process large amounts of data, in ways that gives him confidence that what is reported represents the perspectives of the participants”.

In analysing data, the researcher identified segments which were assigned codes as reading proceeded. Related codes were combined into themes (Section 5.1) Descriptive statements about each theme were then discussed, while linking the data to similar contents from literature. The explanations made in the discussion of themes were used to provide answers to the research questions.

#### **1.5.5 Ethical considerations**

The researcher sought to establish relationships with the subjects in which all subjects are seen as co-researchers. Principles of research ethics were upheld throughout the course of this study, since it involves an empirical investigation about people. Ethical obligations included obtaining permission from educational authorities to conduct research in various schools, as well as making full disclosure of research goals, procedures, confidentiality and non-mandatory participation to all the participants, before attempting to collect information from them. “Full disclosure avoids room for deception because the participants will make voluntary, reasoned decisions about their possible participation” (Strydom 2002:65). The results of the study will be made available to the participants in a clear and unambiguous manner, as recognition of the contributions they made to the study.

### **1.5.6 Definition of concepts**

#### **Induction**

Induction means to introduce, assist, support and to guide a newly appointed person in a new job, to ease his adjustment to his new role. In the context of this study, induction refers to a programme of supporting, advising and monitoring newly qualified teachers, who took up posts in schools, to help them develop the professional knowledge and skills needed for conducting their new roles.

#### **Mentor**

A mentor is a full-time, trusted counsel and supporter of a novice teacher. He/she is trained to help novice teachers develop their full potential.

#### **Mentoring**

Mentoring is a process of assisting beginning teachers to grow professionally and personally, through the guidance of an experienced individual. A collaborative relationship between mentor and beginner teacher ensures the success of the mentoring process.

#### **Beginning teacher**

A beginning teacher refers to a teacher who started a new job of teaching, a teacher who took up a promotion post, or a teacher who transferred from another school or region to a new school.

#### **Novice teacher**

This refers to a teacher who started a new job of teaching after graduating from a training institution.

## **Experienced teacher**

This term refers to veteran teachers who have been in the profession for more than ten years. Veteran teachers gained extensive knowledge and skills in various pedagogical and professional aspects related to teaching and learning by virtue of being in the profession for an extended period.

## **Professional Standards for Teachers**

These are milestones or end-points of learning which are linked to the required performance of teachers. Teachers are expected to meet these milestones to be regarded as qualified and then licenced.

## **Continuing Professional Development (CPD)**

A continuing programme, that is aimed at helping teachers to master valuable skills relevant to their occupational and personal development needs. Continuing professional development can take place through formal and informal platforms like peer support groups, workshops, discussions, and mentoring and staff development programmes.

## **1.6. DIVISION INTO CHAPTERS**

The report on this study is presented in six chapters.

Chapter One: This chapter provides a general introduction to the area of study, elaborates on the phenomenon to be studied as well as on the rationale behind the study. Other aspects that are covered in this chapter are the definitions of key concepts and the theoretical framework of the study.

Chapter Two: In this chapter contemporary literature on the topic is reviewed. The researcher places the study in historical perspective, making it possible to build the body of accepted knowledge in the area of study.

Chapter Three: The Namibian educational context, with particular reference to the reforms that took place, is discussed in this chapter.

Chapter Four: This chapter discusses the design of the study. A research design informs research questions, data collection methods and analysis of data.

Chapter Five: This chapter discusses the process of data analysis, and findings emerging from the data collected.

Chapter Six: This chapter presents the conclusions drawn from the findings and the recommendations that are based on the findings.

## **1.7 SUMMARY**

This chapter discusses the background to the problem, which is the programmes that arose from reforms that took place in the Namibian education system, thereby providing an orientation to the study. Data indicate that the Ministry of Education is striving to improve quality teaching as evident from its various policies and programmes. One such programme is the novice teacher induction programme. A mere drafting and implementation of a programme poses a challenge as novice teachers' experiences of support are not known. The researcher found it necessary to establish novice teachers' experiences of induction and support, which could be employed to inform reviews of future induction programmes. The aim of the research is therefore to answer the following research question: What are novice teachers' experiences of induction in selected schools in Oshana region, Namibia? In investigating the matter, the researcher used a qualitative approach, with an explorative design and a phenomenological perspective on data collection. The next chapter will focus on previous research by examining literature, to provide a conceptual and theoretical framework for the study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

This chapter presents a literature study on varied experiences of induction by novices in a number of countries. The aim of this chapter is to build a conceptual framework for understanding how novices in selected schools in Oshana region, Namibia, experience induction. Different countries adapted different approaches on how to induct their novices. The experiences of novices will therefore differ, according to the settings. The chapter further propose what the researcher seems to be the best framework which Namibia can use as guideline for induction. The chapter will also focus on the challenges facing novices, the type of support given during the early year(s) of their teaching career, and the effects thereof.

#### **2.2 THE CONCEPT OF TEACHER INDUCTION AND THE NECESSITY OF THE INDUCTION PROCESS**

A diverse number of definitions see teacher induction as an extension of the support for novices, given after preparation for teaching. According to the European Commission (2010), teacher induction encompasses the support given to novices after formal training, at the start of their first jobs as teachers in schools. This definition however excludes the support given to experienced teachers who have been teaching before and who took up promotional posts or were transferred to other schools. Since these veteran teachers find themselves in new working environments, they also need support to become familiar with these new environments (Kempen 2010). The process of acclimatising new employees to their new jobs is a common practice in various professions. Steyn (2001) sees induction as an effort by an organisation to assist various categories of staff members in adjusting themselves, for the organisation's functioning to proceed as effectively as possible. Induction is therefore aimed at serving the needs of teachers, who are new to the profession, but also those of veteran teachers who are new in the teaching environments.

Angell and Garfinkel (2002) confirm the need for induction of staff members expected in a number of professions, including teaching, to assume full responsibility from the first day in



new jobs. Induction is therefore a practice common in various professions. It should be noted that teacher training cannot turn novices into complete teachers, hence they need further support. As Dube (2008) states, teacher training in institutions cannot replicate the day-to-day realities of actual classrooms that novices will encounter. This supports Osler's (2005) view that teachers never finish training, but are always in training. According to the European Commission (2010), teacher education is no longer seen as a one-off action which is separate from the teaching career. Induction should be integrated as a continuation of teacher education to allow novices to build on what they have experienced during training. For novices to further develop their teaching repertoire they need continuous support and development throughout their teaching careers.

Ashby et al. (2008) reiterate that no pre-service training prepares novices to face all the challenges they meet in schools. Since initial teacher training and preparation cannot provide full support to trainee teachers to be able to grow socially, personally and professionally, novices should therefore not be seen as finished products. Feiman-Nemser (2003) stresses that to assume that novices learned enough during training is a misrepresentation of the learning process. Novices need to learn skills and approaches which are bound to the contexts in which they find themselves. Such contexts are totally different from the ones experienced during training. Uugwanga (2010) states that the reality of teaching unfolds to novices and destroys the false impressions acquired during teacher training and pre-service teaching. Such dramatic experiences underline the need for a smooth introduction of novices into the profession.

According to the European Commission (2010), novices need to be introduced to the micro politics of the school (social dimension), to develop their personal identities as teachers (personal dimension) and to gain pedagogical knowledge and skills (professional dimension) by experienced teachers in schools. Literature abounds with novices' personal, social and professional needs (Abbot, Moran & Clarke 2009; Cherubini 2007; Luft 2009; Nielsen, Barry & Addison 2007). The process of induction is striving to meet novices' variety of needs and towards helping them to realise self-actualisation. Novices' needs should be seen against the background of Maslow's theory of self-actualisation. The theory sees man as an imperfect being who is continually striving to satisfy his needs (Crous, Roets, Dicker & Sonnekus 2000).

For novices, teaching can be a fearful experience. The new job poses a challenge for them right from the beginning (Angell & Garfinkel 2002). This is implied by the statement made by a novice who felt like “being on a ship that cannot see the horizon” (Cushman 1998: 5). The statement carries the day-to-day frustration which novices experience. To ease the frustration, Loock, Grobler and Mestry (2006) point out that induction should help novices to function efficiently within a new workplace, by giving them relevant information and skills needed for their new roles. The necessity of the process to novices in helping to acclimatise them into the unfamiliar working environment can be seen through the support given. The support given culminates in new learning as novices’ needs are met.

### **2.2.1 Providing support**

Induction encompasses the support that novices receive from experienced teachers during the earlier years of their careers to bridge the transition from pre-service to in-service (Cherubini 2007; Hellsten et al. 2009). Tickle (2000), in referring to induction uses the metaphor of a bridge that links training to entry into full time teaching. The experiences during teacher training are different from those experiences during the early years of teaching. Novices find themselves in a transitional period. They need support to make this transition as seamless as possible. While this transition is seen as a small shift, novices see it as challenging and stressful (Boyd, Harris & Murray 2007) or they see the distance between the student desk and the teacher’s table as too long (Sadker & Sadker 2003).

### **2.2.2 Extension of further learning**

Induction is an extension of learning from the pre-service year which starts immediately after taking up a post. It is an on-going learning process, which should last several years (Nash 2010). The process therefore takes the form of continuous support and professional development throughout the teacher’s career. Induction encompasses all the formal and informal learning experiences that occur throughout the professional career (Steyn 2004; Matee 2010). Novices learn new skill and develop knowledge through formal structured programmes and by interacting informally with experienced colleagues.

Teaching is regarded as a professional career. Nicholls (2000) regards professionals as people who went through professional training over a long time, who are controlled by a code of

ethics and professional values and are hence committed to the core business of the organisation. This implies that in order to have committed teachers who are competent, effective and confident to execute the business [of the profession], we need the profession to be manned by people who not only underwent a lengthy process of training, but for whom the professional development process is not stopping somewhere, at a pre-determined time.

### **2.2.3 Meeting needs of novices**

Induction as a holistic process meets the personal, social and professional needs of employees, teachers in this case (Heyns 2000; Prosser & Singh 1988). Teachers' personal and social needs include the need to feel safe and to be backed up, to belong and to be free from isolation, to feel assured and for their views to be accommodated and recognised as valuable (Wilson 2004). Often novices feel left out and not seen as complete teachers. The induction process helps to promote the self-esteem of novices. Professional needs include the need to be effective in carrying out teaching related tasks effectively. This may include aspects like planning, assessing learners, as well as motivating and disciplining them.

However, the idea of attending to the needs of beginner teacher may be clouded by the fact that novices are reluctant to make their needs known. This arises from the fear that they may be perceived as weak and inadequate, as a problem, a mark of failure or not qualified for accreditation (Lyons 1993, Wilson 2004, Hebert & Worthy 2001). Experienced teachers need to see novices' learning needs as legitimate needs. Novices could not have grasped those while outside of the teaching context but they become pressing needs as novices become involved in actual teaching (Feiman-Nemser 2003).

## **2.3. THE EFFECTS OF INDUCTION ON NOVICES**

### **2.3.1 Reducing feelings of isolation**

Isolation is one of the factors that face novices. Physical isolation may be a result of institutional arrangements like placing novices in isolated classrooms or separate accommodation (Ugwanga 2010). Emotional isolation is characterised by feeling unaccepted or experiencing non-recognition by veteran teachers. According to Dube (2008), induction provides opportunities for novices not only to analyse their own practices, but also

to network with other teachers. Socialization with others creates a sense of belonging for novices and opportunities to interact with their experienced colleagues. When novices are interacting frequently and purposefully with master teachers, this will enable them to strengthen their knowledge, by spotting positive aspects of good teachers in themselves, to expand their teaching skills and teaching repertoire (Luft 2009; Uugwanga 2010). The expansion is made possible through close interacting, networking and collaborating with veteran teachers and other novices. It is only when they interact, that novices come to learn new skills.

### **2.3.2 Opportunities to acquire skills and knowledge**

The learning process offered through induction enables a new person (assisted by experienced colleagues) to become familiar with the new working environment, until such time that the person feels comfortable in the new position. Since the novices' beliefs, knowledge and practices change as they participate in induction programmes; this is likely to affect their desire to hold onto teaching as a profession with vigour and enthusiasm.

The process of induction comprises interconnected components which are also interdependent (Nash 2010). Such components include meetings, workshops, classroom observations, evaluation of the process and reflecting on the teaching after the formal programme has come to an end. These components expose novices to new learning. The recurrent and continuous nature of induction makes the acquisition of skills and knowledge possible. The process not only helps novices to acquire the competence of the experienced teacher but also to socialise them more quickly into the culture of the school as a learning community (Arends & Rigazio-DiGilio 2000).

### **2.3.3 Increasing teacher efficacy**

New learning acquired during induction contributes to teacher efficacy (Cherubini 2007; Hoy & Burke-Spero 2005). Teacher efficacy is achieved when a teacher feels capable to organise and carry out the task as required with good results (Hoy & Burke-Spero 2005). The support given during the first year while the novice teacher is capable of being shaped cannot be ignored. Efficacy is related to the level of support that new teachers receive. Often novices experience failure, but through assistance, they may arrive at potentially successful strategies

that will develop their efficacy. The experiences modelled by expert teachers, coupled with feelings of mastering the modelled skills and feedback given to novices boosts their efficacy. The outcomes of induction not only promote the well-being of novices by improving their practice but also the learners' performance (Arends & Rigazio-DiGilio 2000; Nielsen, Barry & Addison 2007). The support given to novices cannot be ignored since it benefits not only novices by improving their effectiveness, but learners as well. Kelley (2004) asserts that induction helps to improve the quality of the teachers' service. An improvement in the teachers' service will have an effect on learners' performance.

#### **2.3.4 Reducing teacher attrition and turnover**

The Education Labour Relations Council (ELRC) (2005) sees turnover as the rate of taking workers into and moving out of employment, while attrition refers to people leaving employment. Even if other reasons like mortality and morbidity also contribute to the terminations, attrition is the most pressing problem. Attrition robs the teaching profession of young and newly qualified teachers, whose services are what our schools need most in this digital age. The high teacher turnover presents challenges to education. The movement of teachers, whether into or out of employment is a major concern, since it affects learner performance. The cost of replacing teachers who leave is astronomical as it imposes high costs on regions/districts to recruit, hire and train novices. The teacher turnover impacts a school's ability to sustain teaching communities, which are important aspects of successful schools and makes it difficult to implement reforms (Glazerman, Isenberg, Dolfin, Bleeker, Johnson, Girder & Jacobus 2010; Kempen 2010; The National Commission on Teaching and America's Future (NCTAF) 2002; Wilson 2004).

There is a growing concern over high teacher turnover and attrition on a global level as teacher retention problems cross all communities (Angell & Garfinkel 2002; Britton, Raizen, Paine & Huntley 2000; Fullan 2001; Glazerman et al. 2010; Hebert & Worthy 2001; Joiner & Edwards 2008; Weiss & Weiss 1999). The National Commission on Teaching and America's Future (NCTAF) reported that the largest percentage (74%) of teachers leaving the profession in the US after their first year is due to non-retirement reasons (NCTAF 2002). Similar findings were made in South Africa by the ELRC, where 53% of teachers left the profession by 2002/2003 through resignations (ELRC 2005). This gives the impression that teaching has become a revolving door profession with a relative high flow in, through and out of schools

(NCTAF 2002). Statistics on teachers leaving the profession indicate that teaching is used as a springboard towards careers outside education. The teaching profession needs to be made more attractive for it not to become less valued or merely a window through which teachers are being attracted to much better paying jobs (Naidu; Joubert; Mestry; Mosoge & Ngcobo 2008).

Researchers list various factors that contribute towards high attrition and turnover, among others practice or reality shock (which reduce the novices' ability to cope), poor working conditions and inadequate support, no recognition and inadequate feedback from school leaders and experienced teachers (Xaba 2003; Gordon & Maxey 2000). The European Commission in supporting the inadequacy of support given to novices states how novices try to eavesdrop on conversations by veteran teacher to get answers to their problems. When novices do not get clear answers, it compromises their performance and puts challenges on their professional competences (European Commission 2010).

According to NCTAF (2002), the problem of attrition is deep-rooted because schools are not well prepared to support novices as per the needs of an industrialised era. Such schools cannot prepare learners for life and jobs in the digital age. To reduce the high attrition rates and teacher turnover, schools need to use the best strategies of socialising and supporting novices, for them to cope in the present age. Good teaching thrives in a supportive environment where people help each other to improve. Schools need to move away from the missionary way of letting novices learn by trial and error which is not compatible with the latest reforms, demands and developments. By creating conditions where teachers feel supported and given answers to their questions, novices will develop the coping skills needed to stem attrition. The exodus of novices is of particular interest to training institutions and school administrators. It is a call for action to be taken, for institutions to thoroughly train the students and for schools to retain them once they become qualified teachers.

Research has clearly shown how induction helps to retain teachers in the profession (NCTAF 2002, Nielsen, Barry & Addison 2007, Luft 2009). This implies that the quality of the first teaching experience and the support that accompany it increases retention. The academic performance or adequacy of teacher training programme alone should not be seen as the main factor (Nielsen et al, 2007). Induction maximises the desire to stay in the profession, stemming the worrying problems of teacher turnover and attrition (Abbot, Moran & Clarke

2009). This is supported by Wong (2002) in his report, on public schools in Louisiana, whose attrition rate stood at 51%, experienced a drop by 15% in attrition rate immediately after induction was introduced.

A report by Glazerman et al, (2010) however, contradicts the findings discussed above. Based on the evaluation of the impact of comprehensive induction versus less comprehensive induction on teacher retention, morbidity and learner performance in US schools, the report finds no significant differences in teacher retention, mobility and learners performances. Despite the fact that novices who received comprehensive induction felt prepared and more satisfied than their peers, this did not translate into better retention (2010). The report further revealed how longer periods of induction (whether comprehensive or less comprehensive) can positively affect retention and learner performance. This underlines the value of continuing support beyond the induction year.

## **2.4. ELEMENTS OF INDUCTION**

Literature identifies a list of elements common to induction programmes, for instance orientation, mentoring, professional development, programme evaluation, establishing a learning community, peer coaching and follow-up (Ashby et al. 2008; Glazerman et al. 2010; Nielsen, Barry & Addison 2007). This review will focus only on mentoring, professional development, observation and peer support.

### **2.4.1 Mentoring**

Mentoring, an ancient concept reflected in Homer's epic, has a long history which is used in settings other than education. Literature indicates mentoring as a support strategy which is commonly used and valued by novices (Arends Rigazio-DiGilio 2000; Ashby et al. 2008; European Commission 2010; Gehrke & McCoy 2007; Mutchler 2000). Many organisations still use mentoring to help their junior employees to advance. Fourie and Meyer (2004), see mentoring as a dynamic and reciprocal relationship between an experienced teacher and another teacher with little or no experience. The latter does not necessarily need to be a subordinate of the former. This definition implies a relationship in which both the mentee and mentor are actively involved. Although the mentee is less experienced, he possesses skills in

specific capacities which need not be the main focus of the assistance given. Mentors should therefore focus on weak areas as identified by mentees when giving support.

Mentoring facilitates instructional improvement through a collaborative, non-judgemental interaction between experienced teachers and novices (Sullivan & Glanz 2000). Gordon and Maxey (2000) support this by asserting that mentoring needs to be built on a trusting and nurturing relationship, and should therefore not be confused with gate keeping functions. This means that mentors are there to facilitate improvements and not to judge novices or to prove them correct. It is imperative to note that when mentoring is undertaken with the purpose of finding faults, it may result in defensiveness and resentment on the part of the beginner teacher. When taken as part of dialogue aimed at supporting novices, it will help them realising their professional potential (Wilson 2004).

Luft (2009) made a study focusing on science-specific e-mentoring programmes among others, for secondary science teachers in five US states. Although novices were given regular online mentoring and support, they found the presence of someone who was close to give assistance to be an important resource. Despite the quick assistance given in e-mentoring, the traditional way of support accompanied by the physical presence of a mentor in the same school/building should not be overlooked.

Gross (2009) discussed two examples of models of mentoring used in US, at district and regional levels. District based mentoring was developed after state programmes failed to meet the needs of novices. The model therefore advocates an independently organised programme which is run in cooperation with other institutions. This model ensures the existence of a strong partnership between university and district. Although it may be difficult to detach support programmes from the state for reason of funding, locally organised programmes are likely to be more successful than those coordinated by the state. Small networks ensure the flow of communication and an increased level of understanding. Novices stand a good chance to make reasonable connections between theory and practice.

Regional mentoring plans used in New York grew out of individual contacts and needs of newly appointed school principals. New principals took part in e-mail dialogues and wrote to each other to ask or discuss issues. They provided each other with immediate feedback. The timely exchange of ideas creates a safe environment to obtain critical feedback, maximising



chances for continual learning (Riede 2003). The approach can be successfully applied to novice teachers, especially because of the aspect of regular interaction and provision of immediate feedback.

Mentors not only offer emotional and instructional-related support to novices they also model useful techniques to them (Mutchler 2000). Having a mentor is regarded as an important asset to novices in their first year (Hellsten et al. 2009), and as contributing to a higher retention rate for mentored novices than for non-mentored novices (Odell & Ferraro 1992). The presence of a mentor means much to novices since the support given by mentors enables novices to increase learning and to improve learner performance. The importance of mentors to novices is further stressed by Angell and Garfinkel (2002) in that their experiences with mentors who inspired them and respected their inputs make them feel like true professionals.

Not all experienced teachers have the qualities of good mentors, and not every veteran teacher will make a good mentor. The competences of mentors were not always impressive to some novices as some mentors demonstrated questionable teaching practices and the novices have “to learn what not to do” (Hellsten et al. 2009:712). This gives rise to a question on the credibility of all mentors and a call for the careful selection and intensification of mentor training. Dube (2008) concurs with this and lists a number of characteristics of mentors to novices as “guides, advisors, counsellors, coaches, role models, people to lean and rely on, people who understand novices and have the willpower to work with them” (2008:41,42). Nash (2010) further suggests that mentors be chosen from the ranks of positive teachers, who are chosen not because of their knowledge of the subject matter or the duration of their stay in the school. Nielsen, Barry and Addison (2007) and Mutchler (2000) both call for mentors to be committed people who are carefully selected on basis of their skill in content, specific skills to help novices, and the ability to work with them. A mentor’s content knowledge is crucial especially where novices need subject-specific support. Niebrand, Horn and Holmes (1992) warn against selecting mentors based on personal criteria like responsibility, classroom management or popularity with parents and learners. They further suggest careful selection of mentors, because if mismatching occurs, it may add to novices’ anxiety.

To have mentors of good quality, it is vital to use criteria when selecting mentors. Researches support the careful selection and training of mentors (Nash 2010; Mutchler 2000). For effective support by mentors, much time and effort is needed in selecting and training

mentors. This is true since the quality of mentor training impacts on the success of the mentoring process (Feiman-Nemser 2003; Weiss & Weiss 1999). Odell and Ferraro (1992) stress the importance of mentor training by suggesting that mentoring is like the teaching profession and should be conceptualised as such. It requires one's dispositions, beliefs and understanding and hence the specialised skills to implement the practice.

Literature stresses the importance of matching mentors with novices, which can be done on basis of age, same gender, same subject and grades, or same interests (Britton et al. 2000; Dube 2008; Kempen 2010; Johnson et al. 2004; Nash 2010; Stansbury & Zimmerman 2000). A successful mentorship experience will occur if the two are compatible with each other. However, Glazerman et al. (2010) arrived at findings that contradict the popular belief that better matching result in better support outcomes. In examining if matching will result in better outcomes, the study found no statistically significant relationship between matching and teacher retention. Novices from the same race/ethnicity as mentors and who taught the same grades as their mentors had lower rates of retention. After examining the teacher learner achievement, the study did not find evidence of a statistically significant relationship with mentor match. The findings imply that matching mentors with novices may not always bear positive results as it is generally believed to be. Other factors like the situations in which novices find themselves, their dispositions, personalities, beliefs and attitudes may play a role in their development (Ugwanga 2010) and in producing better outcomes.

#### **2.4.2 Continuing Professional Development**

According to van Niekerk (2002), professional development is a process of continuing education with the purpose of promoting the development of personnel, within the employment setting. Such development is consistent with the goals and responsibilities of the employer. Although novices receive support during the first few weeks, it is imperative to continually refine the skills learned. Brock and Grady (1997) believe that for induction to be developmental, it should consist of a set of developmental growth opportunities. Instead of stopping with assisting novices, developmental support should be on-going and continue for as long as these teachers are in the profession.

Britton et al. (2003) believe that induction should be seen as a set of continuing in-service learning taking place through professional development. Fry (2010) and Mate (2009) support

the idea of making induction continue throughout the professional career of teachers. It is not a one-time event which is designed to stop on pre-determined dates, but should be continued into the in-service years of a teacher's career. As Niebrand, Horn and Holmes (1992) put it, learning takes place continuously and one cannot master all the skills overnight. Induction programmes that end after predetermined durations often leave novices with no further support, especially in cases where the durations are short. Pre-determined durations for support put limits to learning for novices.

Other professional development support structures include training workshops and meetings of novices (Arends & Rigazio-DiGilio 2000; Ashby et al. 2008, Stansbury & Zimmerman 2000). Workshops are one of the many activities of further professional development and cannot be given on ad hoc basis, but need to be regular and planned (Hopkins 2003). Schools have to find time for workshop in order to create learning communities. Joyce and Showers (1995) propose modelling and demonstration of skills as another component of training. Novices may be excited about the demonstration of skills during workshops. However, in order for them to transfer and apply the demonstrated skills in non-threatening environments i.e. their workplaces, they need these skills to be modelled to them. Meetings between principals, novices and experienced teachers are ways to offer support to novices. It is during such meetings that novices interact with experienced teachers, and learn best practices and strategies from them. Information given during orientation can be repeated and strengthened during such meetings.

Attending continuous professional development sessions not only helps novices to derive benefits from meeting the challenges of the first year (Nielsen, Barry & Addison 2007); or modifying novices' beliefs (Loft 2009), it also provides opportunities to extend novices' basic skills and understanding, thereby improving the quality of teaching and learning (Matee 2009). Continuing professional development (CPD) provides a forum for novices to network with other teachers and to minimise the isolation commonly affecting novices.

Researchers (Day 1999; Matee 2009; Nielsen, Barry & Addison 2007; Steyn 2004; Wilson 2004) stated that if continuous professional development is to bear fruits, it should have a number of features:

- It must be planned.

- It should be a continuous process, i.e. going beyond the initial stages of a teacher's career.
- It should be broad based, meaning that its activities should satisfy the needs of both teachers and learners
- It should be systematically organised, i.e. it must be a planned activity and not offered in a haphazard manner.
- It should be focused on the organisation i.e. all CPD activities should be linked to the values and purposes of the organisation

### **2.4.3 Observation**

Observation as a support strategy is seen against the background of the fact that novices continues to learn by seeing others carrying out the practice (Fry 2010). This support activity is commonly used in many countries including Shanghai, Japan, USA (Angell & Garfinkel 2002; Britton et al. 2000; and Glazerman et al. 2010). Novices observe experienced teachers while teaching, but this can also be done the other way round. Both novices and mentors jointly decide on the focus of observation. By observing mentor classrooms, novices gain knowledge and develop additional skills in addition to those skills offered during training, workshops and meetings. Novices may also observe their peers. Observing a variety of people is beneficial to novices. It creates opportunities for them to increase their knowledge and skills in using a diversity of methods, practices and styles of teaching. As Jiang and Chan [Sa] stated, observation will help novices to get the best strategies that will guide their instructional practices.

In concurring with Mercer, Baker and Bird (2010), Angell and Garfinkel (2002) state that observation by veteran teachers should be done with the focus on novices' development, and not on evaluation. The collection of information during observation is done objectively and non-judgementally. The authors do not support evaluation and assessment of novices against set competences. The argument is that if the process is assessment driven, then it is likely to focus only on observable classroom behaviour, even if much of the teacher's work is done outside the classroom. Further reasoning against assessment may be that it may stifle growth and development of novices, at the time when they need to be nurtured and inspired (Mecer, Baker & Bird 2010).

Observation goes hand-in-hand with feedback and self-reflection. Mentors and novices analyse information after observation, as part of feedback to determine progress made. Feedback enables the two to set goals and to plan the next steps. Mentors will also offer suggestions and additional support after giving feedback and reflection. The issue of self-reflection as a way of providing feedback to novices is widely advocated. Self-reflection gives novices a chance to question their own practices and to easily make adaptations to their individual situations (European Commission 2010; Uugwanga 2010). If given space in school cultures, this will enable novices to record their experiences of continuous learning. Such records create opportunities to reflect on new learning, and to link initial teacher training to their continuing professional development.

#### **2.4.4 Peer support**

Literature on teacher support advocates peer support as a viable support strategy. Diaz-Maggioli (2004) perceive peer support as a professional development strategy which has been proven to increase collegiality and to improve teaching. Peer support is used in practice groups in Switzerland where such practice groups start during student teaching and continue as novices enter actual classrooms after training (Wong, Briton & Ganser 2005). The use of peers to support novices creates a platform for open discussion where novices are less inhibited to voice their concerns (Angell & Garfinkel 2002). Novices freely share their experiences and difficulties experienced with other novices. This makes them realise that they are not facing the problems alone, by developing the “I am not alone” feeling. Various studies see the following benefits derived from peer support:

- Reducing a sense of isolation by creating networks from participants with similar status.
- Providing feedback, thereby refining skills
- Raising the morale since difficulties are shared.
- Exchanging and building on experiences of other colleagues in a secure, blame-free environment (Hanko 1995; Kempen 2010; European Commission 2010).

Peer support can be set up as formal groups of teachers to offer advice and support to other teachers, or as an informal collegial support. Wilson’s study of support to teachers in the UK found informal support to be more effective than formal groups. Informal peer support gives

new teacher opportunities to share experiences with others. This counteracts the feeling of isolation, uncertainty and powerlessness which most novices struggle with (Wilson 2004:100). Novices will be freer to admit their difficulties among peers and to ask for help in informal settings than in formal ones. Peer support system gives novices an opportunity to network and exchange their doubts and fears. Since all the participants have the same status, peer support is a safe environment for them to participate freely.

The idea of peer support can however not be seen as effective, since it may create a situation where the blind are leading the blind. Peer support could be more effective if overlapped with mentoring. “Mentors and novices grouping will exchange experiences, doubts, fears, as well as good practices” (European Commission 2010:20). The presence of experienced mentors and veteran teachers in those groupings will expose novices to expert advice.

The European Commission (2010), in its attempt to help policy makers in developing structured induction programmes for all novices in member states, recommends a coherent and system-wide approach to induction. The approach includes four interlocking systems of support i.e. mentoring, expert, peer and self-reflection. Despite the fact that the approach is recent with limited literature exploring its effectiveness, it may become a popular approach in future. The key aspect to this approach is striving to meet the needs of novices through making use of the four interlocking systems. The systems of support, especially the reflection aspect were not forming a base for most induction programmes in the past.

However Nielsen, Barry and Addison (2007) state similar components of the new teacher induction programme called “Great Beginnings” in one school district in the US. Great Beginnings was introduced in the 2000-2001 school year, in response to teacher retention and quality instruction (Nielsen, Barry & Addison 2007). While recognising the attention given to mentoring in literature, the programme changed the role of Instructional Resource Teachers (IRTs) from assisting all teachers to focusing on novices only. When the IRTs’ roles are narrowed they will be in a position to create effective learning climates for novices. IRTs have enough time to assist novices in planning, and to follow up on topics covered.

The system-wide induction approach has room for self-reflection, where novices reflect on their practices, using set standards and rubrics. The European Commission (2010:21) supports the self-reflection system in that “it allows novices to reflect at individual level,

thereby ensuring personal growth”. Regular reflection is necessary in helping novices to form a link between training and practice, and needs to be a continuous process.

The following table indicates the four interlocking systems of support as proposed by the European Commission.

**Table 1: System-wide induction approach**

<b>System:</b>	<b>Mentor</b>	<b>Expert</b>	<b>Peer</b>	<b>Self-reflection</b>
Support provided	Professional Personal Social	Professional	Professional Personal Social	Professional Personal
Aims	Stimulate professional learning Create safe environment for learning Socialisation into school community	Ensure novices’ professional development Expand content knowledge and teaching competences	Create safe environment for learning Share responses to common challenges	Promote meta reflection on own learning Promote professionalism Develop attitude of lifelong learning Link ITE and CPD
Key actors	Experienced, suitably trained teachers	Experts in teaching(e.g. from teacher education institutions)	Other new teachers Experienced teachers Other colleagues	Beginning teachers
Activities	Coaching Training Discussion Counselling Coordinating school level arrangements	Seminars Various courses Support materials Resources Guidelines	Networking in and between schools Face-to-face meetings (can be aided by a virtual community) Team teaching. Collegial feedback	Observation and feedback on teaching. Peer review System to record experiences, learning and reflections, e.g. portfolios, diaries
Conditions for success	Careful matching of mentors and student teachers Mentors must share and support vision, structure of induction programme Coordination in school Facilitation of mentor tasks (e.g. workloads) Training for mentors	Easy access to external expertise and advise Non-judgemental approach	Reduced workload to allow time for cooperation and sharing	Reduced workload to allow time for reflection Established standards against which performance can be self-assessed

Notes	Several mentors may be involved(e.g. subject specialist, teacher from another field)		May overlap with mentoring system if group mentoring used	May be part of formal national assessment system leading to full teaching status May be part of school's personnel policy
				© <i>European Commission 2010</i>

## 2.5 PROBLEMS EXPERIENCED BY NOVICES

Kempen (2010) attests to the consistency in reviews made by researchers about problems perceived by novices. Bubb (2003), referred to turbulence at the bridge between the point of transition from teacher training and the rest of a teacher's career. This transitional period is described using graphic terms like "praxis shock", "thrown into the life of a school with a sink or swim philosophy", "a dramatic and traumatic change" "baptism of fire" and 'teaching fledglings to fly" (Abbot, Moran & Clarke 2009; Uugwanga 2010). These terms clearly depict the extent of difficulties experienced by novices and how helpless and vulnerable they can be during their first teaching year.

Novices are generally positive towards their work and look forward to meeting their learners. Such positive feeling may be eroded by the following common problems as stated in various research projects (Abbot, Moran & Clarke 2009; Heyns 2000; Luft 2009; Nielsen, Barry & Addison 2007; Steyn 2004).

- Planning
- appropriate teaching strategies
- classroom discipline and management
- motivating learners
- assessing learners' work
- dealing with problems of individual learners
- establishing and maintaining relationships with parents
- insufficient materials
- sheer volume of demands on novices
- making decisions
- Understanding administrative procedures, policies and other documents.



As previous studies have found, no amount of teacher training prepares student teachers fully to meet the demands of the teaching job (Abbot, Moran & Clarke 2009; Ashby et al. 2009; Lang 1999; Shakwa 2001). They need continuous support during the survival stage when they are under pressure and finding it difficult to adapt themselves to the new job. Novices not only share common problems but also have unique problems (Britton et al. 2000; Dube 2008). It is important to note that some problems are more subject-specific. Besides general teaching skills, novices need additional skills to help their learners to learn specific subjects.

Studies by Britton et al. (2003); Luft (2009); and Mercer, Baker and Bird (2010) indicate the need to design subject specific induction programmes for novices to support their learning and teaching. The study by Britton et al. (2003), further reports how mathematics and science teachers in Connecticut, California and San Francisco participated in subject-specific induction programmes, albeit in different ways. California's intensive programme starts with subject-specific components before moving on to other subjects for three years. San Francisco follows suit, but addresses other general induction needs. Novices who participated in subject-specific programmes significantly changed their beliefs and implemented high quality instruction in their lessons to a greater extent than did their peers. These findings are based on the belief that subject-specific induction programmes can help to strengthen the beliefs and practices of novices in helping learners to learn different subjects (Britton et al 2003). Subject- specific induction is an idea to reckon with, in terms of supporting teachers who teach subjects or phases they were not trained to teach. Its implications with regard to funding and training of subject content specialists may impede the implementation thereof. This is mostly true if one considers the financial constraints which hamper progress in most districts/regions.

Literatures on induction abound with allowing novices to draw up agendas for support and to seek solutions to their problems, according to their needs (Abbot et al. 2009; Cherubini 2007; Feiman–Nemser 2003; Gehrke & McCoy 2007; Wilson 2004). According to Wilson (2004), approaches used to support novices are devised and imposed on novice teachers, without taking account of beginner teachers' own perceptions of their support needs. Planners of induction programmes may overlook the alignment of the pedagogical and professional need of novices with the in service that they deliver during induction (Cherubini 2007). It is vital for induction planners to accommodate needs as put forward by novices. Induction

programmes and contents thereof should not be one-size-fits-all, since the needs of novices are not similar.

Cherubini (2006) advocates a personal service paradigm for the socialisation of novices. The personal service paradigm does not see novices as objects of induction, but catalysts of their own development. Blasé and Blasé (1998) state that teachers like to make inputs in their development and should thus be heard and allowed to make choices. Voices of novices can be heard by consulting them. Listening to them will ensure that arrangements made to support them are appropriate and reflect problems as perceived by them. The personal service aims at involving novices in their professional development through identifying areas of strength and needed growth. Personal services also enable individual professional learning and development of novices, within a community of support (Cherubini 2007). Kempen (2010) and Hebert and Worthy (2001) concur with Cherubini (2006) in calling for a proactive stance on novices. Novices should be encouraged to seek answers to their questions, concerns and problems. The idea of being proactive is in line with the social construction development theory. According to this theory adult learning is seen as an autonomous and self-directed process where [adult] learners are expected to participate actively in the learning process (Kempen 2010).

The personal service paradigm stresses novices' personal experiences, strengths and weaknesses. It highlights the creation of induction services that are based on and informed by the needs of novices. According to Dube (2008), novices should contribute their ideas towards the enrichment of induction programmes. This idea corresponds with the saying – nothing about us without us, which is commonly used among people with special needs. It means the views, needs and aspirations of the people concerned (novices) must always be considered when planning support programmes for them. If novices are allowed to be active recipients of information, by accommodating their inputs, their professional growth is assured.

Nielsen, Barry and Addison (2007) state that if teachers are to meet the needs of learners in the 21st century, we need to encourage dialogues (with novices) that support best practices. They further assert that if professional development is coherent with novices' daily teaching lives, considers what they know already and involves them in active, collaborative learning, they will be more likely to implement new learning in their teaching. Novices will take the

learning seriously when the content of learning interests them and is relevant to their daily work.

## **2.6 NOVICES' EXPERIENCES OF INDUCTION.**

There are variations in the ways in which induction support is given to novices. Novices find themselves in different settings, each with its own way of doing things. Novices' experiences of induction and support will also vary according to the contexts. Some of novices' experiences will be positive while others are negative.

### **2.6.1 Differences in duration, intensity and effects of induction**

Novices experience variations in the duration of induction support given in various countries. The length of induction support varies from six to twelve months in the UK, Japan and in the Free State (Dube 2008; Heyns 2000). In Scotland it takes two years (Rippon & Martin: 2006), three to five years in Shanghai (Britton et al. 2000) while in Australia, novices receive sporadic induction with stark inequities (Hudson, Beutel & Hudson 2008). Studies indicate how teacher competence and learner achievement are positively related to the duration of induction (Glazerman et al. 2010; Hudson et al. 2008). There have been demonstrable improvements in the achievements of learners whose novices were exposed to longer and comprehensive periods of induction (Glazerman et al. 2010).

Glazerman et al. (2010), in reporting on the impact of comprehensive teacher induction programmes relative to the usual induction support echoed the same sentiments as Cherubini (2007). According to his report, those novices who received intensive induction support felt more satisfied and more prepared for the job than those teachers who received minimal induction support (Cherubini 2007; Glazerman et al. 2010). Similar findings were also reported by the NCTAF 2002 regarding the relation between the intensity of mentoring and decision of teachers in the US to stay in the profession.

Extended exposure to induction expanded the competences of teacher more than those who received less or no induction at all. The quality and duration of induction is also found to stem the attrition rate (Britton et al. 2000; Hudson and Beutel & Hudson 2008). Fry (2009) has a counter-argument against this because his study found that the rate of attrition remains

high despite induction. Fry further states that successful experiences gained during teacher training can result in teacher efficacy. Induction alone cannot be the only factor that stems attrition and turnover or contributes towards efficiency. Appropriate professional attitude and preparatory experiences of novices do. Fry's argument is based on the fact that there are novices who received little or no induction support at all but remained in the profession, and those who received induction but opted to leave the profession.

According to Hoy and Burke-Spero (2005), teachers' beliefs in their own efficacy influence their persistence even if things do not go smoothly. Novices who are resilient and persistent in overcoming obstacles and who took initiatives to gain more skills and used the knowledge gained during teacher training are more successful. When compared to their counterparts who did not possess the above qualities, more of them remained in the profession (Fry 2010). This means that the novices' inherent dispositions in addition to their preparatory experiences will help them to cope even if there is no induction.

### **2.6.2 Experiences of more support than expected**

Novices are not clear of what to expect by the time they enter the profession. As a result, they are anxious, uncertain and disillusioned. When they are supported, novices realise how much they have learned. The amount of support given helps them to gain confidence in their personal and professional lives. A statement by a novice who felt how the profession has become manageable and enjoyable (Cherubini 2007) attests to this. The uncertainty which initially lingers in novices is eventually turned into surprisingly positive outcomes through the support that exceeds their expectations.

The readily accessible and combined support given to novices by all staff members is regarded as meaningful to novices. The involvement of university faculties, districts/regions, and school in the induction service is widely supported in literature (Britton et al. 2008; Gordon & Maxey 2000). Induction programmes link initial and in-service teacher education (European Commission 2010). It therefore reduces the gap between theoretical and practical knowledge. The involvement of university faculties enables university staff members to familiarise themselves with the functioning of schools, and to get feedback on how adequate their curricula are.

Despite their professional status, novices have various capabilities which schools can capitalise on. Novices value the support which recognises such capabilities which affirm them and support their abilities (Wong Yuen-Fun [Sa]. To novices, the release time to meet with mentors and the fact that they are allowed to draw agenda for such meetings according to their needs is regarded as meaningful (Cherubini 2007).

The positive experiences of novices with teacher leaders heighten their self-efficacy. Novices value and appreciate teacher leaders who modelled good examples in handling all types of learners, influencing them to learn, and who stood up for the marginalised learners (Cherubini 2007). One beginner teacher's feeling of accomplishing the power to influence the world stems from the qualities portrayed by his teacher leaders. Novices are concerned about being effective in doing their professional job. The experiences of effectiveness will therefore make teaching a meaningful and worthwhile job for them Wong Yuen-Fun [Sa].

Novices also appreciate the support they received not only from experienced and appointed supporters, but also from other individuals, teaching colleagues, training institutions, district officers, school boards and parents. Both Kempen (2010) and Cherubini (2007) stated that novices got more support from their teaching colleagues whom they found to be more influential than from members of the management teams. These findings indicate that novices are capable of making their own social adjustments, through establishing relations with colleagues. Novices greatly value contributions made by people other than those trained to support them. Teaching colleagues in schools also plays a role in acclimatising novices to their new roles and this should not be taken for granted.

An extension of a collaborative partnership between the university faculty, the ministry, the district/region and schools in offering support to novices is recommended (Cherubini 2007; Dube 2008:51; Heyns 2000; Houston, McDavid & Marshall 1990; Luft 2009). Fry (2010) asserts that the continual support from teacher training institutions can help novices to succeed in the induction process. The involvement of training institutions will enable novices to reflect on the knowledge gained and to use it in the practice. This is possible because institutions are familiar with the teacher education curriculum, and hence can remind novices of resources, instructional techniques and skills needed to cope (Fry 2010). Advances in technological innovations are opening new ways of offering support. Gordon and Maxey (2000) listed electronic networking such as chat rooms and on-line bulletin boards as ways to

support. Novices can post questions on these and experienced teachers will respond to them. The use of e-journals, telephonic interviews and teleconferencing will also makes contact between novices and their training instructors possible, thereby facilitating discussions.

This collaboration in supporting novices from colleagues, school administrators, district level instructional specialists and coaches is supported by Nash (2010:17.)Such collaboration in offering support is the equivalent of an African proverb “it takes a whole village to raise a child” (Gehrke & McCoy 2007: 493). Naidu et al. (2008) stress the need to return to the principles that underpin values of a traditional African village. Such principles include trust, multiple stakeholders’ accountability, group care and loyalty. A collaborative support for novices makes everyone in the school responsible and accountable to what happens to novices and not to perceive mentors as solely responsible for assisting them. Portner (2005a:78) uses the term “collaborative-doing”, which refers to the active involvement of a variety of committed people in the induction process. Novices will develop the competencies better and faster if all stakeholders take full responsibility for their development. The collaborative doing process is illustrated in the figure below.

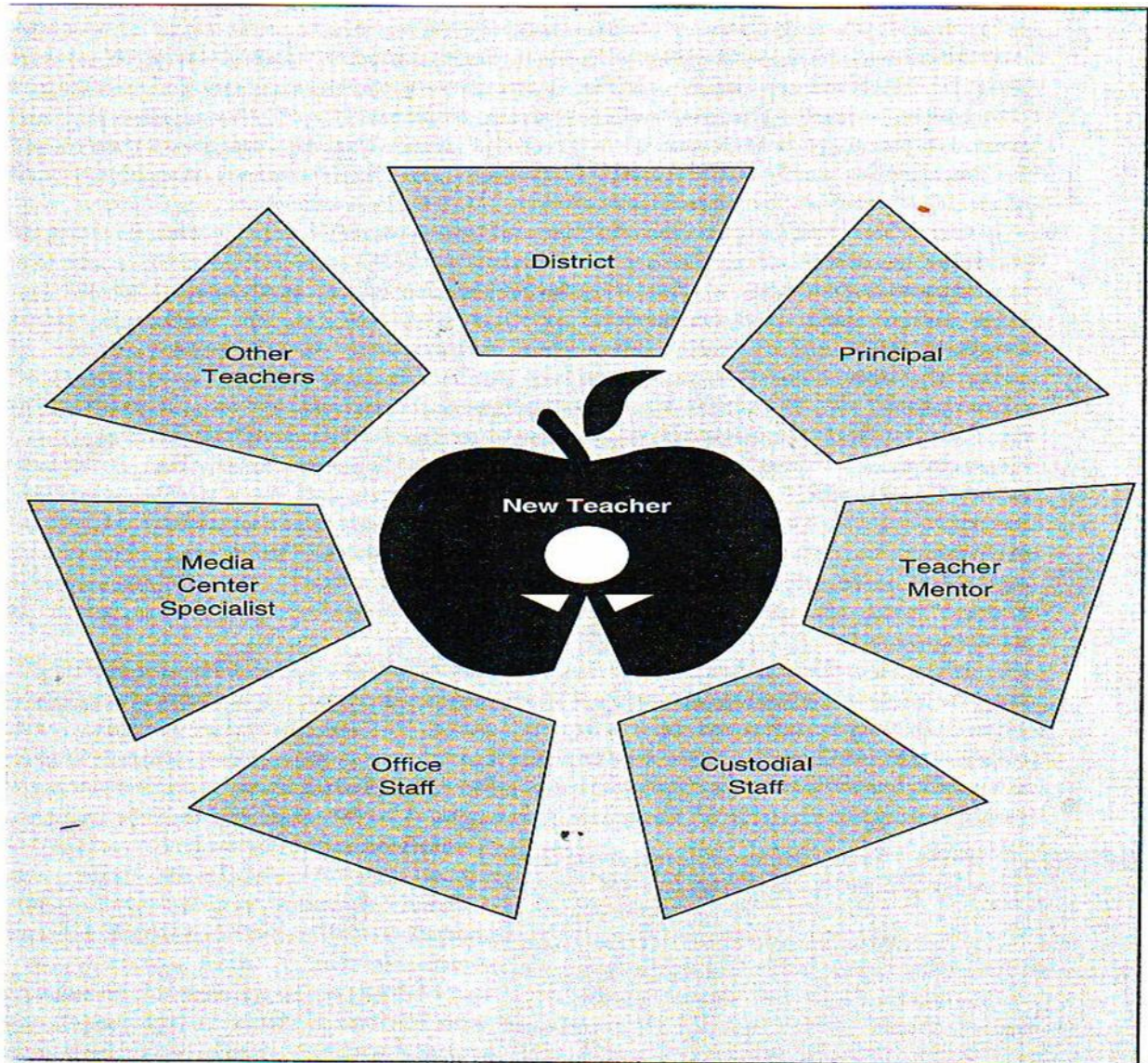


Figure 1.1: Collaborative support for novices. Adapted from Nash (2010:27).

### 2.6.3 Alienation and isolation

Teaching can be a lonely profession for novices. According to the European Commission (2010), teaching is one of the professions where novices are left on their own, worsening their isolation in the process. Most novices experience emotional, social and professional isolation during their first years. This can take the form of allocating physically isolated classrooms to them or needing assistance when nobody is readily available to give it (Gordon & Maxey 2000). Novices feel apprehensive about teaching and are excited to have their own classrooms (Hudson, Beutel & Hudson 2008). Even if novices start with genuine affection for their learners and are committed to teaching; the initial experiences in schools make them



have an aversion to the profession. As Pierce (2007) put it, even if induction is a fleeting phase during which novices are initiated, it can be alienating and dampening of the enthusiasm of novices in the process.

Literature indicates how different institutional practices and policies and settings contribute to such alienation. Difficulties awaiting novices mostly emanate from the environment of teaching (conditions of the school and its culture). Practices such as poor working conditions, inadequate resources, allocating novices difficult class groups, giving them subjects they were not trained to teach, giving them heavy workloads and making extra-curricular responsibilities an off-the-record condition for hiring them, isolation and unclear expectations are commonly evidenced (Dube 2008; Fry 2010; Gordon & Maxey 2000; Hoy & Burke-Spero 2005; NCTAF 2002; Stansbury & Zimmerman 2000; Wong Yuen-Fun [Sa]). Hudson, Beutel and Hudson (2008) reported that isolation resulted from placing novices in schools where all staff were new. Reducing this alienation through continuous support may encourage novices to remain in the profession. Novices' experience of minimal interaction with assigned mentors is a big concern to novices. It is important for beginner- and experienced teachers to share achievements and problems together. Sharing information will enable novices to employ the best strategies.

#### **2.6.4 Practice shock**

Some induction programmes showed discrepancies between teacher training and classroom practices. Teaching practice does not always mirror the realities of a real classroom. This gives mixed messages to novices. Gordon and Maxey (2000) call this a reality shock when the missionary ideas formed during teacher training collapse due to the harsh and rude reality of the classroom. Efforts should be made to provide novices during this confronting time with sufficient support they need to minimise the reality shock. Fry (2010) and Wilson (2004) recommend programmes which respond to the novices' developmental needs. The provision of prescriptive programmes and support strategies devised by external experts do not reflect problems as seen by novices. Inductions that are generic and not related to novices' needs are not relevant and often eclipse feelings of fulfilment (Cherubini 2007, Fry 2010).

There are instances where beginning teachers felt overwhelmed by the amount of information they were expected to learn within a short time (Gehrke & McCoy 2007). Some novices were



expected by colleagues and administrators to perform as effectively as veteran teachers with more years of experience (Hebert & Worthy 2001), irrespective of their professional experiences. The pressure exerted on novices did not allow much pleasure from the job (Cherubini 2007). Induction activities need to be well paced, relevant to the needs of novices, and taking the context of new learning into consideration. Different individuals are wired differently and novices are no exception. Their individual needs and differences in relation to learning should be taken into consideration. Failure to do so will make the process of induction a waste of time and resources. The duplication of skills learned during teacher training and practice teaching is another unwelcome experience. Novices detest induction programmes that did not assess their needs first, but often addressed topics in which novices were already competent (Fry 2010). This deprives them of the capacity to see value in the process of induction.

## **2.7. ROLES OF SCHOOL PRINCIPALS IN OFFERING INDUCTION**

Principals have more responsibilities towards novices. This is true because principals are the first people the new teacher comes into contact with at the new schools. Where no structured induction programmes are in place, they oversee the role of orientating novices to facilities, resources, policies, and culture of schools. Principals' roles include orientation, mentoring, supervision and evaluation (Glazerman et al. 2010; Heyns 2000; Jiang & Chan [Sa]). Principals are crucial for the effective induction of novices. They build school cultures that will positively impact on novices. Kempen (2010) asserts that for successful induction, principals must believe in the importance of induction programmes. Only then can they take the lead in supporting novices.

Although all staff members in schools are expected to take responsibility for supporting novices, principals play a leading role in successful induction and integration of novices into a school learning community and its culture (Hopkins 2003; Heyns 2000; Jiang & Chan [Sa]). The first step in supporting novices is for principals to hire novices on time. It is important that principals hire novices and orientate them as soon as they are officially hired before the school year. Hiring teachers earlier gives novices a chance to build relationships with other teachers, to study the curriculum and to prepare themselves for teaching. This will give novices rich information from the time of recruitment and selection (Heyns 2000; Johnson et al. 2004; Nash 2010). Nash (2010: 61) further proposes “putting the process horse

before the content cart” when inducting novices. He asserts that novices should be assisted to understand how things are done (process) before what is supposed to be done (content). Giving timely induction to novices before they start to teach will enable them to become familiar with the procedures to be followed. It is only when they know what is expected from them that they can effectively carry out the tasks entrusted to them.

Hopkins (2003) believes that the principals as instructional leaders should focus on establishing the schools as professional learning communities. In communities of learning, both teachers and learners are lifelong learners. In such learning communities, people not only learn from each other, but help others to learn. As instructional leaders, principals will create conditions for learning to take place and promote and encourages others to learn. This links up with the total quality management (TQM) approach which assumes that people want to do their best and it is the job of those in management (principals) to enable them to do so by improving the system in which they work (Lunenburg & Ornstein 2004). This calls for principals to adopt instructional leadership styles which create learning opportunities for both learners and novices. Dube (2008: 34) believes that the principal as an instructional leader is there “to provide resources; communicate expectations; provide feedback and assistance and demonstrate knowledge and skills regarding the curriculum”.

It is also the roles of principals to promote and enhance staff development activities in their schools. Opportunities for staff development promote a learning community. To enhance staff development, Blasé and Blasé (1998) recommend that principals support teaching and learning, collaboration and coaching relationships among teachers through providing resources. It is clear how principals are crucial in the socialisation of novices. They should also help to establish relationships between novices and other staff members, parents and the communities. This can be through arranged meetings for novices to socialise with those people. Meeting veteran teachers helps novices to overcome the practical challenges and isolation they usually encounter (Uugwanga 2010). A caring attitude from principals will make it possible for them to be accessible and available to novices, making novices comfortable to air their views without fear of reprisal (Naidu et al. 2008). Principals are indispensable for the induction of novices. They facilitate the socialisation of novices into new environments, and should therefore be supported to acquire the necessary skills and means to perform these important roles towards novices.

## **2.8 INTERNATIONAL EXAMPLES OF INDUCTION ACTIVITIES**

Internationally, there is a growing interest in implementing induction programmes for novices in various countries (Britton et al. 2000). Despite the interest and the abundance of its importance in literature, formal implementation of induction programmes is progressing at a slow rate. Induction programmes may differ depending on the aims of the programmes as well as the educational and cultural contexts in which they are implemented (European Commission 2010).

### **2.8.1 Switzerland**

The Swiss system regards teachers as lifelong learners. Graduates from teacher training institutions are given deeper subject content during preparation. The content of induction programmes therefore does not focus much on deepening novices' content knowledge, but on basic professional skills. Britton et al. (2003) listed the following professional skills that the Swiss system focuses on:

- Skills related to daily planning
- Skills in planning assessment activities and assessing learners' work
- Skills on communicating with parents about learners' progress
- Skills on general communication with parents.

Induction begins during practice teaching (during training) where students network and support each other. It then continues as they become qualified teachers in practice groups and through continuing professional development for more than one year. Groups from different schools meet and experienced teachers facilitate the practice groups. Topics for discussion are commonly agreed upon. Although mentors are substantially trained, the Swiss induction system places more emphasis on peer support in the form of practice groups, counselling and courses. Novices are also allowed to observe other novices, mentors as well as teachers teaching the same subject or grades or those teaching other subjects and grades. Training institutions are extensively involved in supporting novices. The provisions of multiple support activities enable novices to develop at personal and professional levels which are the aim of the induction programme. Switzerland does not have prescriptive induction

programmes, and courses are offered as the needs of novices arise. Novices are given chances to evaluate themselves.

### **2.8.2 United Kingdom**

The following discussion focuses on induction in the United Kingdom, as it is done in each of the four jurisdictions: Scotland, England, Wales and Northern Ireland.

Scotland's two-year probationary period, which has been in place for 35 years, was replaced when the country launched a Teacher Induction Scheme (TIC) in 2002 (Ashby et al. 2008). In Scotland, all new entrants into teaching are graduates and fully qualified. Graduates are required to register with the General Teaching Council of Scotland (GTCS) before they take up their first teaching posts. All novices, known as probationer teachers, go through mandatory one-year probation, after which they are registered as professionals (Draper & Forrester 2009). The mandatory aspect ensures a nationally consistent experience for all probationers (Abbott, Moran & Clarke 2009; Ashby et al. 2008; Rippon & Martin 2006).

During this time, probationary teachers are offered a stable employment, a reduced timetable comprising a 70% teaching load, with 30% for preparation, assessment and professional development, with guaranteed support (Draper & Forrester 2009). The reduced loads enable probationary teachers to produce portfolios as evidence of meeting standards for full registration. The standard serves the two-fold purpose of i) being a scaffold for professional development during induction and ii) providing a benchmark for assessment (Draper & Forrester 2009). Novices also do projects; attend seminars and meetings as part of continual professional development (Abbott, Moran & Clarke 2009).

Scotland follows a different model from the other three divisions of the UK, by putting more emphasis on engaging novices in professional development. Meeting the standards enable novices to become fully registered as teachers and to be appointed permanently. According to Ashby et al. (2008), the system has its shortcoming by according novices probationer status, which may negatively affect the novices. They see the temporary appointment and the status of probationer as a barrier to their full participation. Novices are sensitive towards feeling undermined and not being regarded as good enough or as real teachers. It is demoralising to be publically labelled as such and it may hamper their development as teachers. Draper and

Forrester (2009) state that novices are concerned about their job prospects after the induction year. This happens because they have to compete with experienced teachers to find jobs. The competition in a country where the majority of teachers are professionally trained forced novices to seek for alternative jobs, making the education sector to lose promising teachers.

An assessment of novices' progress is made twice per year while a final and formal assessment is done by the end of the year. Induction supporters work with novices and also assess them. Although the assessment of teachers against all set standards creates room for the full development of teacher competences the dual role of supporter and assessor is not well taken as it may prove problematic to both supporter and probationer (Ashby et al. 2008). The support given only guide novices to attain certain outcomes, but it do not give them the autonomy to develop their own styles through experimentation. Induction support is supposed to focus on developing skills rather than proving competences.

According to Abbot, Moran and Clarke (2009), this countrywide system neglected the beginner teacher by discontinuing their teaching experiences, instead of providing a stable induction period for them. The objective of teacher induction in Scotland is for novices to meet the prescribed standards in order to be fully registered as teachers (Abbott, Moran & Clarke 2009; Draper & Forrester 2009). Even if the Scottish induction scheme is well structured, specific about what is to be achieved and well resourced, it is what Draper and Forrester call directive, instead of facilitative (2009). A directive induction programme is rigid because of its prescriptive nature. Induction support that is facilitative will respond to the novices by allowing them to grow, to gain confidence and to be independent. When support is directive it closes opportunity for learning, since it is associated with an intention to guide novices to attain specific outcomes. Facilitative support is open support and helps novices to develop own strategies of learning.

The positive aspects of the induction in Scotland lie in the fact that the state funds all support activities. Novices are assisted through making use of multiple supporters. Various partners in this undertaking include the ministry, the teaching council, local education authorities, mentors and probationers themselves.

In England and Wales, all trainees complete a Career Entry Profile (CEP), stating their capabilities at the end of the training. The CEP caters for individual needs of novices and

informs induction supporters regarding which areas to focus on. At the same time, novices are compelled to complete statutory induction to meet the standards that will enable them to reach Qualified Teacher Status (QTS). The statutory induction lays the foundation for long-term professional development. Professional development is related to and based on novices' needs.

At the end of the first year, novices collaborate with induction tutors in developing individualised learning plans for the new qualified teacher year. Other new induction standards, an expansion of the standards for qualified teacher status are integrated into the learning plans. The system in both countries changes the emphasis of induction as trainees become qualified teachers. This happens because their professional roles also change. This emphasis on professional role changes help novices to manage the emotional investment that novices need, to teach successfully (Ashby et al.2009). Like in Scotland, the induction tutor performs a dual role of supporting and assessing novices.

Northern Ireland's statutory one-year induction differs from the other three countries since it focuses on the development of competences rather than meeting standards. Support given to novices is done through a dominant theme of leading partnership at each stage. During the stage of teacher training, Higher Education Institutions (HEIs) take the lead in supporting the trainee teachers. Local education authorities support novices after their training during induction, while schools support novices during early professional development. This partnership recognises and values the development of competences over time as the most important aspect of learning to teach (Abbot, Moran & Clarke 2009).

Northern Ireland's focus on the development of competencies is an example worthy to be emulated. This is because when novices meet the set standards without the necessary competences; this may not enable them to acquire the necessary skills to do the job. For novices to teach effectively, they need the necessary competencies and not to reach set standards. Competences are good measures of effectiveness. A teacher might reach set standards which did not culminate into competencies.

Although induction is statutory in both nations, induction in the UK is not equally accessible to novices in different teaching posts. Supply and temporary teachers in England, Wales and Northern Ireland do not receive support equal to their permanently appointed peers as it is the

case in Scotland. As Abbott et al. (2009:100) put it “... the haves ‘register for induction’ and are ‘signed off’ within a year, [while] the ‘have not’s’ begin induction late in their first year or not at all, which is both unfair and soul-destroying.”

### **2.8.3 USA**

The history of induction in the US is relatively young since programme implementation started to balloon in the early 90’s (Nielsen, Barry & Addison 2007). By 2004, many public and private schools offered induction support to their novices. Various states and school districts commit themselves toward induction programmes in general, through offering different support strategies. Different states structure their induction programmes differently (Britton et al. 2000).

Induction in California lasts for two years. Novices and induction supporters develop Individual Induction Plans (IIPs) based on the novices’ needs as they arise. The plans are comprehensive in that they include the goals to be reached, the strategies to reach them and a record of progress made. Novices are aware from the start of what is expected from them and what to do to reach the expectations. The induction programmes increase assistance to novices by assigning mentors who not only assist but also assess novices. Assessment is done with the purpose of improvement, but not to evaluate novices. Both novices and supporters are given enough free time with reduced workloads to work together. Novices participate in intensive learning which helps them to build on what was learned during training.

All novices in Connecticut complete a state-based induction programme, called Beginning Educator Support and Training (BEST). The state of Connecticut is one of few that have well trained mentors who have mentoring licences. Novices are given support and opportunities to learn in the first year. The assessment of teaching is done in the second year, but it can be continued in the third year if the standards were not met. The support given to novices is linked to standards, assessment and the granting of licences (Britton et al. 2000).

Both state induction programmes are subject-specific in the first year. The aim is to deepen novices’ understanding of specific subjects and to develop further skills on how to deliver such subjects to learners. Thereafter, they roll out to other subjects and instructional issues over the next three years. The situation differs slightly in San Francisco, where induction not

only focuses on specific subjects, but addresses the other general induction needs from the beginning. Addressing the general need of novices first builds novices' confidence to eventually pay attention to and to deepen an understanding of specific subjects. The idea of specific-subject induction may be welcomed in schools where teachers are responsible for one specific subject, but it may prolong the period of induction in school where novices are responsible for more than one subject. The significance of the induction programmes discussed above is that they emphasise collaboration between new and experienced teachers, they are structured and focus on professional learning and teacher recognition (Nielsen, Barry & Addison 2007; Wong, Britton & Ganser 2005).

## **2.9 LOCAL EXAMPLES**

### **2.9.1 South Africa**

South Africa is no exception regarding the problem of teacher attrition and turnover. Worrying anecdotal reports of teachers leaving the profession in large numbers have been substantiated by the Education Labour Relations Council (ELRC) 2005 report. According to this report, provincial education attrition rates based on permanent and long-term termination between 2002 and 2003 were highest in Western Cape (9, 0%) and Gauteng (7, 4%). The lowest attrition rates were found in the Eastern Cape and in the North-West with 4, 6% and 3, 4% respectively. Xaba (2003) attests to the turnover and attributes it to poor working conditions and inadequate induction programmes. The same report found other reasons, amongst them overcrowded classrooms, teachers not teaching in areas where they were formally trained, high workloads and lack of discipline among learners. The largest percentage of teachers who terminated their duties, according to the government PERSAL (Personnel Salary System) data, took place during the years of amalgamation and rationalisation, i.e. 1994 to 1996 and peaking after 1997 to 1999 (ELRC 2005).

One needs to understand the attrition against the background of the rationalisation process. The process brought new staffing structures as the interim constitution wanted broad representativeness of public servants from the former eleven systems of government. To do this, the qualifications, merits, level of training and efficiency were to be taken into account. As a result, concerns of job prospects were high and leaving the public service became an option for some public servants "as hopes of being taken into the new public service were



less “(Public Service Commission 2005:5). It should be understood that numerous changes that took place during the rationalisation period are “having destabilising effects on staff situation in schools” (Heyns 2000:288). This clarifies why resignation was listed as a major cause of termination among others.

According to the study by Makgopa in the Northern Province (1995), school principals claimed that staff induction is implemented, but such claims could not be substantiated by empirical results. Results from empirical discussion with principals and heads of departments in many Free State schools and from a survey in Western Cape schools, indicated the non-existence of induction programmes in some schools, or the haphazard manner in which they are conducted in schools which claim to do so (Heyns 2000; Williams 2011). The results of the pilot projects, carried out in three provinces give an overview of the state of induction in South African schools. The overall picture portrayed is that limited attention is paid to the induction of novices. This is justified by the fact that only 30% of the schools being studied confirmed the implementation thereof. Findings revealed that in those few schools, induction was not done formally, durations varied and others did not follow the same content. This attests to the high rate of attrition as informal, haphazard induction experiences have been associated with attrition and lower level of teacher effectiveness (Weiss & Weiss 1999).

Another study by Prosser and Singh (1988) indicates the existence of induction programmes in Indian secondary schools in South Africa. However, such programmes are not based on specific philosophy or policy by the Department of Education and Culture. Activities of induction therefore vary from school to school. The ways novices are integrated and orientated into schools therefore also vary according to the nature of the school, and the willingness and cooperation of principals and staff members. The authors view induction as an important stage in the period of professional development and therefore recommended the formulation of an induction policy on which to base its implementation. They also support and recommend the involvement of external supporters in the induction of novices. Policy formulation helps to guide schools on how to plan and implement the intended plan. Without a policy on induction, no effort may successfully assist novices to improve.

Naidu et al. (2008:97) assert that novices are generally “left to sink or swim”. This calls for schools to have induction programmes in order to lessen the chances of sinking. The ELRC (2005), in its executive summary, emphasised that more induction and mentoring

programmes be implemented in South African public schools. To ensure that novices gain the necessary experience and knowledge, the report recommends that induction takes place over a reasonable time.

Induction programmes are not only necessary for supporting novices in mainstream schools. A study by Kempen (2010) on induction in special schools in Gauteng revealed how both formal and informal induction in special schools, are inconsistent and uneven. This attests to the findings by ELRC (2005) of high attrition rates in the province during 2002 to 2003. Novices find solutions on their own through asking their colleagues. This makes them active participants in learning, as outlined in the social construction development theory (Abdullah 2008). The only formal support is limited to workshops and meetings. Workshops offered are not always relevant to novices as the contents are not applicable to their needs or work, while learning will be effective if it is relevant to those who are learning (Dube 2008). Learners should see the reason for learning, in order for meaningful learning to take place.

The position of induction of novices in South African schools reveals inadequacies, possibly due to the absence of a policy. A report by Williams (2011) revealed that induction policy and programmes are non-existent in most schools in the Western Cape Education Department. There is no official policy on induction although the process is encouraged in the studies. A policy lays the foundation on which an undertaking is based. It not only “directs the activities of the undertaking, but acts as a means to realise the objectives in practice” (Badenhorst 1987:9). When there is no policy as a starting point and guide, it will result in inconsistencies in the implementation of the process at national level. Novices who are left to fend for themselves since no one seems to take to heart what they need, end up disillusioned and hence leaving the profession in large numbers. In schools where the provision is done, the support given is patchy and no evidence of outcomes is made clear in the studies.

According to Dube (2008), the process of induction needs to be recognised and clearly understood. This statement arose from Makgopa’s (1995) study of induction in South African schools where schools that claimed to induct their novices were not doing it correctly. Williams’ (2011) report confirmed similar findings where grade heads responsible for supporting novices regard it as only entailing taking in and signing written work. Principals may be thinking that they are practicing induction, while in reality; they are leaving their

novices out. This implies that such programmes are not well understood by those responsible for implementing them. This situation calls for the departments of education (at national and provincial levels), and schools to devise clear strategies that will not only attract, but develop, support and retain novices.

### **2.9.2 Botswana**

The 1993 report by the National Commission on Education in Botswana made recommendations for a structured, national in-service induction programme. Such a programme will be assigned to experienced teachers, in conjunction with the support from school management teams and officials from the ministry of education. The government further introduced a Performance Management System (PMS) in 2000, with the rationale of implementing new ideas to enhance public service. The PMS requires school management teams to evaluate their reform programmes (induction included) and implement such programmes, thereby improving service delivery. Despite the recommendations, there are no laws that mandate schools to induct novices, nor policies to guide schools how to do it. Induction is and has been a non-compulsory process in Botswana (Dube 2008).

Dube's (2008) study on induction in selected junior secondary schools in Gaborone, Botswana revealed that no formal induction programmes exist in the schools studied. It is up to the school management teams to decide whether to induct their novices or not. This implies that induction is non-mandatory in schools. Findings of the study revealed that not all novices receive induction at their schools. Out of six schools under study, 83% of the respondents did not receive induction and in schools where it is provided, it is done haphazardly as individual schools choose what to include and what not. This implies that where there is no fixed policy on how to carry out induction, there will be inconsistencies. Novices do not get the same chances of support at the time when they need it most.

The Ministry of Education and the local university takes the responsibility of school-based training to student teachers. Newly qualified teachers in the schools studied go through a two-year probation period, after which they are confirmed in their teaching posts. Confirming novices to teaching without providing the necessary support may not serve their social, personal and professional needs. As Eisenschmidt (2006) states, the process of supporting novices' development must occur at the same time, in the three dimensions: the development

of their teaching competences, socialisation and professional identity. Findings from the study by Dube, although focused on few schools, lead to the conclusion that Botswana devotes limited attention to the induction of novices.

### **2.9.3 Namibia**

As a means to develop capacity, the Minister of Education made recommendations to develop and implement induction programmes for school principals among others (New Era 2010). Such a move eventually culminated in the development of an induction and mentoring programme by the Namibian Institute for Educational Development (NIED), in collaboration with regional education offices.

The mandate for the Namibian Novice Teacher Induction Programme (NNTIP) for newly qualified teachers was given in 2011. The purpose is to support novices to be competent and professionally qualified after two years. According to NNTIP, all novices will receive induction for two years. The programme, tailored for the needs of novices, is to be delivered at school and at cluster levels. At school level, mentor teachers, subject specialists and principals of school are responsible for this portion of the programme. At cluster level, cluster principals will organise out-of-school training workshops while subject facilitators will coordinate subject-related workshops. Strategies used to support novices include orientation, mentoring, observation, CPD opportunities and evaluation. Principals formatively evaluate novices twice in semesters one and two, while two summative evaluations are done in term three (Namibia 2009).

Other stakeholders involved are the regional education offices, who design annual mentoring plans appropriate for their region, and convene mentor teachers. Designing manuals per region will result in inconsistencies as each one of the thirteen regions will have its own induction manual, but this might allow for divergent views on how to implement the induction programme. The University of Namibia (UNAM) undertakes regular follow-up on their graduates to determine their CPD needs for further improvements. This practice support Britton et al. (2003) in that induction should not be an isolated phase but to be linked to teacher preparation. School principals facilitate the programme by working together with mentors, cluster centre and the regional education officers. The Namibian programme allows

novices to own it, by identifying their needs and in participating in the design of a mentoring plan of action.

The induction programme is benchmarked on the National Professional Standards for Teachers (NPST). The needs of novices are linked to the standards, which are in turn spread over two years of induction and mentoring (Namibia 2006). Despite the fact that novices are involved through identifying needs, the system is less facilitative and more directive, in prescribing what novices should do and know. A directive approach will not guarantee more effective results than a more informal, facilitative approach. Given the time at which the formal induction programme was introduced in Namibia, it is not possible at this point to draw conclusions on how successful its implementation is.

The researcher acknowledges the fact that no particular approach of induction can be transferred as it is from one context to another with the same results of success. However, the researcher takes an eclectic stance in selecting the personal service approach, advocated by Cherubini (2006), in addition to the system-wide approach currently used in Namibia, as appropriate for the Namibian context. The Namibian education system is facing various factors that limit effective induction support to its novices:

- Poor administrative, management and necessary teaching skills, resulting in high failure rates
- Lack of incentives to encourage young people to enter and to remain in the profession
- High learner to teacher ratios, creating a high demand for teachers
- Lack of commitment from stakeholders in supporting novices, resulting from non-clarity of roles
- Non-recognition of new teachers' capabilities and strengths.

## **2.10 THE PERSONAL SERVICE APPROACH TO TEACHER INDUCTION**

The researcher sees it as imperative for education systems to consider moving away from antiquated ways of inducting novices, which yielded insignificant results in terms of teacher retention and learner performances in other contexts. Although teacher induction is new to Namibia, it is necessary to embrace new approaches that are functional to the present time.

One such approach is the personal service approach to induction, as proposed by Cherubini (2006; 2007).

The approach puts novice teachers at the centre of their own professional development. The focal point of the approach is that novices are to be considered as facilitators of their own professional development and not objects of induction. Novices determine the course of their own professional development, by identifying priority areas as it suits their individual needs. The approach does not follow generic induction programmes, but addresses novices' needs and offers support on the basis of individual, customised needs, as the situation demands. By authoring their professional development, novices have direct control over what they learn, and become more confident in teaching, ensuring individual growth. Cherubini's assertion that induction that "personally serves individual novices will endorse meaningful professional learning, authentic teacher improvement and a transparent level of accountability" (2006:4) underline the benefits of this approach.

Namibia will benefit from this by allowing novices to identify their needs. Currently, The Namibian Novice Teacher Induction Programme (NNITP) uses a strategy form prescribing elements to be covered during induction. Novices have to indicate which elements were covered by the end of each induction year. Such elements, while in accordance with the ministry of education standards, may not be the same elements in which individual novices need support. Focusing on the elements which are not needed may alienate those who are already competent in those areas and result in duplications. This generic programme where programme developers decide what is best for novices is ignorant of novices' individual proficiencies. When an induction programme is following the status quo, it will also be difficult to assess how effective the programme is in terms of novices' sense of self-efficacy. Novices' self-efficacy gives them a powerful feeling, a feeling of accomplishment. The personal service aims at developing novices' confidence, by making them feel comfortable while executing their professional development tasks.

Another aspect of the personal service is its recognition for collegial supportive school communities. Induction will be more successful if the school culture is collegial by nature. Novices' professional development is maximised within a community of support, where schools invest time and effort and value the development of novices. Collaboration is also evident when supporters observe, monitor and communicate regularly with novices.

According to Wong (2002) (cited in Cherubini 2006), teacher retention is possible where novices feel part of a team, supported and successful. Namibia will benefit from this by providing opportunities for mentors and other colleagues in schools to act as supporters towards novices' professional development.

Networking with other experts outside the school is seen as a legitimate means for professional development (Cherubini 2007). The personal service approach allows dialogue between novices and experts to share responsibilities and best practices (Blasé & Blasé 2002). Contact with experts has collective benefits for novices, schools and learners alike.

The approach also acknowledges and allows novices to respect the fact that they enter the profession with diverse capabilities and strengths. Novices can use their strengths in addressing the challenges commonly experienced during the first few years in the profession. Regardless of the inexperience of novices, the approach advocates reciprocity between schools and novices. Schools should respect accept and utilise inputs and contributions made by novices as participants in learning communities, aimed at improving the practices. When in schools, it rarely happens that novices get social support they yearn for. If schools, as learning communities consider and respect new ideas as proposed by novices and accommodate them, the novices' self-esteem is boosted in the way. Novices will regard themselves accepted once their varied contributions are seen as invaluable to schools and to the communities they serve. Namibian induction system allows novices to serve on continuous development committee and in evaluating the effectiveness of support rendered during the course of the year. The outcomes of such collective evaluations are used to determine future plans.

Albeit a new approach and not widely followed and fully embedded in education systems, Namibia can tap more from the personal service approach to induction. Its focal point of holding novices responsible for their professional development makes it a force to be reckoned with. The collaborative nature of the approach makes it creditable, since being a collective issue; it will benefit all involved parties. By focusing on individualised professional development of teachers, it has the capacity to make the teaching profession attractive to new teachers and to improve the quality of teaching.

## **2.11 SUMMARY**

The literature review in this chapter presents an overview of the concept of induction and its importance to novices. Common problems experienced by novices are highlighted as well as the role that school principals play in the support of novices. The chapter further discusses various approaches to induction as used locally and abroad and describes the personal service approach to novice induction as a suitable way to support novices. Suggestions for improvements are offered to form a basis for revising future induction programmes.



## **CHAPTER 3**

### **THE NAMIBIAN EDUCATION CONTEXT**

#### **3.1 INTRODUCTION**

This chapter presents the general background of education in Namibia during the pre- and post-independence eras. It also discusses the rationale for education reforms as well as the various policies, structures and programmes that were put in place to improve the system. The provision of education in pre-independent Namibia was characterised by stark inequalities in terms of inappropriate curricula, the training of teachers and the provision of resources. Such inequalities resulted in poor quality teaching as teachers were not well prepared and supported.

The post-independence era saw more emphasis placed on reforming the system, to meet the needs of the country. The government made education a priority area for ensuring national development and through the ministry of education, it created policies, structures and programmes to redress past imbalances in education and to improve the quality of education.

#### **3.2 INDIGENOUS EDUCATION IN NAMIBIA**

Namibia, like any other African society, had its own formal and informal indigenous education. Indigenous education is created by the people of a certain culture, and therefore differs in its aims, content and methods from one culture to another. Young people informally observed the elders, their older siblings and other members of the community and learnt in the process. Formal education took place through distinct tasks assigned to experts to teach the young people. These experts taught young people during formal periods in life, e.g. during initiation, and to practice certain professions like traditional medicines and customs.

According to Amukugo (1993), formal education and training in Africa has been done in accordance with arranged programmes and contents. Specific individuals were entrusted with training and supporting young people, following set programmes, an equivalent of modern teaching/mentoring and expert systems in schools. Swarts (2003) stresses the non-discriminative and collaborative nature of indigenous African education which is a right to all and the duty of all. African education recognises mentorship and prioritises community

involvement in the upbringing of children. Since it preceded Western education, indigenous African education can therefore not be ignored.

### **3.3 PRE-INDEPENDENCE EDUCATION IN NAMIBIA**

Western education in Namibia was pioneered by the missionaries whose education was influenced by their religious motivation to convert the local people to Christianity, and to spread European beliefs system and cultures (Angula 2001). The curriculum of missionary schools focused mostly on Bible study, basic literacy and numeracy and skills training. Teacher training was rudimentary and emphasised basic skills which teachers imparted to their learners.

While colonising Namibia, Germany did nothing to develop education for black Africans which was still left in the hands of the missionaries. The government expanded education for white learners and the only focus on education for black Africans was to make them better servants.

When Namibia became a South African mandated territory, the South African colonial government took control and management of schools in urban areas, while schools in rural areas depended on the missionaries. The colonial administration had eleven ethnic-based systems of education and authorities. The quality of education was not the same for white, “coloured” and black people. While “coloured people” followed the same curriculum as white people, they also had limited resources. This attests to the fact that disparities in education provision reinforced apartheid laws. Swarts (2001) asserted that within the Namibian context of various subgroups, the existence of deep-seated distinctions of status and priority was obvious.

Because the system aggravated ethnic differences, this lowered the quality of education for Africans. According to Ellis (1984) the curriculum for black schools under South Africa was restricted to reading, writing, arithmetic, religion and singing in the vernacular. This implies that the government did little to improve the poor quality education it took over from its predecessor. As Angula (2001) states, the education policy was a reflection of the economic interest of the ruling class, in this case, a constant supply of servants. The educational resources were still limited and the ethnic governments could not provide adequate education

to their people since they had no political power to make any improvements. Amukugo (1993: 99) refers to this as “oppression in an invisible way” because the ruling elites were still in control.

The training of teachers was done on racial basis, with separate teacher training centres for black, white and “coloured” people. Each ethnic group has to follow programmes aimed at training teachers for its specific ethnic group. Because teachers were trained in isolation from one another, programmes offered were not similar in quality and content, and did not follow the same preparation path. There was no room for sharing ideas, supporting and learning from each other. According to Swarts (2001), teacher education programmes differed in entry requirements, scope, duration, structure, and philosophy, approach, and exit competences. Training for white teachers was intensive, developed extended competencies and provides a relatively high level qualification, while the one for blacks was far more rudimentary and offering low qualifications (Ministry of Education and Culture, [MEC] 1993).

The training of black teachers focused on academic knowledge, as evidenced through formal examinations. This means that teachers in Namibia did not receive the same preparation to be able to equally carry out the day-to-day academic and administrative duties required from them. When this happens, teachers will not possess the necessary professional understanding, skills and knowledge. Teacher training which lacks the necessary skills will impact on the quality of education through poor instruction and low learner performance. Despite the fact that no training fully prepares teachers for the challenges lying ahead, none of the above systems offered support to teachers after the training.

### **3.4 EDUCATION IN POST-INDEPENDENT NAMIBIA**

The impact of colonial education did not end on the eve of Namibian independence on the 21st March 1990. The new government embarked upon the programme of reforming the education system, in order to redress the imbalances of the past. Many changes were introduced to bring the imbalances in the school system to an end. The reform was necessitated by the need to develop new education programmes that are responsive to the needs of the country.

To transform and reform the old system, the government had to develop policies, set up goals, and design structures and procedures within education. The starting point with this undertaking is the constitution. In its 20th article, the constitution stipulates that ...”all persons shall have the right to education...” (Namibia 1989: 12). The constitution provides for compulsory education for all learners in primary and junior secondary phases, and access to vocational, adult and non-formal education in its quest to eliminate limited access to education. The ministry was then mandated to kick-start with the renewal, transformation and reform of the education system in this way.

The Ministry of Education published a policy document entitled “Toward Education for All- A Development Brief for Education, Culture, and Training”. This policy document, translating the Namibian philosophy of education into implementable policies, preceded the reform of the whole education sector. The focus was placed on the four major goals (access, equity, quality and democracy) and to the activities aimed at reaching them. The entire education system needed transformation to be done in line with the major post-independence goals of access, equity, pedagogical effectiveness, efficiency and democratic participation (Swarts 2003). The goals are aimed at eliminating the inequalities of the past, to improve quality and to ensure equal participation of all. By focusing on the goals, the new system strives to provide equitable access to education of good quality, with more involvement of the community.

### **3.4.1 Education reforms in basic education**

Swarts (2003) refers to reform as any developments and processes that are aimed at improving programmes and practices. Since independence, Namibia saw a number of developments in education. The first notable one is the development of the curriculum for basic education. The curriculum seeks to promote wide spheres of knowledge as spread out in a variety of subjects. The inclusion of different areas makes the curriculum all-encompassing and catering for wider needs of Namibia. The broad curriculum calls for the system to upgrade and develop its teachers to meet the demand.

Another aspect of reform was the language policy, which was developed on basis that language is a means to express one’s culture. Education in mother tongue was strengthened as crucial for concept formation, literacy and numeracy attainment and in playing a role in the

acquisition of a second language (Ministry of Basic Education, Sport and Culture 2003). Therefore, mother tongue is used as the language of teaching and learning in the early Grades (1 to 3) and as a school subject in all grades. English is used as a medium of instruction, and as a school subject from Grade 4 upwards. A multilingual society (with fourteen languages) will need additional and competent teachers to realise the policy objectives. The shift from using one language to another as medium of instruction negatively affects performance. This calls for additional preparation of teachers.

In order to achieve the educational goals, a learner-centred approach was introduced. A learner-centred approach demands learner participation and contribution, based on a democratic pedagogy (National Institute for Educational Development 1994). Swarts further asserts that learner-centred education requires attitudinal changes in teachers. Teachers are a key to the learner-centred approach and need to have a deeper understanding of the concept, in order to implement it as expected. A number of teachers were not prepared for the new approach during their training. Schweisfurth (2011) emphasises teacher capacity in implementing the learner-centred approach. Other limitations to effective implementation of the approach are the cultural values of teachers that do not support the democratic aspect associated with it, or the conceptual and practical misunderstanding of the concept itself. Evidence of these limits underlines the need to orient and to support teachers toward the new approach.

The attention of reformers was also attracted to the assessment for learning. The previous systems used tests and examinations, to find out what learners did not know, focusing on penalising mistakes. This resulted in learners reverting to rote learning. The new system stressed learning with understanding and encouraged problem solving rather than mere replication of facts. According to Angula (2001) the new system's objective is to reward demonstrated performance and to promote positive reinforcement. Learners get recognition for what they are capable of doing and this motivates them to do better.

### **3.4.2 Reforms in teacher education**

There have been variations in the way teachers were prepared during the pre-independence period in Namibia. A myriad of reforms in areas of teaching and learning emphasises the need for teachers in the new era to understand the new developments. Effective

transformation in education should start with the primary service deliverers, the teachers. Teachers are crucial because changes in education depend on what they do and think (Fullan 2001). The Ministry of Education regards teacher education as a focal point in this reform process. A variety of efforts to support teachers were made to enable them to cope with the changes in the new system.

The National Institute for Educational Development (NIED) has amongst its many aims, to develop and to coordinate the implementation of the curriculum for teacher education (Swarts 2003). The Basic Education Teachers Diploma (BETD) was introduced and former teacher training centres were transformed into colleges of education. BETD, a full-time three-year course was offered at four teacher's colleges to pre-service teachers. NIED was also responsible for coordinating the in-service teacher training programme, a four-year course similar to the one for pre-service teachers. The BETD in-service programme was offered for those teachers who are already in the school, without teaching qualifications, on a part time basis. The national network of Teachers Resource Centres (TRC's), where in-service training was conducted, was created. The establishment of teachers' resource centres was intended to meet the critical needs of under-qualified and unqualified teachers in the field. This effort by the ministry was geared towards improving the quality of teaching, by providing lifelong learning opportunities to teachers. The wide distribution of resource centres makes professional and material support accessible to teachers in different corners of the country. School principals were given the responsibility to mentor or to assign mentors to those teachers enrolled for the in-service programme.

These developments made teacher training accessible to the formerly disadvantaged members of Namibian society. The programme provided a national, common teacher preparation as contained in the broad curriculum for BETD, which was non-existent before. It also developed the professional competencies and expertise of teachers for them to be fully involved in the education reform (Ministry of Education and Culture 1994). The BETD programme provided teachers with the opportunity to specialise in three phases; the Lower Primary (1 to 4), Upper Primary (5 to 7) and the junior secondary phase (Grades 8 to 10). The training of teachers for senior secondary phase (Grades 11 to 12) was placed in the hands of the university.

The BETD programme was seen as an improvement to teacher training, compared to the previous programmes. It emphasises the professional aspect of teacher training and learner centred methods as well as reflective practice (Swarts 2003). Trainee teachers were exposed to real classroom teaching, an activity which was previously marginalised. The assigned support teachers focused on lesson planning and presentation, making the support given inadequate to meet the personal and social needs of student teachers.

Another support structure for teachers was the introduction of the cluster system. This is a grouping of five to seven schools located in the same geographical area. Principals and teachers from these schools meet to share educational experiences, ideas and resources. The system is capable of reaching all teachers close to their workplaces, through their colleagues, in a mutually stimulating environment. Clusters are organised into circuits and supported by circuit inspectors, advisory teachers and cluster management committees. The cluster system held principals and teachers locally accountable for the results in their respective schools, in addition to upgrading the quality of teaching and learning (Ministry of Education 2000). The system however, has its shortcomings in determining the needs of all teachers, not singling out specific needs of novices. It focuses more on improving school performance, without addressing the needs of specifically novice teachers.

### **3.4.3 National plans and programmes**

Other development plans and programmes put in place included the government's long-term plan, Vision 2030, to guide all developmental policies. The plan is a guide towards the country's efforts of improving the qualities of people's lives to the levels of their counterparts in the developed world. The plan was formulated around various themes, among others human resources development and institutional capacity building. Vision 2030 sees investing in people and institutions as a crucial precondition for desired social and economic transformation. To benchmark the plan in education, the Ministry of Education designed an improvement programme, The Education and Training Sector Improvement Programme, (ETSIP). This programme is created "to enhance the education sector's contribution towards the attainment of National Development Goals and to facilitate the planned transition to a knowledge-based economy" (Namibia 2007:65).

It is imperative to note that building a knowledge-based economy has implications for education. As Auala (2000) states, one cannot use yesterday's tools for today's job and expect to remain in business tomorrow. For Namibia to ensure quality teaching which is line with current developments, the system needs to help beginning teachers to thrive in schools, by creating supportive environments for them.

A weak education system cannot facilitate the attainment of set goals. This strategic plan of action for education is a response to the call of Vision 2030. Through this programme, the government is taking steps to act against shortcomings that hinder the country's productivity in various areas like equity in education, management and efficiency issues (Namibia 2007).

In order to improve the quality of teacher training programmes and teacher performances, a new model for teacher training and development was established. The model suggests a teacher licencing system, which is linked to the National Performance Standards for Teachers (NPST). The standards specify fourteen key areas of competences and thirty key competences that all the teachers should demonstrate throughout their career.

The learning programmes for student teachers are aligned with some of the national standards (intended for students) against which they are assessed. After obtaining teacher qualifications, interns/novices go through a two-year structured induction/internship programme in schools. Each novice is assigned to a mentor who offers personal, social and professional support. The internship programme is also benchmarked against the standards. This programme of supporting teachers and licencing them is not fully implemented at present, but once rolled out, it will not only facilitate the novices' attainment of licences to teach but provide them with opportunities to be inducted formally. After meeting the competences, novice teachers will be registered as professional teachers and licenced to teach. To consistently meet the standards, teacher licencing is renewed after every five years for every teacher (Ministry of Education 2006). This motivates teachers to continue with their professional development, hence continuing to improve over time. Further support is given to those teachers who fail to meet the standards or those who lose their licences, to help them to improve to the required level.



### **3.5 TEACHER EDUCATION REFORM PLAN**

An improved education is a key to realising Namibia's long-term vision. The general education system was still not effectively preparing learners to be able to contribute towards the vision. Statistics for 2009 reported that a large percentage of learners could not go beyond Grade 10 in 2008. Most learners in the upper primary and secondary phases had poor numeracy and literacy skills. This implies a potential demand for a different level of teacher training to build more capacity (Ministry of Education 2009).

The Ministry of Education developed a Teacher Education Reform Plan (TERP) to work on how to improve the quality of teacher education. Following the recommendation by the TERP, it was decided that a Bachelor of Education degree should be the minimum qualification for all teachers in Namibia. Cabinet resolved to merge teachers colleges with the University of Namibia (Unam), due to widespread criticism on quality and subject content knowledge of college graduates. The merger is aimed at improving quality of teacher education, and of education in general to meet new challenges and to reposition Namibia towards vision 2030. All four former colleges were turned into satellite campuses of the university's faculty of education.

### **3.6 OVERVIEW OF SCHOOLING IN NAMIBIA**

A number of changes took place in the education system since independence. Such changes noted in the education statistics affect teaching and learning. This section will focus on the status of schools in Namibia and Oshana region from 2008 onwards.

The latest educational statistics available indicate that Namibia had a total of 1 672 schools, of which the majority were state schools in 2008. The total learner population stood at 577,290. The bulk of the schooling system in Namibia fits into Grades 1 to 12. The schooling system is divided into Lower Primary Phase (1 to 4), Upper Primary Phase (5 to 7; Junior Secondary Phase (8 to 10) and senior secondary phase (11 to 12), (Ministry of Education 2009). It is worth noting that not all schools follow the normal phases mentioned above. Some schools offer both primary and secondary grades, and are thus termed combined schools. This combination was necessitated by the need to offer secondary education in locations where the

establishment of secondary schools was not feasible, because of low numbers of learners. The provision of such schools makes education accessible, especially to learners in rural areas.

The training of lower primary teachers is preparing them to teach all subjects. Hence, class teaching or self-contained classrooms are used in Grades 1 to 4 in Namibia. As stated in the language policy of the ministry, the mother tongue is used as the medium of instruction in Grades 1 to 3. Subject teaching is practised in higher grades, where teachers are specialised in one or two subjects.

### **3.6.1 Oshana region**

Oshana region is one of the thirteen political regions which are also designated as educational regions in Namibia. All thirteen educational regions are centrally administered by the Ministry of Education. Oshana, located in the central northern part of the country, is the smallest of all, covering an area of 8 653 square kilometres. Despite its small size, the region is home to the three commercial centres in the north and has a density of 19 people per square kilometre. It is the second most densely populated region in the whole country.

Oshana region is physically located on a broad, low lying plain, making it prone to seasonal floods. Floods often cut off people from major service centres, including schools, causing them to close, and interrupting teaching and learning. Schools in the region are located in rural and semi-urban areas. One of the regional teachers' resource centres and three of the university's satellite campuses are located in Oshana region, making it the educational hub of northern Namibia.

The region, headed by a regional education director, is divided into five circuits and 22 cluster centres. Oshana region has a total of 132 schools, comprising 125 state and seven private schools. The enrolments in state and in private schools is 52 077 learners, of which 95 % are in state schools. In 2008, the total number of teachers in Oshana region stood at 1 815. There has been a similar pattern in the average class size in primary and secondary schools although it has been higher in primary schools than in secondary schools. The average class sizes range between 30 in the primary phases and 27 in the secondary phases. The situation might be ascribed to factors like a growing number of schools which rose from 119 to 132 schools within seven years, rural to urban migrations and a slow population

growth. The teacher-learner ratio in the region stood at 28.7 in 2008. Despite the low teacher learner ratio indicated, the number of learners per class is higher in urban schools than in rural schools.

Teachers in Namibia received training in different contexts and systems. Some of them received training outside the country, while others were trained within the country. The different contexts of training give a clear explanation to differences in the quality of teaching that these teachers provide. The country still has teachers without professional teaching qualifications (albeit few) in comparison with teachers with formal teacher training qualifications. A difference in qualifications necessitates the need for extensive support to build capacity. The support should not only be provided during the period of entry, but should continue throughout their careers. In 2008, 1 786 teachers in Oshana region were qualified to teach and only 29 had no formal qualifications. The improvement in teacher qualifications has been brought about mostly by the BETD in-service course which was phased out in 2013.

According to the education statistics, the national teacher attrition rates stood at 9, 4% in 2008. Oshana region had an attrition rate of 7.9 % (Ministry of Education 2009). However, the report did not specify the percentage of teachers who left the profession for different reasons like retirement, resignation or migration. According to Uugwanga (2010), teachers may be forced to resign or to leave the profession if they are not getting adequate support from schools. Some of the teachers may however, choose not to leave their jobs for various reasons like financial security and start to develop coping mechanisms for survival. Developing coping mechanisms is not an answer to teacher attrition. Some of the mechanisms will not have any benefits for teachers and their learners. When teachers resort to this, it is an indication of the need for support which schools must provide.

### **3.7 SUMMARY**

The chapter gave an overview of education in Namibia in general, and Oshana education region in particular. The context of education provision was described from the traditional indigenous one, which was collaborative and non-discriminatory to the one provided during the pre-colonial era. Pre-independence education, as offered during the German and South African eras, characterised by inequalities on basis of race and ethnicity was discussed.

Evidences of disparities in the provision of resources, different curricula and content for the respective ethnic groups were clarified. Such disparities as poor teacher preparation and the absence of continuing professional development, made the system fall short of quality during the two eras.

The chapter further presented the developments in Namibian education after independence. The drafting of the constitution paved the way for the policies that led to the reform of the whole education system. The establishment of institutions to spearhead the development, co-ordination and implementation of new curricula for general education and teacher education were discussed. The role of NIED in supporting continuing professional development for novices and mentor teachers was investigated.

The national development plans and programmes aimed at strengthening the quality of education and training of teachers were also discussed in this chapter. Vision 2030, a country's long-term plan for development, as targeted through the Education and Training Sector Improvement Programme (ETSIP) and as a means to attain development goals in education, was explained. The programme sees the alignment of teacher training curricula, programmes and qualifications to meet the requirements of professional standards as a suitable model for teacher development in the country. Although not fully implemented in schools, the model is not only a positive move towards improving teacher performance, but also in offering continuous support to novice teachers, who are assisted by mentors until such time that they meet all the standards. The chapter ended with the presentation of information about Oshana region, to give an overall picture of the region under study.

While taking cognisance of efforts made to improve the quality of education in the country and Oshana region specifically, there is still a lot to be done in terms of supporting novice teachers. The persistent poor performance, resulting from poor quality teaching and the high teacher attrition rates attests to the need to induct and to support novices, as well as to provide them with continuing professional development. Before embarking upon offering further support, it is imperative to know how the other novice teachers experienced the support and to assess whether it had any positive impact on their careers. Becoming aware of novices experiences will inform and direct our planning and operation of future induction programmes. The next chapter deals with the research design and methodology.

## **CHAPTER 4**

### **RESEARCH DESIGN AND METHODS OF DATA COLLECTION**

#### **4.1 INTRODUCTION**

The literature review chapter in this study (Chapter 2) gave a worldwide overview of induction of novice teachers. Although the teacher induction process is regarded as important for novices, there are varying degrees to which it is implemented in various contexts. Literature (Darling, Hammond, Berry, Haselkorn & Fideler (1999); Feiman-Nemser (2003); Rippon & Martin 2006) indicated variations in the way schools and stakeholders are involved in the induction of novices. Novices however, value the support given and are interested to see the implementation thereof in their respective schools. Much has been researched on the importance of induction and on the needs of novices. Novices' personal experiences of support, the extent of novice teachers' involvement in the induction process and the impact thereof are however, less researched.

This study seeks to find answers to the following research question: What kind of experiences of induction and mentoring support do beginner teachers have in schools?

The aim of this study is to investigate whether novices' experiences of induction during the first years in schools helps them to grow personally, socially and professionally. The researcher further wants to see schools supporting novices as directed by their weak areas and needs, and to utilise novice teachers' strengths and capabilities through accommodating them in learning communities. In addition, schools should seek suggestions from novices, the recipients of support, regarding what can be done to improve the induction system in schools.

##### **4.1.1 Qualitative research approach**

A qualitative research approaches "seeks to find answers about a phenomenon, in order to understand it from the participant's view" (Fouche & Delpont 2011:64). This type of research is concerned with understanding other people's meaning which they give to their experiences. The latter idea revolves around the underlying belief that "all meaning is situated in particular perspectives and contexts "(Gay, Mills & Airasian 2009:12). The aim of using the qualitative approach in this study is based on the fact that different people have unique perspectives on

issues from contexts where they find themselves. Meaning is thus contextually oriented, depending on the particular settings in which individuals find themselves. For this reason, the world has different meanings of specific issues. By doing qualitative research for this study, the researcher aims at arriving at meanings that participants ascribe to the phenomenon under study, rather than bringing a preconceived meaning to the phenomenon.

The qualitative research approach is flexible and unstructured since the research design is emergent (Macmillan & Schumacher 1993) and the methodology used allows flexibility. The researcher chose the approach for this study because it gives the researcher freedom to reformulate the work and to choose what is best as the research goes on and evolves. The flexibility of the qualitative approach also allows the researcher to gain a deeper understanding of the research contexts and the participants.

The researcher is interested in exploring the novices' experiences of the phenomenon, as it occurs in their natural settings. According to Silverman (2006:43), "the greatest strength of qualitative research is its ability to study phenomena which are unavailable elsewhere and to analyse what happens in naturally occurring settings without being influenced by the researchers' preconceptions". Data in this study was collected through interaction with research participants in their natural settings. "Natural settings do not allow room for manipulation of variables, simulation or externally imposed structures in the situation" (Tekete 2012:63). The researcher sets aside all preconceived experiences to best understand the experiences of those who take part in the study as they are. The researchers' involvement in the field research is to be immersed in the natural settings of the participants, to gain knowledge of the participants' contexts.

#### **4.1.2 Research design**

A research design is "a general plan for conducting a research study; in which the basic components and goals of the study are indicated" (Gay, Mills & Airasian 2009:108). The plan, as outlined in the research design indicates how sites and subjects will be selected. It also describes the procedures that will be used to collect and analyse data (the procedures of dealing with the information collected). In describing the research design the researcher is creating a path to find answers to the research questions. A research design is determined by the research problem, research questions, limitations and purpose of the study. The researcher

in this study wants to explore the personal experiences of novice teachers on induction. However, the small sample taken from the population will limit the generalisation of findings from the study. The design is closely related to data collection methods. It directs the types of methods to be used when collecting data. It also determines the analysis of data, since categories and patterns emerge from the data and the researcher cannot impose them before data collection.

This study hence chooses the phenomenological research design, to describe the lived experiences of novices. Creswell 2007, (cited in Fouché & Schurink 2011: 316), regards a phenomenological study as “a study that describes the meaning of lived experiences of a phenomenon or concept for several individuals”. It answers the question about the perspectives of participants on the experience of a particular concept. In using the approach, the researcher is concerned about what meaning novice teachers derive from such lived experiences, and how such meanings can be used to improve the practice of teacher induction.

The researcher tried to enter the life worlds of the participants, to seek individual perceptions and meanings and to get an in-depth understanding of views, without making generalisations about the phenomenon. This approach aims at “finding out how the participants understand and give meanings to their daily experiences” (Fouché & Schurink 2011:316). The reason for employing the approach in the study is therefore to understand the social phenomenon, as lived, understood and viewed by the participants, thereby giving the researcher a deep understanding of novices’ experiences of induction.

This research study is exploratory by nature. According to Fouché and de Vos (2011:89), exploratory research gives the answer to the “what” question. This study therefore provides information about what kinds of experience the novices have of induction in Oshana region. The research is based on a constructivist philosophical assumption. Constructivism assumes that “reality can only be known by those who experience it personally” (Fouché & Schurink 2011:311). Reality is a social construction and what individual or groups give as meaning to what they have experienced, will construct reality. The researcher is concerned about what the novices’ experiences are like and this thinking is shaped by the assumptions which help to capture such experiences. According to Donald, Lazarus and Lolwana (2006:84) “truth and knowledge exist somewhere...it is not simply taken in [but]...actively and continuously

constructed and reconstructed”. To understand reality one can therefore not simply take it at face value, but need to understand it from the perspectives of those individuals who have practically experienced it.

## **4.2 PERMISSION TO CONDUCT STUDY**

In doing research, it is important to adhere to ethical issues “from the onset of conducting research up to the publication of research results” (Creswell 2013:57), as “each stage in the sequence of research raises ethical issues” (Cohen, Manion & Morrison 2011:76). In this study, channels of obtaining permission to gather data from individual participants and schools were followed, early during the research. A letter requesting permission to conduct research in selected schools was addressed to the Permanent Secretary in the Ministry of Education. The permanent secretary gave consent and informed the regional director. The regional director also gave the permission to the researcher with the directive not to disrupt school activities while collecting data in schools. The two letters from the permanent secretary and the director were then hand-delivered to the respective school principals. The school principals assisted in identifying novice teachers, especially those with teaching experiences of five years or less. The researcher met the identified teachers to inform them of the purpose of the study, the ethical issues, and reciprocity, i.e. benefits to individuals and schools derived from participating in the study.

Ethical considerations are necessary to involve participants in the study, to establish relationships of trust and not to place them at risk. For these reasons, consent forms were given to novice teachers to read and sign them, before data collection started. Participants were given a free choice to participate or not and this will likely yield better participation as there was no element of coercion. Approval was also formally granted by the College of Education’s Research Ethics Committee (see Appendix A).

### **4.2.1 Population**

The participants in this study were selected from a population of teachers in Oshana education region. A population is a large group from which a small sample is selected, while “a sample consists of the subset or individual(s) selected from a population for a study” (Gay, Mills & Airasian 2009:108). The researcher cannot investigate an entire population, but needs



to select a sample. The initial sample selected for this study constituted of ten novice teachers from three schools in three different circuits in Oshana region. The schools were chosen, taking their locations into consideration. Ten novices were selected on basis of certain criteria. The criteria consisted of: less than five years of teaching experience; teaching in primary and junior secondary level in public schools as well as availability and willingness to share rich information. Even though ten novices were targeted, only eight novice teachers participated in this study. One participant was not included due to unwillingness to participate. The second one was not included in the final sample because she was not available at the time the focus group was conducted in her school.

The researcher regards the qualitative element of information as more important than the quantitative element, in choosing the size of the sample. “The quality of work derives from quality of data and not from quantity” (Wellington 2000:83). The small number of participants helps the researcher to understand the phenomenon under study in depth. Smaller groups are also easier to recruit. The size of the sample in the present study was also determined by the nature of the research problem, and the availability of participants. Six participants took part in two focus group sessions (each consisting of three novices), while two novices were interviewed individually.

The focus groups were chosen on basis of the availability of novices in the two schools. The researcher found it economically viable to use focus groups in schools with more than three novice teachers. Focus groups enable interaction within groups and therefore have the potential to yield collective views at the same time. When in groups, people tend to give more information during a discussion than when interviewed individually and questions are directly posed to them. The researcher will also be in a position to evaluate the views coming from different groups of novice teachers than from one group only.

Two novices were interviewed individually as they did not form an ideal size for conducting a focus group. Individual interviews are conversational by nature and allow participants to disclose more of their experiences. Participants speak freely because they are not feeling limited or threatened by factors like language, lack of knowledge or the mere presence of their colleagues.

Researchers mostly select sites on basis of their relevance to the purpose of the study. In this study, the researcher selected sites on the same basis, despite the fact that the researcher spent most of her teaching career in Oshana region. Even though past experiences in the same settings make it easy for the researcher to gain the trust of participants and gatekeepers, and to establish relations with them, relevance and significance of sites in terms of providing appropriate data to the study was taken into consideration. The availability of novice teachers in selected schools was regarded as the main factor for their selection. Novice teachers are regarded as suitable for this research because they experienced some form of induction and mentoring support, given at the times when they started teaching. This is one of the features of phenomenology where data is collected from individuals who have experienced the phenomenon.

The three schools were selected on basis of the following criteria:

- proximity to the researcher, since the researcher is a resident of the same region
- the number of sites is manageable in terms of time, distance and cost
- availability of more than one novice teacher who graduated recently, making the sites relevant to the study
- location of schools in different circuits to aim for different insights and experiences.

Table 2: Participating schools

<b>Schools</b>	<b>School A</b>	<b>School B</b>	<b>School C</b>
Location	Rural	Rural	Rural
Type of school	State school	State school	State school
Enrolments	332 learners	356 learners	454 learners
Number of teachers with > 5yrs of experience	12	19	17
Number of novice teachers	4	2	4
Teacher /learner ratio	1:21	1: 17	1: 19
Types of classrooms	Permanent	Permanent	Permanent
Grades offered	Grades 5-10	Grades 5-10	Grades 1-10
Teaching & administrative facilities:			
Staff room	Yes	Yes	Yes
Offices	Yes	No	No
Libraries	Yes	Yes	Yes
Laboratories	Yes	Yes	Yes

Table 2 indicate that both schools selected are state schools, located in rural areas, and mainly depend on state funding. Additional income for these schools comes from parents in the form of school development fund. In each school, the number of experienced teachers exceeds that of novice (those who meet the criteria for this study). The number of experienced teachers is an important tool for the researcher to determine the possibility of support which novices are capable of getting. The enrolments for the selected schools are 332 learners, (school A), 356 learners (school B) and 454 learners (school C) respectively. The teacher-learner ratio is between 1:17 in school B, 1:19 in school C, and 1:21 in school A. The teacher-learner ratio confirms the low teacher-learner ratio in rural schools of Oshana region. It also gives an indication of the low teaching loads of teachers. Two of the selected schools (A, B) offer the same phases (upper primary and junior secondary), while school C offers lower primary, upper primary and junior secondary phases. All schools have permanent classrooms and each individual class group is taught in a separate classroom. Other available facilities that enhance teaching and learning in both schools include staff rooms, libraries and laboratories. Both libraries and laboratories are however not adequately equipped. Schools B and C do not have offices for all the teachers, and novices share the staff rooms with experienced teachers. The researcher regards such closeness as a bonus for novices in facilitating the interaction between novices and experienced colleagues. Principals and the heads of department have separate offices.

#### **4.2.2 Sampling**

Sampling involves the selection of a small number of people from the entire population. “There are two basic types of sampling, i.e. probability sampling, which allows for the generalisation of results to the whole population , and non-probability sampling which helps, the researcher to discover what occurs, the implications of what occurs and the relationships linking occurrences”, Honigmann (cited in Merriam 2001:61). The appropriate non-probability sampling method used in this study is purposive sampling.

Purposeful sampling was used to select novice teachers from three schools in Oshana region. Purposive sampling “is theoretically grounded and demands critical thinking about the parameter of the population being studied”, hence the choice of the sample is done on this basis (Silverman 2010:193). The choice of the sample was done against the background that individuals’ settings provide different experiences. “Theoretical sampling is concerned with

choosing a sample that is meaningful theoretically; because it builds in certain characteristics which help to develop an explanation”, Mason 1996:93; (cited in Silverman 2010:144). Novices from different settings might have experienced the phenomenon differently. The researcher used the sampling in this study, since the sample contains the characteristics which serve the purpose of the study those characteristics that the researcher is interested in.

Purposeful sampling enables the researcher to intentionally sample people that best inform the researcher about the phenomenon in question (Creswell 2013:156). The choice of schools and participants was done purposefully to inform an understanding of the research problem. The sampling was also done, taking into consideration the information rich participants, homogeneity and the purpose of the study. Grouping novices together will stimulate ideas to flow freely; more so if they are homogeneous and possessing the same experiences as this makes them comfortable to air their opinions. The researcher selected the sample by virtue of their experiences. As Cohen, Manion and Morrison (2011:161) stated, the qualitative approach does not have clear rules on the size of the sample, but selects the sample on the basis of “fitness for purpose”.

The sampling method is appropriate because “the researcher seeks out groups, settings and individuals where the specific process being studied is most likely to occur” Denzin and Lincoln 2000:370 (cited in Strydom & Delport 2011:391). The researcher therefore had access to a range of information from the participants who are likely to be knowledgeable on the phenomenon and who possess characteristics that are of interest to the study and the researcher.

Participants in this study were selected on basis of the set of criteria outlined below. Each participant must:

- Have graduated five or less years ago
- Have started teaching in the particular public school for a year and less than five years
- Be willing to participate in individual interviews or focus group interviews
- Have been exposed to some form of support by the time he/she arrived in the school as a new teacher

- Have a rich understanding of what is being researched i.e. possessing the necessary insight / experiences the researcher is looking for
- Be willing to share the information.

### 4.2.3 Profiles of participants

The researcher wanted to gather additional information about the selected participants. Although not of direct relevance to the study, the researcher deemed it necessary to keep the sensitive information about the participants as confidential as possible. The participant profiles will help in understanding the participants and their experiences better. As Dube (2011:74) stated, “contextual and biographical factors influence the professional learning of novices”. Participants who gave their consent to take part in the study were given short questionnaires to fill in their details. No names appeared on the prompt cards. The researcher compiled the profiles of all the participants in table form, masking their identities with letters of the alphabet as indicated in table below:

TABLE 3: Profiles of novice teachers who took part in the study.

Novice teacher	Gender	Age	Academic& Professional Qualifications	Years of teaching experience	Subjects taught	No. of learners taught at present	Number of class groups
A	M	25	Gr 12&BETD	3 years	Social St English	66	2
B	F	24	Gr 12&BETD	3 years	Maths	108	3
C	M	26	Gr 12&BETD	4 years	Maths, Physical sc.	121	4
D	M	33	Gr 12&BETD	1 year 11 month	Geography, Hist.	121	4
E	M	30	Gr 12&BETD	3 years	Life sc. Physical sc.	108	3
F	M	30	Gr 12, BETD, ACE	4 years	Maths	106	3
X	M	27	Gr12, BETD, B.Ed. (Hon)	4 years	Languages	256	7
Y	F	25	B.A(Hon)	11 months	Languages	180	5

Key: BETD: Basic Education Teachers Diploma

B.A (Hon): Bachelor of Arts Honours

ACE: Advanced Certificate in Education

B.Ed. (Hon): Bachelor of Education Honours

Ten novice teachers were selected from the three schools. This number includes all novice teachers who were available in both schools, and who met the criteria in Section 4.2.2. However, only eight of them were able to take part in the study. This affected the gender composition as novices who withdrew their participation were both females. The researcher assumes that gender might be a factor that affects novices' experiences and views on induction.

Seven participants are qualified to teach Grades 5 to 10, and they were teaching subjects from their areas of specialisation. One participant did not go through teacher training but is a degree holder in another area. The level of teacher training will impact on the need for and the degree of support needed by novices. The subject areas that novices taught are in the fields of language, humanities and sciences only. The commerce field of study was not represented, even though the researchers envisaged having a representation of novices in all subject areas, to have an overall view of the support offered in various subjects. The age groups and years of teaching experiences of the participants are in the same range as they are either in their mid-twenties and early thirties. This is an indication of the age range of newly qualified teachers in most schools. Despite their experiences, novices did not have the same workloads as the class groups they teach vary from two to seven. The amount of workload, the number of learners taught, coupled with the experience of teaching may have an influence on the support needed by novices.

### **4.3 ETHICAL ISSUES AND MEASURES**

“Ethics concern right and wrong, good and bad and a researcher need to consider how the purpose, content, methods of reporting and outcomes of the study conforms to ethical principles and practices” (Cohen, Manion & Morrison 2013:76). In conducting research which involves human subjects, ethical issues need to be considered, especially during the data collection phase. The participants' rights and the data which they provide are entitled to be protected at all costs during this study. A discussion of ethical measures applied in this study follows in the next section.

### **4.3.1 Gaining entry to research sites**

It is not ethically sound to conduct research in sites before acquiring permission to do so. The researcher therefore set out to obtain permission from the Permanent Secretary of the Ministry of Education in Namibia, Oshana regional education director, and the school principals before entering the schools. Participants will foresee a better chance of favourable decisions when consent is obtained from the leader at the onset. A written application to conduct research in selected schools in Oshana region was addressed to the Permanent Secretary in the Ministry of Education prior to conducting the study. The Permanent Secretary in turn informed the director of the region about the application.

The regional director also gave permission to the researcher after being informed by the Permanent Secretary. The researcher however also needed to get further permission from the gatekeepers (principals), before entering research sites, to maintain the level of cooperation. The school principals of selected schools were presented with letters from the permanent secretary and the director, giving consent to the researcher to do research in selected schools and to gain local permission to the sites and the participants. “Gatekeepers will live with the daily consequences of the research and its effects on participants” (Cohen, Manion & Morrison 2011:79). They have more to lose than the researcher who is therefore obliged to seek informed consent from them. It is against this background that the researcher asked for permission from the school administrators prior to data collection.

### **4.3.2 Informed consent**

Diener and Crandall 1978:57, as quoted by Cohen, Manion and Morrison (2011:78), define informed consent as “the procedure in which individuals choose whether to participate in an investigation after being informed about facts that are likely to influence their decisions”. Informed consent includes further discussions and explanations of the following factors, as detailed by Cohen, Manion and Morrison (2011:80):

- Purpose, contexts procedures and reporting of research
- Foreseeable risks and consequences and how they will be handled
- Benefits participants might derive from the research
- Right to voluntary participation and withdrawal

- Obligation to confidentiality and non- disclosure
- Opportunities for participants to ask questions about any aspect of research
- Signed contracts for participation.

Informed consent forms the basis of building relationships. To build relationships of trust with the participants, the researcher visited the research sites to meet the participants in person before the interviews. Such meetings were aimed at personalising the invitations and stressing the importance of their participation in the study. Even after gaining access to the sites from the gatekeepers, the researcher deemed it necessary to continue negotiating further access by developing trusting relationships with the novice teachers. Novices will be open about their experiences once such a relationship of trust is established. Meeting novices beforehand will also create the opportunity for the researcher to answer any questions that participants may ask.

The purpose of the study was disclosed orally and in writing to the participant, prior to their signing the consent form in order to avoid participants feeling deceived. Participants were not pressurised into signing the consent form. All participants were then given a consent form, which elaborated on their voluntary participation, anonymity and confidentiality of information. “Consent encompasses more than signing a form” as people need to understand why they are expected to participate and on what basis they are participating (Newby 2010:357). The same letter informed participants of their right to refuse and to withdraw at any time. Silverman calls this “process consent’ which is a better way to safeguard participants than a once and for all informed consent (2010:159). After discussions and further explanations, participants voluntarily signed the consent forms.

### **4.3.3 Anonymity, confidentiality and protection from harm**

To further assure the participants of their safety in taking part, the researchers kept all identities and information provided by the participants confidential throughout the study. Confidentiality ensures that no harm is done to the participants as a result of taking part in the study. For the reasons above, letters of the alphabet (A to F, X and Y) were used to identify the participants involved in the study.



The privacy of participants was safeguarded by keeping information confidential and their identities anonymous. Confidentiality is not easy to maintain, especially in focus groups, since not everyone might subscribe to that. The consent form for participating in focus groups included a non-disclosure agreement as a means to enforce confidentiality. The researcher also sought permission from the participant to use a tape recorder during interviews.

#### **4.3.4 Reliability, validity and trustworthiness**

“Reliability in research refers to the degree of consistency with which instances assigned to the same category by different observers on different occasions reveal similar results” (Silverman 2006: 46). To ensure the reliability of information, the researcher used the same questions for individual interviews and other questions for focus group sessions, although not necessarily in the same sequence. Questions for both interviews were based on the research questions. It is important to collect data from the people who suit the purpose of the study when aiming at reliability.

Validity is “the degree to which qualitative data accurately gauges what the researcher is looking for” (Gay, Mills & Airasian 2009:375). The researcher in ensuring validity selected a sample, consisting of novices who have been teaching for five years and less. Other measures of validity used were the collection of data from all the schools as planned, and not leaving any out. This gives one a feeling that whatever information is gathered will represent the situation the researcher wants to examine. Triangulation refers to “the process of using more than one tool to collect data, to get a complete picture of what is being studied and to cross-check information” (Gay, Mills & Airasian 2009:377). Silverman (2006) calls it the mapping of one set of data upon another, where multiple methods are combined to produce a more accurate representation. The researcher used triangulation, through corroborating evidence from more than one source, as a test for the validity of the results. The purpose was to measure the trustworthiness of the data collected. Information provided during focus groups was triangulated and validated with claims made during individual interviews. Triangulation is a powerful way of “providing validity to findings in qualitative research” (Creswell 2013:251). Making use of triangulation will help the researcher to compensate for the weaknesses of one method with the strengths of another, contributing towards a better understanding of the phenomenon

## **4.4 DATA COLLECTION METHODS AND PROCEDURES**

A data collection method is used to collect data needed for the study. The methods used in the study are related to the research problem and research design. Both methods used in collecting data for this study are intrusive, i.e. the participants were aware that information was collected from them. This prepared them emotionally for the process and made them ready for the interviews.

The researcher concurs with Walford (2010) that empirical evidence on a certain population should form the basis for any convincing theoretical argument. To arrive at convincing arguments, focus group interviews and one-to-one semi-structured interviews were used as methods of collecting data that will serve as empirical evidence for this study.

### **4.4.1 Focus group interviews**

A focus group interview is an interview with several participants, who talk about a topic which is of relevance to the study at once (Heck 2011:207). Participants are involved in semi-structured, informal and open conversation where they talk, comment, ask and respond to each other on a particular issue. The informal and unstructured nature of questions allows participants to express their views which they might not do in case of individual interviews. Focus groups yield collective views as the participants interact and new data emerges (Cohen, Manion & Morrison 2011:436). The researcher chose the type of interview that will garner the most useful information regarding the phenomenon under study.

In this study, the researcher conducted two sessions of focus group interviews. Each group consisted of three novice teachers, selected on the grounds of their experiences of the topic under study. The two sessions enabled the researcher to know that the outcomes of the discussions are not unique to one group. When people are grouped together, this will help to clarify issues that the researcher wants to raise. When individuals are grouped together, they can contribute to a better understanding of the research problem. Such group dynamics serve as “catalyst for bringing large amounts of information to the fore” (Greeff: 2011:362). In order not to be too directive, the researcher stood back at times, and kept the discussion as open-ended as possible, to allow positive interaction to emerge.

It is easy for individuals to express themselves freely when surrounded by others whom they perceive to be like themselves. For this reason, the researcher considered homogeneity in selecting novice teachers. People often feel empowered to reveal their feelings when they are in a group as the interaction within the group will release more data. The benefit of focus groups lies in the group dynamism of the participants. More “open exchange” of information occurs during focus groups (Creswell 2013: 159) and the method “opens up opportunities to gain collective perspectives speedily” (Newby 2010:286), thereby deepening understanding. Focus groups are likely to yield the best information as participants are similar and cooperative with each other. The researcher posed the questions, and ensured that all the participants have an opportunity to respond and to take part in the discussion. Despite the fact that the order of questions was not followed slavishly, but determined by the participants’ responses, the researcher ensured that all questions were covered during each interview. As “a good interviewer is as good a listener as a frequent speaker” (Creswell 2013: 166), the researcher listened more during the interviews and did less talking. This gave the researcher a chance to make observation notes. Towards the end of each interview, the researcher ensured the participants of the confidentiality of the information they provided and thanked them for their time.

Open-ended questions, aimed at providing as much information as possible, were prepared in advance, to guide the researcher (Appendix D). The researcher took the additional role of a facilitator during the group sessions. The focus group interview sessions, each lasting for 40-50 minutes, took place at two different schools in the region. To ensure the comfort of participants and the smooth capturing of data by the researcher, all focus group sessions took place after school hours in isolated rooms, where interruptions are minimal. The layout of the seats allowed participants and the researcher in focus group interviews to face each other, thereby encouraging interaction.

Discussions were recorded (with permission from the participants) using a traditional tape recorder, and thereafter transcribed word by word, after each group session. Since the researcher acted as a moderator at the same time, field and observation notes were taken immediately after the conclusion of each session, to avoid loss of information. Observation notes are crucial in serving as a reminder to participants’ non-verbal behaviours. They also supplement the verbal responses since the researcher is taking note of for instance participants’ body language and facial gestures. Written field notes, transcripts and the

researcher's memory form the basis for data analysis and assisted the researcher in verifying what has been said.

The focus group is regarded as an appropriate method for the purpose of this study. Besides its economical aspect, it allows the researcher to have access to more perspectives in one sitting, while producing large amounts of data within a short time. Participants got a chance to raise issues that were not envisaged by the researcher, for further exploration. This does however not mean derailing from the initial focus of the study. Although the group dynamism typical of focus groups "might suppress dissenting voices" (Cohen, Manion & Morrison 2011: 437), the participants, in sharing their points of view, gave a consensus or diversity of experiences about the topic, thereby exposing the researcher to their world views about the experiences of induction. Individuals who dominated the focus group sessions were closely monitored.

#### **4.2.2 Semi-structured interviews**

A semi-structured interview is an interview where the researcher obtains information from individual participants, using a set of pre-determined open-ended questions. This researcher's choice of open-ended questions for individual interviews was influenced by Cohen, Manion and Morrison's (2011: 416) list of advantages in using such questions, for instance:

- Flexibility
- Allowing probing, clearing up misunderstandings
- Helping the researcher to test limits of respondent's knowledge
- Encouraging co-operation, helping to establish rapport, making assessments of respondents' beliefs
- Providing unanticipated answers.

In this study, semi-structured one-on-one interviews were held with two novice teachers, different from those who took part in focus group sessions. The two novices were interviewed individually since they could not form a reasonable size of a focus group. The researcher also wanted to find out if insights from different settings will be unique or varied. Each interview lasted for about 30 minutes. Before starting with each individual interview, the researcher clarified the purpose of the interviews and encouraged participants to talk

freely, prior to the interviews. Participants were given the sets of questions prior to the interviews, for them to have a clue to what kinds of questions they are expected to answer. It also put participants at ease, knowing what to expect. The prepared set of pre-determined questions, reflecting the research questions, served as an interview guide (Appendix D). Despite the fact that the questions were prepared in advance, the interview schedule did not dictate the sequence in which questions were asked. Further elaboration by means of probes to get additional information, and responses from the participants directed the order in which questions were posed.

Adopting a semi-structured interview style encourages individual participants to speak about their experiences. Individual interviews, on the other hand, are flexible and the researcher can re-phrase the questions to explore the points further. This method allowed the two participants in the study to provide answers that are unique to their experiences. People tend to reveal much about them self if encountered on personal levels. For this reason, the researcher did not consider other methods of collecting data that do not involve individual encounters. The flexible nature of the semi-structured interview enabled the researcher to cover issues that were not thought about during the preparation of questions. Since semi-structured interviews are directed by the answers given, this helped to obtain information and to open up explanations the researcher did not foresee during the time of preparing the questions. The researcher could also move away from the scripted questions to ask supplementary questions during the interviews.

Both individual interviews were tape recorded and transcribed word by word. Transcription is the transformation of data into typed text. Transcription of data helped the researcher to be engaged with the data, making analysis and interpretation less difficult. Field notes as a precautionary measure to have as much accurate information on what happened as possible were taken immediately after each interview session. The aim is to help the research to remember and explore the interview process, while the process is still fresh in the mind. Using field notes and individual interviews are crucial in helping the researcher to supplement data collected during focus groups. Data collected during focus groups were triangulated with data from semi-structured, individual interviews to ensure reliability of data collected.

## 4.5 ANALYSIS OF DATA

Data analysis means to “create meaning from raw data” (Johnson & Christensen 2012:517). Before arriving at findings and conclusions, one need to make sense of the data collected. The processes of data collection and analysis in qualitative research are integral to the research process and take place concurrently. Johnson and Christensen call this cyclical process of collecting and concurrently analysing data “interim analysis” (2012:517). By analysing data immediately after collecting it will guide subsequent data collection and help the researcher to gain a better understanding of the phenomenon, as new interpretations emerge. A revision of data collection procedures and strategies is also possible as the researcher can effect changes to the research design. Hatch (2002:179) asserts that early data analysis “enables the researcher to process large amounts of data, in ways that gives him confidence that what is reported represents the perspectives of the participants.” The researcher will use the systematic approach to analysis as proposed by Huberman and Miles 1994 (cited in Creswell 2013:180). According to this approach, the researcher moves in analytic circles starting with managing the data, reading and writing memos, describing and classifying data into codes and themes, and finally representing the data.

Data collected was transformed into typed text or transcripts (Appendices E and F). Before analysing data, the researcher read the transcribed data and field notes several times to get immersed in the details. Newby (2010) cautioned researchers not to be so focused on research issues such that they miss what the data is telling them during analysis. According to Check and Schutt (2010: 301), data analysis is “an iterative and reflective process”. Re-reading the data will enable the researchers to become familiar with it and making sense of the information contained in the data. Reading will help the researcher to first divide data into segments, which are smaller units. The segments will then be assigned codes in a form of descriptive phrases. Codes are names give to themes that have been selected for their significance to the phenomenon under study. All codes will be put on a master list for the researcher to eventually generate and identify important emerging themes and relationships. The relationships will enable the researcher to make interpretations and to arrive at the findings to be presented in the final report.

## **4.6 SUMMARY**

This chapter discussed the research design followed in this study. It starts off with explaining reasons for choosing the qualitative approach, the selection of the sample, and ethical measures considered in the study. The type of data collection methods used and procedure followed in collecting data using the variety of methods was also included in the discussion. I have briefly referred to the process of analysing data. However, in the next chapter, an in-depth discussion of data analysis will follow, whereupon preliminary findings will emerge.

## **CHAPTER 5**

### **ANALYSIS OF DATA, DISCUSSION AND PRESENTATION OF FINDINGS**

#### **5.1 INTRODUCTION**

This chapter presents research findings from data gathered from two novice teachers through individual interviews and from six novice teachers by means of focus group interviews. The study sought to find out the experiences novice teachers have on induction and support received and how this has influenced their careers as teachers. Semi-structured interviews and focus group interviews were conducted with two novice teachers and six novice teachers respectively. Since the researcher could not include the whole population of novice teachers in the region, a purposive sampling method was used to select a sample of ten novice teachers. Novice teachers were selected on basis of the following criteria: a teaching experience of less than five years; employed in a public school; availability and willingness to take part in the study and to share experiences.

After obtaining permission from the education authorities, the researcher met the novice teachers in person, to inform them about the intentions and the expectations. Novice teachers were given consent forms to read and to sign as an indication of their agreement to take part in the study. Two novice teachers were not available for the interviews, and the researcher collected data from eight novice teachers. The findings are hereby presented in descriptive and narrative form to show participants' experiences. Firstly, I discuss the data-analysis processes and thereafter I discuss systematically the emerging themes and sub-themes which relate directly to the research questions.

#### **5.2 DATA ANALYSIS**

Data analysis is a process of making sense out of the data, for instance, searching for meaning. This process involves "the consolidation, reduction and interpretation of what was said and seen, to make meaning" (Merriam 2001:178). The researcher therefore processes the data, derives meaning from it, and communicates what has been learned from the data to others. In organising and interrogating data, the researcher will be able to "see patterns, identify themes, discover relationships, develop explanations and make interpretations" (Hatch 2002:148).



The researcher followed the following procedure in analysing data. Data collected through semi-structured interviews and focus group sessions were transcribed verbatim. Verbatim transcriptions provide more details and records of what has been said in an accurate manner. The methods of Johnson and Christensen (2012) and Creswell (2007), which follow a bottom-up strategy, while moving in analytical circles, was used in analysing data. According to this method, the researcher follows the core elements of qualitative data analysis, for instance

- Preparing and organising the data
- Reducing the data into segments and assigning names to each segment through the process of coding
- Finding connections and relations between codes
- Combining codes into themes
- Writing statements about each theme and linking its meaning to literature for corroboration
- Presenting the findings in the form of a discussion, while incorporating participants' direct quotes.

Due to large amounts of data in the form of transcripts and typed field notes, the researcher started off with organising the data. Organising data includes labelling data and filing them for easy access when it is needed. The researcher read and re-read all the transcriptions several times to get immersed in the data before breaking it into parts. This helps to bring new insights. As the reading continues, the researcher wrote short memos, containing key ideas that occur, in the margins of the transcripts and field notes.

The reading and writing of short memo's spiralled into classifying data into smaller analytical units. Tesch 1990:116, as quoted by Hatch (2002:163) defines an analysis unit as "a segment of text that is comprehensible by itself and contains one idea, episode or piece of information". The identified segments are coded by means of abstract descriptive words or category names and symbols. Since this study is based on an inductive approach, the categories were generated directly from the data collected. Inductive codes are based on emic terms i.e. terms as used by the participants themselves and incorporating their views (Creswell 2007:74). The researcher did not use predetermined codes as they do not reflect the

views of the participants, while emergent codes do. Emergent codes are also open to additional views that come up as the analysis continues.

The researcher further continued to identify relationships or connections among the themes to form patterns, using Spradley’s summary of possible relationships (Johnson & Christensen 2012). Patterns serve as a framework for discussing, interpreting and reporting the findings.

The researcher identified twelve themes, each consisting of sub–themes. To make it easier when making the discussion, interpretation and presentation, related themes were reduced and condensed into seven themes which are used in writing the narrative (See Table 4).

Table 4: Conversion of raw data into categories and themes.

<b>Participants responses in interviews</b>	<b>Categories</b>	<b>Themes</b>
Lack of information Gaps in information, no consultation	1.Information	1.Adequate and timely information provision
B. Isolation, overloading withdrawal, attrition.	2.Problems of novice teachers	2.Challenges facing novice teachers
C. Support system, external support, subject specific support, components of support	3.Support	3.Experience of support received by novice teachers
D. Fending for oneself Survival strategies, networking	5.Initiatives of novice teachers	4.Novice teachers initiatives towards their induction
E. Training of mentors, administrators and novice teachers, timeframe of induction F. Attitudes of veteran teachers, perceptions and reception by veteran teachers, G.. Mentors, mismatch with supporter, personality of mentors	5.Training 6.Attitudes 7.Mentors and supporters	5. Factors that affects successful induction of novice teachers.
H. Recognition of novice teacher’s skills, acknowledgements by veteran teachers,	8.Contributions of novice teachers	6.Contributions made by novice teachers in schools
J. Nature of program, systematic, formalised and continuing induction and support	9.Suggestions by novices	7.Suggestions to improve induction programs

All category names and their respective symbols were put on a master list. Codes on the master list were reapplied to newly identified segments as the reading of transcripts went on, and new codes were added to the master list.

To identify prominent themes in the data, data were enumerated. Although enumeration conveys a quantitative orientation, quantifying data helps the researcher to determine the importance of ideas and words, thereby identifying prominent themes in the data. Prominence of a theme is indicated “by a large frequency of its use by a number of participants, and not by the number of times it is used by one participant” (Johnson & Christensen 2012: 528). The list of such prominent categories and themes is not meaningful and does not reveal any clear findings about the data as such. Summary statements were therefore written for each theme.

A final report of this phenomenological study is a narrative, which is highly descriptive of the participant’s experiences of the phenomenon. This narrative contains direct quotes by participants, to elicit a “vicarious experience” in readers (Johnson & Christensen 2001: 388), an experience that will make the readers feel as if they are going through the experiences of novices themselves.

The following section discusses the broad categories or themes which emerged from the responses given by the participants in the interviews. The themes to be discussed to reveal the preliminary findings are: adequate and timely provision of information to novice teachers, challenges faced by novice teachers, the experiences of support received by novice teachers, novice teachers’ initiatives towards their induction, factors affecting the successful induction of novices, contributions made by novices to schools and suggestions to improve induction programmes.

### **5.3 ADEQUATE AND TIMELY PROVISION OF INFORMATION TO NOVICE TEACHERS**

Findings revealed that novice teachers in this study have different understandings of what the concept of induction entails. Some of them revealed their understanding as a process whereby they are supposed to get help from colleagues in their schools, as is evident from their responses. For instance novice teacher B said: “...*enlightening those new teachers on what*

*they are expected to do*”, while Novice teacher E stated: “*Novice teachers ...are the new teachers in the teaching profession...they need to be helped because the person is new...*”

However, other novice teachers like C and F understand it as mere introduction to staff members, learners and being shown around the school. These novice teachers, whose understanding of the concept is confined to being introduced to school facilities, teachers, parents and learners, may be at risk of not getting the needed assistance with regard to the other aspects they need to know. To them, induction is a short process that can be carried out within one day or a week, i.e. introduction to teachers, learners, and parents, being shown around the school and given some materials. However, induction is meant “to extend the professional preparation for teaching through supporting novice teachers during the transitional period” (Steyn 2004:82). This cannot be done within a short period since novices need time to master the skills and to demonstrate the competences.

Novices lack relevant information at the time they start the first year of teaching. Findings indicate that novice teachers were sometimes not given any information when they came to schools at all. One of the participants (Novice Y) received no help during her first week in school as she remarked: “*I didn’t receive orientation; I didn’t get anything. And I got little support from management*”

The findings also revealed that the information was not provided at the right time, as one novice teacher stated: “*I was introduced to a lot of things ...even though I came to discover that some things were supposed to be done on time.*” In some instances, the information provided to them was not enough to enable them to carry out their tasks as expected. Some statements made by novices attest to the inadequacy of information provided:

” *You are not given a lot of things and we were not given some of the documents*” (Novice teacher C).

“*... Introduction to staff members, some information, some material that you need... even they were not enough*”. (Novice teacher A).

It was evident from the findings that the provision of inadequate information to one novice teacher was the result of a leadership vacuum created by the absence of the principal in one

of the schools. The principal's absence made matters worse, especially for novice teachers, as teachers in the school had no information about the newcomer. The vacuum created a gap in information not only to the novice teacher, but also to the old teachers. The novice teacher became a victim of the communication problem existing in the school, affecting her socialisation.

From novice teachers' responses, it was found that lack of consultation and information sharing exists within schools and between schools and regional offices. Novice teacher C was stunned to be asked by a veteran teacher:

*"You came teach what? So there was a post here?"*

A question like this indicates that teachers in schools are not updated about developments in their schools, especially with regard to new posts and new teachers who are coming in to fill those positions. The new teachers are also not given information about colleagues with whom they will work. This can affect novice teachers' chances of getting the assistance they need from veteran teachers. Niebrand, Horn and Holmes (1992) support this claim by suggesting that schools provide time for staff to congregate and socialise, in order to build trusting, collegial relationships.

Induction is an important process that should be taken seriously. Otherwise it has the potential to demoralise the novice teacher. For example, in this study, the circuit inspector, upon meeting the novice teacher for the first time asked: *"Who are you?"* Feeling demoralised, the novice teacher assumed that there was no known programme in place or data base which showed who occupied what post. The question also leads one to speculate whether there is any system in place, to show which teacher is appointed in which school at circuit offices. Another novice teacher stated how he felt after such a question:

*"... it makes me feel like I am not known at this school. I was only introduced to the teachers, but most people they don't know...the school boards were not there, the inspector was not there. Those were the first people to know me ...So people do not know me ...yet I am in a house where I am not welcomed yet."*

Novices' first impression of such reception in schools does not match the expectations they had of schools and staff members they will find there.

The lack of communication and dissemination of information may have a negative impact on the establishment of working relationships between veteran and novice teachers. Only once relationships are established, can novices know whom to approach in case they need to ask for help. The qualities of relationships are significant to novice teachers' daily practices. Novice teacher Y, who experienced poor relations, felt discouraged when veteran teachers did not have any clue whether there was supposed to be a new teacher and what the new teacher was supposed to be doing in the school. A cold reception from unfeeling co-workers affects the novice's stay. Findings indicate how the novice teacher became a victim of circumstances prevailing in the school:

*“...there was so much push and pull here... I did not feel welcome.”*

The lack of consultation and inadequate dissemination of information happened even in cases where the information was crucial. Novices had no idea of administrative procedures that they have to go through, like probation. Despite the fact that the probation system is meant to prepare novice teachers to practice their job, while evaluating their professional skills at the same time, novice teachers had no clue as to what the probation is all about, as one novice teacher (E) remarked: *“It was not even explained to us that you are on probation,”* while novice D innocently said: *“To me, probation is just a word hanging there...they will only say sign here.”* The statement reveals the ambiguous nature of important information that is supposed to be communicated to the novice teachers so that they can keep track of their professional development.

It has emerged from this study that crucial procedures and processes which novice teachers have to go through were not clarified to them before they start teaching. Novice teachers need to be made aware of the processes ahead of time before the content (Nash 2010). Getting to know what one should expect will reduce the fear and a feeling of being pressurised to perform, making even more mistakes in the process.

Research has indicated that newly qualified teachers have not always received adequate preparation during the training (Dube 2008, Feiman–Nemser 2003, Ashby et al. 2008).

Inadequate training makes them anxious when they come to schools, as they are not clear about what to do. “Pre- employment teacher preparation is rarely sufficient to provide all the skills and knowledge needed by novices for successful teaching” (Ingersoll 2012:47). Despite the provision in the Namibian curriculum for teacher education which prescribed twenty-one weeks of practice teaching, during which preparation and experimentation of teaching and learning is carried out (Ministry of Basic Education, Sport & Culture 1994), this did not give novice teachers mastery of the skills needed. One novice teacher acknowledges the inadequacy of pre-service in preparing them for teaching by stating:

*“ ...Sometimes if you get there....you are just confused, you don’t know where to start... but you need to know what is going on.”*

Induction supporters should know that although qualified as teachers, novice teachers are seldom clear of what to do in the first years of teaching. This drains them emotionally and physically, especially when support is less. The findings revealed that there is a need for help and guidance from the supporters, to assist novices by giving them the needed information. Osler (2005:4) stressed the complexity of teaching which “needs some skills that are only acquired on the job”. Hence, schools need to see novice teachers as people who are in a process of learning, and not as finished products. Novice teachers “have legitimate learning needs” which can only be grasped inside the context of teaching (Feiman-Nemser 2003:26). Novice teachers realised some shortcomings in their preparation, resulting in a lack of competence. For example novice teacher (B) explained that *“The [teaching] practice that we have is not giving enough on things that are happening in the field...we need guidance in whatever we are going to do.”* One could speculate that there are certain aspects of teaching that are best learned on the job during the period of induction, rather than in teacher preparation.

The findings further revealed that the information provided to novices was also found to be lacking when principals introduced novices to staff members. Both veteran and novice teachers had no idea if there was a programme for induction in place. Novice teacher C remarked:

*“There should be something in black and white. We need to be acquainted with that information, just from the start. This is what is going to*

*happen...you have to go through this process...these are what you have to do..."*

One may conclude that the absence of an induction programme which is known to all creates an illusion that the programme is insignificant to both teachers. Literatures support the idea of a systematic and planned induction programme. It should not be offered haphazardly (Nielsen, Barry & Addison 2007; Wilson 2004).

This notwithstanding, it should be indicated that the incidents of inadequate information provision to novice teachers were not experienced by all the novice teachers. Novice teacher X was assured of the availability of support, through the principal's guarantee of an open door policy as stated: "...*He even said to me...if you need something, maybe as time goes on, my door is open for you at any time.*" Novice teachers value the assurance of support. This assurance creates a positive feeling in them as they often feel isolated, with no one to talk to and may not even have been welcomed. Assurance of support also paves the way for enquiring about further assistance as novice teachers feel assured they will be helped. Other novice teachers had no luck on their sides as the experienced teachers assumed that they knew everything.

## **5.4 CHALLENGES FACING NOVICE TEACHERS**

Challenges are inevitable especially when one is entering the teaching profession for the first time as a novice teacher. Novice teachers experience a myriad of unique and common challenges as they are still inexperienced. The process of induction is "holistic" and is aimed at solving novice teachers' problems (Heyns 2000:161). Literature indicates how complex and difficult it is to learn how to teach. Managing a classroom, choosing or creating curricula, developing sound instructional strategies, accurately assessing student understanding, and adjusting to student needs are complex tasks, and new teachers need time and support to develop the necessary knowledge and skills (Johnson et al. 2001; Britton et al. 2000:2).

### **5.4.1 The teaching process**

Despite the fact that novice teachers went through phases of practice teaching while undergoing teacher training, findings revealed that experiences were not adequate enough to



survive the real teaching process. Although initially overjoyed by the prospect of having their own classes, novice teachers soon realised that some challenges come with teaching. Novice teachers from this study experienced challenges related to learner behaviour, planning, managing time, finding appropriate teaching resources, and locating resources in the school.

It emerged from the findings that managing a class was the biggest challenge. While in class, novice teacher X could not manage learners' behaviours, who kept on making jokes and disturbing the lessons. This kind of weaknesses is attributed to lack of sufficient support from other colleagues. However, such a case as the results showed, is easily resolved by the principal as a person with authority as one novice teacher explained. Thus, support received from the principal is appreciated.

The novice teacher's experience on entering the profession is somewhat influenced by the teacher training received. Novice teachers who enter the teaching profession without teacher training seemed to experience more challenges. As shown in this example, novice teacher Y explained: *"I didn't do education. So these things of lesson plans, preparation files, these and that I didn't know. I use to do it wrongly, until I went for the workshop to get the training, but the school did not support at all. So they thought I knew everything even if they knew I didn't do education."* This showed that lack of induction makes it more difficult for novice teachers that have not received any teacher training. Britton et al. (2000:3) accentuate the benefit of induction, especially to those teachers who entered through alternative qualifications with no pedagogical knowledge.

A finding indicates that novice teachers experienced challenges in planning their lesson and finishing them within the given time. Novice teacher D expressed the fear of being unable to plan lessons correctly so that it can fit within the allocated time. Similarly, novice teacher F who experiences the challenge with time stated: *"When you get in the class, you are going to see 40 minutes is less... You just leave without even giving homework."* When novice teachers experience problems with planning lessons and managing their time, this affects not only their confidence in delivering the lesson effectively, but also the learning outcomes of such lessons.

Another challenge affecting teaching arose from the lack of appropriate teaching resources. Novice teacher A stated: *"I was only given a file for former teacher...[but] the contents were*

*not appropriate or useful to me.*” When the resources provided are of no use to the novice teacher, this will add to their frustration. Those novice teachers who did not get assistance in schools have to fend for themselves. This opposes the aim for which induction was meant. One novice teacher expressed the disappointment when nobody provided guidance about where to get basic things such as the chalks.

As indicated in the findings, the situation experienced by the novice teachers was not the same for all novice teachers. Some of them expressed their contentment with the support received; for example novice teacher X stated: *“They provided me with all the necessary and needed materials, from the syllabi, guided me on how to do lesson plans although did it already at the college... and they also briefed me on how to handle learners since this school was problematic when it comes to the learners...they were misbehaving...”*

Another finding is that not all novice teachers knew to what extent the support should take place. They accepted whatever they got, assuming it to be the only support. As evident from novice teacher B’s statement: *“I have to say that the support was quite little. But at the time, I always thought that is what I have to receive.”* Novice teacher A’s statement was based on the environment: *“I was thinking no, maybe since it is a rural school, maybe this is how things are being done and there is little...to be used here, so let me just get used to the information I have.”* This implies that novice teachers do not always have a clue as to how far the support should go. They take whatever support is provided, even if they are convinced that it is not enough to satisfy their needs.

#### **5.4.2 Administrative demands**

Teachers are not only responsible for teaching, but they also carry out administrative tasks related to their jobs. Novice teachers often have limited knowledge about policies, documents, norms and traditions in the school and possess no skills on how to carry out some of these administrative tasks. When in schools novice teachers are confronted with new information, which results in reality shock for them. When these administrative tasks are added to novice teachers on top of teaching loads, they experience information overload (Steyn 2004).

Novice teachers in this study were also found to experience other problems related to day-to-day administration, including a lack of knowledge about which documents to use and how to use them. For instance, novice teacher D stated: *“There were some of the documents that I couldn’t fill myself...for example the attendance registers and some of these CASS marks, learner’s things where you have to record marks. There I couldn’t know how to calculate, to go to the averages and other things.”* Novice teacher Y expressed the challenge by saying: *“...these things of lesson plans, preparation files, these and that I didn’t know.”*

Novice teacher E expressed shock upon receiving a probation form to sign, without prior notification of the process. The reality shock is evident in the statement made by this novice teacher:

*“But when I look at it, it was not even explained to us that you are on probation. So you only find yourself asked to complete the form. And when you are completing that form, then you are asking yourself ‘What are these forms for?’ By then you could not even ask the principal or the HOD. You are just asking yourself. Then later is when somebody will come and tell you that you are on probation. Or someone is asking you from outside ‘Did you finish your probation?’ So then you said. Oh... maybe the papers that I just completed were my probation assessment. So you don’t know that one. And later you receive the letter after you have just done everything, unknowing what you are doing.”*

Reality shock is a common problem experienced by novice teachers and may lead them to think about leaving the profession. This is ascribed to the information gap and assuming that novice teachers know everything by the time they come to schools. Reality shock can also stem from lack of adequate preparation that will enable new teachers to meet the administrative demands of the profession. This is a significant opportunity for teacher training institutions and schools to explain and clarify all documents envisaged for use to trainees and novice teachers.

### **5.4.3 Assessment of learners**

Assessment is an integral part of teaching and learning, especially in learner-centred education (LCE). Despite its inclusion in teacher education curricula, findings show that not all novice teachers are clear about how and when to assess as well as the means of assessing learners. Novice teacher C said:

*”... there is a difficult time that I had at the beginning. So was given recording on this card, sometime you don't know how to record, you don't even know how to give a topic task, you don't know what... I mean... this thing of project and all those kinds of things. You really struggle and you have a problem with those things.”*

While assessment for learning is a crucial step in the teaching process, it is a shocking discovery when novice teachers find it hard to carry out assessment practices as stipulated in the subject syllabus. These findings suggest that there is inadequate teacher preparation and lack of proper induction of teachers upon entering the teaching profession.

### **5.4.4 Establishing relationships**

The relationship between novice teachers and veteran teachers is crucial in this undertaking. Novice teachers' interactions with experienced teachers, especially with older ones, were found to be minimal, as novices find it hard to approach them and to establish meaningful interactions with them. If there is no interaction, novice teachers “miss out on the experiences that experienced colleagues can offer them” (Uugwanga 2010:21).

Literature shows that the quality of interaction between novice teachers and their experienced colleagues and lack of support from school administrators impact on their decision to remain in the profession or not (NCTAF 2002:12; Ingersoll 2012:49). The decision by novice teachers to leave the profession is a common occurrence, making teaching a revolving door occupation (CTAF 2002; Joiner & Edwards 2008; Angell & Garfinkel 2002). This claim is supported by novice teacher Y's remark:

*“The very first week I started coming to this school with no help, I felt ... no more coming back to this school (... laughs). I feel like I am an intruder, who just came ... from wherever...I felt like I am quitting, going back to my profession. I was just thinking: let me quit teaching and go focus on my profession that I have studied for.”*

On the other hand, other novice teachers were found to be anticipative and unfaltering despite the lack of support as novice teacher C remarked:

*“Well... not really, but sometimes, but you just sometimes you’re just thinking inside the box. Sometimes you just think ... maybe this is how it is. That is how things are to be ... So who am I to just quit like that because I did not get that one? If other people are there I just have to struggle with whatever I am getting, until I get a way through”.*

This showed that novice teachers have developed ways to survive in the absence of the support from colleagues. However, the interactions between veteran and novice teachers are crucial for the advancement of novice teacher in the profession. For example novice teacher Y indicated a degree of opposition when trying to apply own skills during the teaching and learning process:

*“There are some people who are doing that, because when I introduced some strategies, that I felt would be of advantage for the learners to study easily, I was given A, B and C, colleagues to work with, to implement that strategy. They ignored. They gossip... aah... Who does she think she is? Does she think she came in to change the whole school?”*

This kind of sentiment not only hampers the relationship between novice teachers and old staff members but are also discourages novice teachers from coming up with own initiatives which can benefit the school and learners. Schools need to be communities of learning where everybody contributes and benefits equally (Arends & Rigazio-DiGilio 2000:3). Consequently, novice teachers will not function optimally in their job if they cannot relate positively to other teachers in schools.

Establishing relationships are not only limited to teachers but also extend to relations between novice teachers and parents. Novice teachers feel the need to interact with parents. Interactions with parents empower novice teachers, especially with discipline and make their work easier. As novice teacher A said:

*“You must know our kids’ parents...any single mistake, you know where to go. We can call him anytime, so that there must be a connection between the teacher and the parent. If you didn’t know the parent, you don’t have any power.”*

Getting to know the people one is working with is vital in giving novice teachers a good start in the profession and schools. The basic needs of a novice teacher would “first include security and affiliation, before any higher order needs could be reached” (Joiner& Edwards 2008:36) Novice teacher Y supported this claim by asserting:

*“...but I think there is supposed to have somebody to stand in for new teacher, to give them orientation, to support them were they couldn’t cope, to help them, because they have experience of the environment, they have experience of their own learners. If I am just new coming to the school, I don’t know what type of learner they have, what type of staff members they have. Having somebody there as a ... somebody to show you what to do, where to go when you need what. It was supposed to be a helpful way. It was supposed to be a way forward. They show you and you just go the easiest...with the easier path.”*

Knowledge of individual staff members, parents and learners will enhance novice teachers’ understanding of learners and how to help them. Novice teachers’ limited experiences yield an equally limited repertoire of strategies to establish relationships with parents and learners. Heyns (2000:162) confirms this by stating that to new teachers “it is a long and difficult process to be fully integrated” in a family of stakeholders in a school and therefore they need assistance. Novices need help in how to deal with challenges particular to learners they teach (Stansbury & Zimmerman 2000). They can only get this from teachers and parents.

### 5.4.5 Work overload

There is much empirical evidence on the overloading of novices with too many responsibilities (Dube 2008:100; Kempen 2010:39; Tickle 2000:7). Besides their teaching loads, novice teachers are frequently burdened with extra-curricular activities and other responsibilities, irrespective of their lack of experience upon entering the teaching profession. They often find teaching to be challenging and stressful (Boyd, Harris & Murray 2007:5; Joiner & Edwards 2008:37). Once this happens, they are bound to fail to deliver as expected. Novice teachers who are conscious of probation feel pressurised to engage in those activities, as novice teacher E stated:

*“People just give you a lot of work... because they know you are on probation...you just have to accept even if you do not have the energy to do that work, and you end up making mistakes because of the fear.”*

Research has indicated that overloading novice teachers with work is not only taxing on them, but will result in ineffective work. Putting novice teachers under pressure is not a solution but will create more problems than anticipated. Heavy workloads put novice teachers under stress, fear, anxiety and they may feel inadequate to do the job.

When assigning workloads to novice teachers, schools need to be careful about unrealistic optimism in novice teachers, when assigning more workloads. Such optimism may mislead the supporters into believing that novice teachers have the situation under control (Steyn 2004:84). Niebrand, Horn and Holmes (1992:89) warn that novice teachers are pressured to take on whatever is asked of them, for fear they won't be perceived as team players. Novice teacher X displayed optimism about the workload, in spite the fact that the biographical information indicated a heavy teaching load (see Table 3). He stated: *“I helped... some of them I helped directly, some of them I take supervision by delegation from my colleagues.”* Some of these challenges come in the form of new changes that are introduced and standards to be reached. Novice teacher B stated *“...challenges are day-by-day experiences”* and another said: *“... As thing will change... as soon as there is something that need to be discussed, support should be just be there everywhere”* (Novice teacher C).

#### 5.4.6 Isolation resulting in feelings of not being welcome

Teaching can be a lonely profession, especially for novice teachers. This happens because experienced teachers value their independence and privacy and pay little attention to novice teachers in the school (Ashby et al. 2008:38). Novice teachers often experience emotional and physical isolation in schools, especially if they have been offered a teaching post in a place unfamiliar and far from their homes (Dube 2008:27). This claim supports novice teacher Y in stating: “... *I am not known here, I am not from here...*” The isolation becomes worse when novice teachers’ presence is not recognised by experienced teachers who usually form close-knit groups of friends (Steyn 2004:86).

It was evident that isolation was a result of administrative arrangements in the school or the poor relationships between novice teachers and experienced teachers. Most novice teachers who participated in this study were found not to be assigned to mentors they could go to and ask for help. Novice teacher Y attests to that: “*I didn’t have anyone to talk to...It was very hard...it was not very welcoming.*” Even though novice teachers felt isolated and expressed the need for collaboration, empirical evidence supports the assigning of mentors to novices teachers to be based on the same subjects and grade levels ( Britton et al. 2000:2; Nash 2010:40; Stansbury & Zimmerman 2000:14).

However, findings showed this attribute was not entirely ignored, although the support given was not sufficient. Novice teacher C, teaching in the junior secondary phase, was assigned a teacher responsible for the lower primary phase. The support given by the assigned supporter was not helpful as is evident from the statement: “*In my case, there’s ...no one was really assigned to me to help. After they introduced I did meet the mathematics teacher which is now like at the lower level and I am like from 8 to 10, so the support that I can get from her is very little and some things are not even... having that information you have heard or you need to have.*”

A situation like the one above might aggravate the isolation in which the novice teacher is not accomplishing much. Schools and regional offices need to assign the right people who can support novice teachers, even if such people are located in other schools. Novice teachers’ interaction with experienced teachers, will strengthen their knowledge, identify their



weaknesses and expand their teaching skill and repertoire, more so if they are teaching at the same levels (Luft 2009:2356; Stansbury & Zimmerman 2000:5; Uugwanga 2010:49).

## **5.5 THE EXPERIENCES OF SUPPORT RECEIVED BY NOVICE TEACHERS**

The findings showed that the kind and amount of support received varies from one participant to another and from one setting to another. It revealed that novice teachers were exposed to different types of support as given by different induction supporters. The degree of support was also not similar for participants who were in the same setting (school). For instance, novice teacher X was pleased with the way in which the various aspects were clearly explained by stating:

*“...I was also given the components, the documents which need to be in each file. And most of them, they were explained to me, like the dress code, the guide... the guide and many of them which have to do with the National Standards.”*

However, the experiences of support were different to novice teacher Y who was in the same school, but articulate enough to point out what type of support was needed until the school responded. The following statement indicates novice teacher Y's assertiveness: *“I complained that I don't feel comfortable. You guys... I was never given any orientation, I was never this one, this... this and this and this was not done... can I please have somebody to talk to... to ask where I can find what...they actually responded.”*

Being articulate and assertive is important especially when the information the novice teachers need is not provided. Induction is about giving novice teachers information on what they are expected to do, including liberty to ask for information. Cherubini's (2007) personal service approach sees novice teachers as catalysts of their own development. The approach calls for a proactive stance from novice teachers in acquiring assistance. Although it is not easy for all novice teachers to ask for help, it is important to assure them that they are at liberty to ask for help. Being proactive will help novice teachers to make their needs known and to get timely assistance.

Novice teachers acknowledged that support has an influence on their professional practices, despite the fact that it was not always adequate. Novice teacher B stated: *“Yeah, there is a difference to whom I was at the beginning and who I am this time around... I got to know other colleagues in the cluster ...and these helped us to grow.”* Novice teacher A, on the other hand, despite having made a remark about inadequate support, expressed the gratitude of experiencing growth by saying: *“...I think I’ve grown professionally now.”* Ingersoll (2012:51) stressed that novice teachers who participated in some kind of induction performed better at various aspects of teaching.

The first form of support experienced by most novices starts with their introduction to fellow teachers in the schools, management, school board, learners and parents by school principals. Novice teacher F stated: *“The principal introduced me to the staff member, and then later on to the learners, and then from there, we were introduced to the parents and the school board members through parents’ meetings.”* The introduction of novice teachers is an important aspect of support since it made them feel welcomed. Besides helping in their familiarisation to the new environment and all staff members, it also reduces feelings of isolation. This is evident from novice teacher X’s statement: *“If people are just quiet, you feel like a stranger to a place and it will take you time to be familiar.”*

Apart from the introductions, some novice teachers received specific support in areas such as lesson planning, learner discipline, teaching, files, dress code and other related documents like the National Professional Standards for Teachers (NPST).

Other support came in the form of supplying teaching materials (Novice teacher Y), using the facilities in the school and timetabling (Novice teacher B). Giving such information may seem trivial to experienced teachers, but not to novice teachers. It is the best way of facilitating their familiarity with the working environment.

Research identified workshops as an important aspect of support structure in teachers’ professional development especially for novice teachers (Ashby et al. 2008:64; Arends & Rigazio-DiGilio 2000:6; Nash 2010:99). Novice teachers, who attended workshops, especially during their first year of teaching, expressed their appreciation in this regard. This is supported by novice teacher E who stated:

*“...some of this support came from outside the school...especially when we attended these workshops...So we learned a lot...we used to ask a lot of questions at the workshops”.*

Although contents covered during workshops are not always relevant to novice teachers’ needs, they offered them chances to interact with other colleagues and learn from them. When among their peers, novice teachers are free to actively participate.

The extent to which novice teachers emphasised the benefits derived from attending workshop, can be understood in the following statement made by novice teacher E: *“The workshops did a lot...we got time to talk to our friends...we learned a lot. There we ask people who are in the same field...and learn from them”*. This supports the claim that adult learning is autonomous and self-directed (Kempen 2010:91). The workshops have provided much relief especially for the novice teachers who had no formal teacher training as one of them stated: *“So these things of lesson plans.... I use to do it wrongly, until I went for the workshop to get the training.”* The figure below indicates different sources of support to novice teachers.

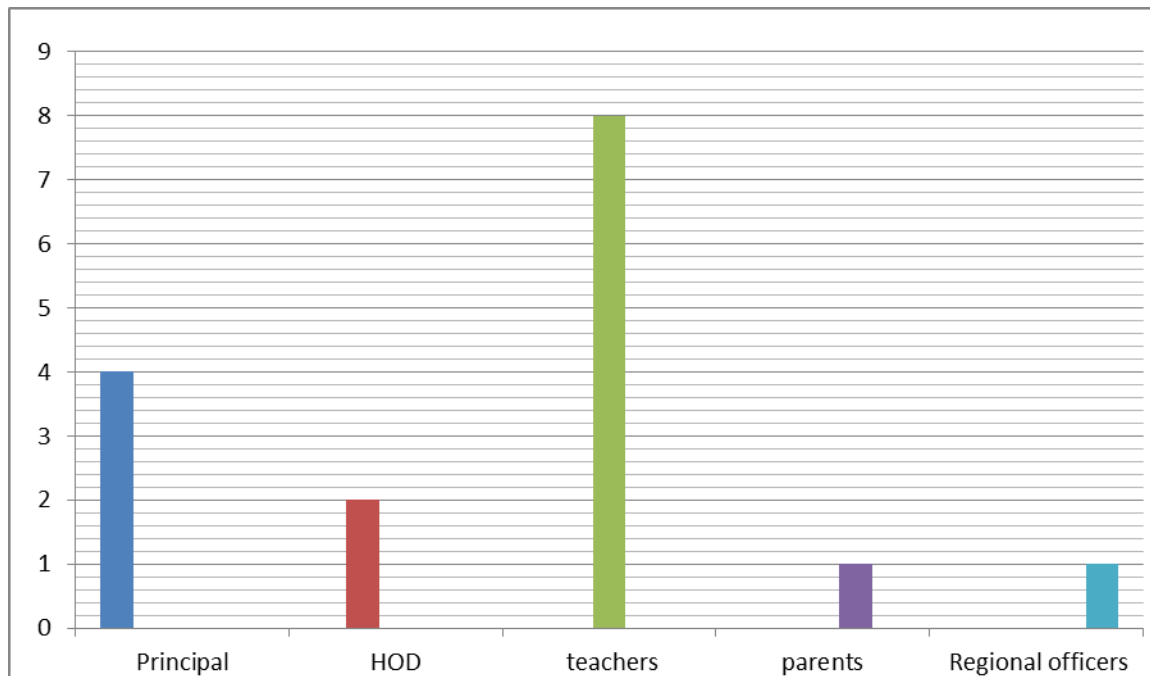


Figure 5.1: Sources of support provided to novice teachers

The above figure indicates that novice teachers receive varied support from the stakeholders. All the participants were supported by their peers (other teachers). Despite the fact that principals and HOD are supposed to spearhead the induction and support of novices, only four and two novices received support from principals and HOD's respectively. Being helped to settle by the principal provides one with opportunities to learn more about the context, climate, characteristics and culture of the school (Dube 2008:112). Even though all the stakeholders are expected to offer support, only two of the participants received support from regional education officers and parents.

Many of the participants regarded and expected the principal to be the main source of support. Although principals are instrumental in spearheading the induction of novice teachers, findings revealed that the professional roles have been passed onto teachers. For novice teacher B, a colleague helped her in checking the standard of the tests, while novice teacher A was directed to a science teacher by the HOD, from whom support was sought whenever assistance was needed. A similar sentiment was further expressed by novice teacher X as follows: *"The experienced teachers helped me a lot when it comes to teaching, by sharing some of the various teaching approaches, and at classroom management. I was poor on this one as a new teacher."*

One may conclude that contact with other colleagues and getting to know how they are doing gives novice teachers the courage to evaluate their own circumstances and to move on. As novice teacher (B) stated *"At least I am better ...things are fine."* This is an indication that novices feel encouraged when they come to know that others share the same experiences. They realise that their difficulties are not necessarily an indictment of their abilities or preparation (Britton, Raizen, Paine & Huntley 2000:7).

Support from outside the school was valued by those novice teachers. For example novice teacher Y values the support from the inspector who came to see the teaching progress made as well as learner's progress. Outside experts like subject coordinators were also available whenever help was needed. The results showed that novice teachers felt a load is lifted from their shoulders when they get support and receive encouragement. Novice teacher Y, in supporting the claim, stated: *"I think what they need more is to ...feel; try to feel the novice teachers are comfortable. The very first day, the first... the first impressions last. The very first welcoming you give to that novice teacher will last a long time...and we only do*

*something whenever we have support. Without the support we can't do anything.*" This sentiment implies that novice teachers yearn for support and are committed to do their best and to deliver whenever they are supported.

The findings also pointed out that novice teachers were, however, not in favour of receiving support from just one supporter. They propose a whole approach to support to come from all stakeholders, whether from officers from the ministry, principals, HOD's, auxiliary staff, teachers or parents. Novice teachers feel that since there are too many new things to know, these cannot be done by one supporter only. A novice teacher may feel that one mentor cannot fully meet all their needs (Stansbury & Zimmerman 2000:7). Having more than one supporter will ensure that novice teachers have ready access to support, especially if a mentor has other responsibilities. The findings showed that most novice teachers were not happy about the degree of support received, especially in subjects they teach. Novice teachers felt they did not get the support because of the nature of the subjects and sometimes they had no clue regarding how to get to the right person, as novice teacher B remarked:

*...In my case, I have to say that the support was quite little. When time went on, I realised that no, no no, I need this... and that... and that. But then how to go about, you know... to inquire for the specific support, I was not aware of the channel from the school, and sometimes I needed from the regional advisory services. I think I did not get the support, maybe because of my subject area.*

Subject specific support was also found to be lacking because there was no obvious suitable supporter to guide. For example novice teacher A could not get support in his subject as the former teacher had left the school, while novice teacher C's supporter was teaching at a lower phase than the one he was teaching. When there is a match between the pair by grade level or content area, it increases regular interaction and the effectiveness of the support (Stansbury & Zimmerman 2000:7). For instance novice teacher C affirmed the importance of mentor matching:

*"If you just get to the school and there is no one that ... you are not assigned to someone, sometimes you need help in a specific subject and then someone whom you ask is not someone who's dealing with that*

*specific subject it will be hard for you to ask something from someone who doesn't deal with those things."*

Ingersoll (2012:50) stressed the importance of having a supporter in one's subject area and having a collaborative time with them as a strong factor on novice teachers' induction.

Even though novice teachers' expectations of support were high, findings revealed that the support given was not adequate. Novice teacher B remarked that not all the things were introduced to him by saying: "*We cannot say it was 100%.*" Novice teacher F was not given some of the documents, while novice teacher Y expected the full support that could help her to do things better and more easily.

### **5.5.1 Support driven by demand from the system**

Another important finding showed that schools did not envisage the support to be given to novice teachers. They acted upon the demands that are put in place by the system. One school responded to the need of a novice teacher through an official document, and not because the need was recognised. Novice teacher B, a science teacher, raised the need after realising that the National Standards and Performance Indicators for Schools (NSPI) documents put up requirements for the availability of laboratory resources in the school. Only then was the support given by the school. This reactive stance by schools may put novice teachers off, as it delays the provision of a timely and continuing support.

For induction and support to be effective, it needs to be a continuing process. Britton et al. (2000:3) supports this by stating that "it should be part of a continuum of a teacher's life", from pre-service through continuous in-service training. Incorporating continuing professional development for teachers is a means to reach this. The findings indicated that it was uncommon for support to go on for longer periods and for most novices, the support was delayed or withdrawn prematurely. Novice teachers' experiences were that the support was given over a short period of time. Novice teacher X stated that this is done after a short time, because everybody feels that novice teachers are familiar with and know everything. However the novice teachers felt the need for on-going and continuous support. The sentiment expressed by the novice teacher E attests to that:

*"...Challenges are day-by-day experiences."*

To assume that inexperienced teachers are able to learn the culture of the school within a short time is a shortcoming from the side of the supporters. Novice teacher C expressed this by saying: *“Induction should not be given two weeks when I start... and thereafter you think I can do that. I may take two years or three”*. The results indicate that continuity of induction and support is needed by novice teachers because it will help them to further develop and refine their skills. Hence, as this study showed, a lot of information and support is needed to be given to them on a continuous basis. The continuity of induction and support is a loud cry for help from novice teachers as learning is continuous and mastery cannot be expected overnight (Niebrand, Horn & Holmes 1992:89). It helps them to further develop and to refine their skills. A lot of information and support needs to be given to them and this require continuing support.

The need for continuity is also necessitated by the expansion of information. Information changes as time goes by, thus the schools must consider this phenomenon when supporting novice teachers. Novice teachers C and Y expressed this by stating that there is a need for continuity of induction. Hence, schools as communities of learning cannot ignore the expansion of information and this need to be shared among new and experienced teachers. Novice teacher Y stated: *“A skill that is being used for 100 years will get outdated”*. Therefore it is necessary to understand that knowledge is not static. There is a need to create new expectations for teachers who should be prepared to help learners meet the challenges of the future.

The timing of induction was also found to be a matter of concern to participants. The support given to novice teachers is sometimes delayed or completely unavailable, leaving novice teachers to struggle on their own. Novice teacher X was left on her own, as a result of a leadership vacuum created by the absence of the principal. The vacuum created a professional and social isolation for her, as no one in the school was prepared to give her the full support. She lamented her experience as follows:

*“When I came back, I didn’t find the...the principal that I found... he was no longer here. So I have to start over – explaining, explaining, how it went, why I am here, and what qualification do I have... I came to school from eight o’clock until it is out, for the whole week without teaching. I*

*didn't have a register class; I didn't have any learner taking the subject I was supposed to teach. A lot of the staff didn't appreciate my presence. I didn't receive any orientation. This is the library, this is what. ... I didn't get anything. I actually found my own ways... ”*

This description of the novice teacher experience indicates that staff induction is either still a distant concept in some schools, or it is not well taken. There seems to be a lack of focus on how to implement it. When novice teachers fail to receive proper support, it becomes very difficult for them to advance in their professional careers.

The findings also showed that there was no specific time and plan when to start with the induction process. Early identification of challenges faced by novice teachers will aid in planning for specific support activities. Timely support will help novice teachers to know what they are expected to do from the start. Giving support later affects not only the novice teacher, but the learners as well. The quality of induction increases teacher effectiveness and therefore the quality of instruction that learners are receiving (Joiner & Edwards 2008:40). Since the support was not given at the beginning, novice teacher B struggled for a time and this affected learners as is evident from the statement:

*“So you have to struggle on your own for a certain period of time, and during that period of time, learners are struggling. So it was necessary if this support is given right from the beginning. And if the teacher is helped, then of course learners are also directly helped.”*

Novice teacher C suggested that some of the information be given while novice teachers are students at training institutions and to be continued in schools upon entering the teaching profession.

Research abounds with reports on the positive effect induction has on novice teachers (Weiss & Weiss 1999; Ingersoll 2012:51; Feiman-Nemser 2003:23). The participants in this study showed their appreciation of the support received during the induction process despite the fact that it was inadequate. Novice teachers indicated improvements on personal, pedagogical and instructional related aspects at the time of the interviews, compared to times when they first entered the schools.



Participants in individual and focus group interviews remarked how they picked up experiences and skills in various areas like teaching (Novice teachers D and F), on how to improvise and to design learning experiences that suited their learners (Novice teachers E and C), how to manage time and learners (Novice teachers F, D, X), and in assessing learners and performing administrative duties (Novice teachers B and A). Ingersoll's (2012) study manifests these impacts through reviews of novices who participated in induction activities. They demonstrated improvements in planning, assessment, adjusting teaching to suit learners and in managing their learners successfully. Other impacts noted in the social sphere were that novices came to know other colleagues and how to cope with the environment better. Interacting and learning from peers was found to have more impact on novice teachers.

The findings indicate evidence of dispersion of the uncertainties and fears that often linger in novices by the time they enter schools, as novice teacher B in the focus group stated:

*“There is a lot of improvement...before I started working, I was just wondering, am I going to make it in the field?...I did not have that courage, I was just having a fear...how am I going to make it?...but I received help here and there and from there I know that I have grown up.”*

This indicates that the presence of a mentor eliminates the fears often experienced by novice teachers. When assigned to a supporter, novice teachers' fears and uncertainties are reduced as there is always someone to ask when in need of help. The fear in novice teachers resulted from a lack of practical knowledge, which emanated from the time of teacher training. For example, novice teacher E was wondering if he was ever going to make it in the field, as he had no courage. Another novice teacher D doubted his skill in planning a lesson while still at the college by stating:

*“When I was at the college, I was like asking myself, am I going to know how to do lesson plans? That was my problem. And then when I set up a lesson plan, my lecturer has to send me back. ‘This was not done properly. ‘There I was trying...”*

One may ask the question regarding the extent to which teacher training institutions prepare students for life outside their training.

The lack of knowledge about procedures in schools was evident. Novice teacher F was scared when completing the probation form since he was not sure what the outcomes would be like. The fear is evidenced by the narration:

*“I remember the very first day when I hear that word was when I didn’t want to tuck in... the HOD just asked me ‘But your shirt is just hanging.’ I just passed by, I did not even answer ... and then one teacher heard and said” ‘But he was telling you, just do it because you are on probation. Then I said: What is probation? Then he said no, it is a form designed in such a way that if you did not behave well, then you are not going to be recommended as a permanent teacher. You are likely to be expelled before they sign it permanent.’ So then from there, I then understand so only after a few months, then I was then called to go and complete that form. At that time I was scared when I was completing that form that is it really written well...? Because there was that time when I was reprimanded. And the person, who told me to tuck in, is the same person who is giving me the form. So we had that problem... but it is not really well explained.”*

Keeping novices informed is crucial for reducing the fears and uncertainties, which often goes along with being uninformed. Administrative procedures need to be clarified to novices before they start teaching. This not only reduces fears, it also helps them to know what schools expect from them.

This, notwithstanding, novice teachers devise mechanisms if there is a lack of information, in order not to make mistakes. Novice teacher F feared making a mistake which he thought might cost him his teaching job. When asked if things were going well, he always replied in the affirmative, fearing to expose his incompetence. He stated that: *“You are afraid to be sent back, and you are scared ...I am going to be reported at the higher office and then expelled.”* The induction process will better serve its purpose if novices are informed and assured of the assistance and support they can receive from the assigned mentor. It will then eliminate the fears and uncertainties that often scare the novice teachers.

## 5.6 NOVICE TEACHERS' INITIATIVES TOWARDS THEIR INDUCTION

There is a strong desire to perform as novices start their teaching career. The drive to excel forces them to take initiatives, especially when the support is not enough. Taking initiatives by novice teachers was critical information that emerged from the study. Novice teachers indicated their resilience and persistence, the aspects that helped them to succeed. When novices showed their ability to seek out solutions to their problems, for instance, their resourcefulness (Gehrke & McCoy 2007:495), it not only facilitates quick adjustment to the environment, but it is also a manifestation of the need to display their capabilities.

The majority of the participants in individual and focus group interviews gave evidence of their firm convictions that asking for assistance is the best way of getting help: Novice teacher B stated: *“If I need some materials, I will ask advice from the specific colleague. In the early days if I am setting a test or exam, I always ask my colleague to check the standard of my test or exam...if you have courage enough to come in and to ask for assistance, then you are fine there.*

Novice teacher D also stressed his conviction by saying: *“Let’s say you met a problem in your class, so you have to go to the old teacher ... So, I found this happening in my class, what should I do? So you have to ask for that assistance.”*

Asking for help was however not always seen as a viable option, out of fear and reluctance to expose their inadequacies. As novice teacher E further stated: *“Where things were not fine, we have to ask, though the freedom is not that high. Because if you ask too much, then you’re scared of something...thinking that I am going to be reported, perhaps by the higher office, then I will be expelled.”*

This finding indicates that the novice teachers are not always at liberty to ask for help as they are afraid of exposing their own weaknesses. Novice teachers think that asking too many questions might be an indication of their incompetence and may result in blame for failing the learners.

The findings also revealed that it requires a brave and bold person to ask for assistance in an unfamiliar environment. As it is shown in this study, some novice teachers braced themselves

and asked for help from friends, colleagues and other teachers in neighbouring schools. Asking for help is a quick way to get the support. As novice teacher C said *“If you are quiet, people will not know what your needs are.”* Those who were brave enough requested assistance whenever they deemed it necessary.

It is evident that individuals will seek ways to overcome problems they encounter in life. Novice teachers in this study employed various strategies to cope with problems they experience, including developing coping mechanisms. Coping mechanisms are means designed by novice teachers to alleviate problems in order to achieve their goals (Ugwanga 2010: 38).

Coping mechanisms were found to help novice teachers to survive but do not serve the needs of learners. One participant in an individual interview developed a mechanism of displaying different conduct when learners were causing disturbances during the lessons. Novice teacher X stated:

*“Some learners... some of them they did not take me serious. They were trying to make jokes during the lesson and those jokes, in many times they disturbed my lessons. So I have to conduct myself in another way, which was so difficult to me.”* One strategy that this particular novice teacher used is being soft to the learners, although there is a danger of learners taking advantage of the situation by misbehaving.

While another participant in a focus group (novice teacher C) resorted to accessing the internet for instructional materials, by using search engines like Google, to find information. Other initiatives taken by novices were finding their own ways, calling a supervisor at the Ministry of Education head office and by making friends with colleagues inside and outside the school (novice teachers C, Y). Novice teacher E however, pretended as if all was fine by saying: *“When you meet in the corridors, they have to ask you ‘How are the things so far?’ So, then obviously you have to say it is fine, because it can be that if you said you are not fine you are scared to be sent back.”* Such pretentiousness creates a misconception of the real problem novice teachers are facing and limits timely provision of support.

Findings further revealed that in cases where veteran teachers were accommodative towards novices; novices were free to ask for assistance. Dube (2008: 102) contends that novice

teachers' frame of mind is influenced by the climate in the working place. It is indicated in the findings that some veteran teachers were reported to be friendly and would not send novices back when they needed help. As novice teacher A stated: "*The attitude from them was very positive and they are friendly and never underestimate...*" [novices]; while novice teacher X was assured of the principal's open door policy any time help was needed.

I should point out that one novice teacher who participated in an individual interview did not experience the same accommodative attitude from veteran teachers. The climate in the school aroused fear, mistrust and uncertainty in the novice teacher, making it difficult to approach other teachers for assistance, as was evident in the remark:

*"They should provide an open door meeting...make them welcome to come and speak out. When you are new at the place, you don't have that freedom of going where and where, talking to whom, because you don't know whether that person is for or against you..."*

Another initiative taken by novice teachers is the establishment of relationships with other people. Novice teacher X's statement indicates the initiative taken and how it was of benefit: "*I even made some friends. Some of my colleagues they came a bit closer and then I received some support I have to... talk to my friends that I've just made. They helped a bit, afterwards.*"

Novice teacher A made it explicit clear how such relationships benefit novice teachers and learners by saying:

*"I also want to have that broad relationship with all our supporters, because I want to have a support... the supporter that will support me subject-wise, also the one...for example let me say... I want to know more about the learners, about their background, I must also know who to go to. So, I must have that friendly and open relationship with whoever is willing to support me as a teacher."*

Relationships with others help novice teachers to access the help needed. As a result, novice teachers regard relationships that are broad, trusting, open and friendly with all those people

involved in education as important to them. Relationships offer opportunities for substantive talks about teaching and learning, and novices will feel supported within professional communities (Feiman-Nemser 2003:25). Broad relationships ensure that novices come into contact with different people whenever they need help in various aspects.

This perseverance and eagerness to establish relations enabled novice teachers to take control of their professional development. They put themselves at the centre thereof and determine its course (Cherubini 2007). The perseverance of novices made them not to lose hope, amidst inadequate support, to find ways on their own, as novice teacher C stated: *“You have to make your way, even if the support was lacking... I just have to struggle with whatever I am getting until I get a way through.”*

## **5.7 FACTORS AFFECTING THE SUCCESSFUL INDUCTION OF NOVICE TEACHERS**

Novice teachers’ initiatives are an attempt to make their stay in schools as easy as possible. Such initiatives resulted from the factors that negatively affect the induction of novice teachers. Findings in this study revealed, as pointed out by the participants, various factors as having an impact on their induction.

### **5.7.1 The presence of a mentor**

The presence of a supporter is of utmost importance to novice teachers. Participants in focus groups and in individual interviews expressed the need to have a mentor. Novice teacher Y stated that it is necessary to have somebody assigned to whoever comes to the school, to show the way and to help them in coping with the new environment by stating:

*“I think there is supposed to be somebody to stand in for new teachers, to give them orientation, to support them were they couldn’t cope, to help them, because they have experience of the environment.”*

Findings indicated, however, that novice teachers are not much clear about what the process of induction entails apart from mere introduction and orientation to the new environments as induction. Most of them were introduced to the new environments by the school principals

upon arrival in schools. They further stated that there were no specific individuals assigned to them as mentors. Novice teacher A said: *“The same thing happened to me... I was not assigned to anyone as far as assistance is concerned, except the head.”*

Taking into consideration the workload that principals have, one can envisage a degree of inadequacy in the support provided. It is a known fact that principals are key to the induction of novice teachers. The shortcoming here is evident from the fact that the involvement of principals was limited only to introducing novice teachers to the schools. Nothing was done about the professional aspect of the induction to help novice teachers settle with ease.

Although it is common practice to have one supporter, participants indicated the need for more than one supporter because the process of induction is demanding on the supporters. Novice teacher D expressed the same view:

*“When I look at it, it won’t be possible, because there are a lot of things that teachers need to be introduced to. Perhaps it can be possible when you need assistance in terms of subject matter in your field. There you will have someone in your area of specialization, but when it comes to things like introducing you to the computer, this is the library, disciplinary action, so you need different people to do those activities.”*

Assigning one specific person to do the induction may not be successful as the person might not be experienced in everything that a novice teacher needs, especially when it comes to specific subject needs. Novice teacher F, in supporting multiple supporters, maintained:

*“If we are to make induction successful, then we must not assign one person, or else, that one person will end up knowing fifty per cent of what needs to be introduced and we end up not knowing fifty per cent of what needs to be introduced.”*

Using multiple supporters makes mentoring practices more effective as coordinated induction activities of multiple providers’ takes place (Britton et al. 2000:6; Hellsten et al. 2009:717). The need for more than one supporter is important, especially in offering subject-specific support. Novice teacher C shares this sentiment by claiming: *“If you just get at the*

*school...sometimes you need help in a specific subject and then someone whom you ask is not someone who's dealing with that specific subject it will be hard for you to ask something ...but if there were someone ... at least you can be comfortable and get whatever. I think your work will then be easy."*

Even though subject-specific support may prolong the induction period, research indicates that it ensures a deeper understanding of the subject and develops novices' further skill in delivering the subject matter (Nielsen, Barry & Addison 2007:17; Hellsten et al. 2009:720; Wong, Britton & Ganser 2005:7).

### **5.7.2 Personalities of supporters and novice teachers**

The personality of a supporter influences the quality of support given and how induction progresses. The appropriate temperament helps mentors to downshift their expectations when working with novices, who may not follow the guidance they offer, with less frustrations (Stansbury & Zimmerman 2000:8). The personality of an assigned mentor means more as novice teachers need a supportive and empathetic attitude. Novice teacher D stated that having more than one supporter is beneficial to novice teachers in cases where one mentor is not people-oriented.

The personalities of novice teachers were also found to have an impact on their ability to seek help from colleagues. Novice teachers' characters also have an influence on how they settle in the profession. When novice teachers find it difficult to ask for help, it may leave them with issues not clarified. Novice teacher D stated:

*"Sometimes it was difficult for some of us to ask, because you don't really know which documents you need. So then the principal... is the one who knows that this teacher needs this document. Then later when I receive the document I realise that I was supposed to ask how to go about this document."*

The findings showed that other novices were articulate enough in what they wanted and this made schools pro-active in their approach to novice teachers' needs. Novice teacher Y claimed *"I complained that I don't feel comfortable...this one, this ...this and this was not*



*done... they actually responded.*” Novice teacher B said: *“I gave a big no...that was until this need was satisfied.”* While it is necessary that novice teachers speak out; schools should not always expect this to happen since not all novice teachers have the courage to speak out.

### **5.7.3 School culture**

The school culture is the way in which teachers and other staff members in the school work together. The culture prevailing in schools was also found to have an effect on the availability of supporters, determining the success of the induction process. School climate refers to the morale or attitude of the organisation (Joiner & Edwards 2008:47).

It draws on the resources of the principal, the learners, and the entire staff of the school as having responsibility for welcoming and supporting new teachers and making their entry into teaching as smooth as possible (Kempen 2010:52). If the culture of the school does not support the induction activities, then novice teachers will not be successfully socialized into the school organisation (Joiner & Edwards 2008:47). This is evident from one novice teacher who encountered negativity from veteran teachers after coming to the school to teach a third language. In one incident as revealed by the findings, the teacher induction was worsened by the introduction of an unfamiliar language (Portuguese), which was received with mixed feelings by some of the teachers in the school and the parent community. It resulted in a cultural shock, expressed towards the novice teacher, even though it could have been avoided, provided there was full support in place. This resulted in the community blaming the novice teacher instead of the authority that appointed the teacher.

These kinds of negative attitudes displayed towards novice teachers may cause some of them to consider leaving the profession. These negative experiences can be an alienating passage which can dampen novice teachers’ enthusiasm to remain in the profession (Pierce 2007:48). It is obvious that a person who is not welcomed and supported feels like a stranger in a place and may want to leave.

In some instances, schools were found to have wrong convictions based on the assumptions that novice teachers know everything that is supposed to be known. Novice teacher Y shared the experience: *“They thought I knew everything even if they knew I didn’t do education.”* Novice teacher A said: *“In my case I was not asked what my needs are. They*

*just said this is it, That's what you can use and later on is when you find that I am having a problem with that...*" When schools assume that novice teachers know, they not only deny them the right to obtain the support but also cause them to be frustrated. As novice teacher Y said:

*"They should ask the teachers what they need, what kind of help they need ... ask them what are you going through? Are you going through any difficulties with the learners? Are you experiencing anything that you are not happy with? Without that, people will just keep their problems inside them...inside themselves, and then at the end ....phew!"* In order for this situation to be avoided, schools need to be pre-emptive by conducting need assessments to determine novice teachers' needs.

#### **5.7.4 Planned induction programme**

In contexts where induction is a formal and structured process, it is done according to a planned programme. Programmes of induction are drawn up, as informed by novice teacher's needs. Schools therefore act proactively by conducting needs assessments. Needs assessment is an integral part at the onset of the induction process and cannot be ignored. It helps to understand concerns and problems faced by novice teachers and to hear their voices, in order to carefully design strategies that best facilitate solutions (Wong Yuen-Fun. [Sa]).

The participants in both interviews were not asked what types of needs they have when they came to the schools. However, findings indicate how schools waited until novices made mistakes before giving them the needed assistance. In one incident one novice was supported only after finding it hard to fill in a class register correctly and after a visit to his lesson; while for another, the school only discovered that help was needed after submitting a certain document which was not filled in as expected. This kind of scenario could be avoided provided the school acted more proactively by providing timely support to novice teachers.

### **5.8 CONTRIBUTIONS MADE BY NOVICE TEACHERS TO SCHOOLS**

Novice teachers crave connection and want more than just a job, and to make a difference through making contributions (Kempen 2010:31). Findings indicated that novice teachers are resourceful and are willing to contribute towards their schools. Despite being new in the

profession, novice teachers possess a wealth of knowledge from which schools can benefit. The claim is supported by literature in that many new entrants to teaching have higher standing over their predecessors with regard to some aspects of subject knowledge, pedagogical imagination and professional capabilities. If given appropriate support, they can be equal to or better than their senior colleagues (Tickle 2000:15).

Being new teachers who were trained in the new dispensation, novice teachers possess new skills, up-to date knowledge and have capabilities which their veteran colleagues in schools might not have. Veteran teachers may well learn from and with their novice colleagues about standards-based instruction, the latest approaches to literacy, or strategies for integrating technology into the classroom (Johnson & Christensen 2001). Therefore, the benefits of these school-based efforts are not limited to novice teacher induction, for they provide renewal for experienced teachers and are the foundation for school-wide improvement (Johnson & Christensen 2001).

Findings revealed how novice teachers made contributions, not only to the intellectual aspects of their learners, but also to the emotional, social, physical and spiritual development of both teachers and learners. Novice teacher X, stated how he designed a school anthem, established a school choir, and an HIV/AIDS awareness club. Two other participants contributed to the area of sport like novice teacher X, and sharing computer skills with other teachers. Novice teacher Y contributed skills through sharing knowledge of best study skills for learners with other teachers. This is a clear indication that novice teachers possess knowledge and skills that are of benefit to both veteran teachers and learners. These roles and potentials can only be unlocked if the schools are open in their approach towards the novice teachers.

### 5.8.1 Excitement and pride of novice teachers regarding their contributions

As evident from the findings, novice teachers become excited when their contributions are acknowledged. As novice teacher D stated *“You are a constructive somebody... bringing development to the school”*, while novice teacher C contended: *“They also rely on like new teachers in terms of like technology stuff, like IT, as something has to be typed, something has to be... information has to be looked at and all those types of things. So they really acknowledge that and they said they want to do that. The young ones, can you please help me with this one? And ...you know... They really appreciate that.”* Novice teacher A felt proud to be regarded as resourceful and in expressing satisfaction with such recognition, made the following statement:

*“I was regarded as fresh from the box. Everything new that comes up they always say ...No, Ask the young ones...They are from College, they know this information. So...most of the teachers relied on many aspects, for example when it comes to sport, they always said no, the young ones must go, when it comes to workshops, they always send us there...”*

This kind of acknowledgement creates a good feeling among the novice teachers because their contributions were found to have potential benefit to veterans who learn from them. For instance, novice teacher C remarked that veteran teachers acknowledged their shortcomings in certain aspects and were willing to learn from novices.

One novice teacher contributed towards veteran teacher subject content knowledge by sharing the latest information or strategies in his subject. Novice teacher B indicated: *“They always come to you and say: ‘What about this?’ ... I think they are right because... for some of the themes, for the novice teachers, they started way from Grade Twelve and then colleges, and then right into the field, unlike them for them the syllabus was somehow different in their time.”*

### **5.8.2 Recognition and accommodative stance of schools**

The findings indicate how some individuals in schools recognise and value the contributions made by novice teachers by embracing innovations they bring into schools. Such attitudes reinforce the feeling of being useful. The findings also show that some schools, as learning communities, accommodated novice teachers and contributed towards their socialisation. This was evident from novice teacher B's statement: *"The attitude from them was very positive and they never underestimated..."* Even though experienced teachers took time to accommodate novice teachers, novice teachers appreciate the accommodative attitude which made them feel at ease. Novice teacher C averred: *"At first it was difficult... but the time goes and you learn them and then you feel comfortable with them and then you know...you just feel that, colleagues...that mutual friendship."*

The accommodative spirit was also obvious from the fact that experienced teachers were open and willing to get help for novice teachers. Novice teacher A denied the fact that experienced teachers may feel inferior to them: *"Someone that has that inferiority complex would not approach you to say, 'Can't you help me on this'? Because they will feel you would have that attitude to them that they don't know. But if you have courage enough to come in and to ask for assistance, then you are fine there."*

Novice teachers' untapped potential in various areas should not be ignored and schools need to create opportunities to nurture and also to recognise these as part of the process of accommodating novice teachers (Steyn 2005:44). When schools employ such friendly approaches, they not only bridge the distance between the two groups, but help novices to feel welcome and useful.

## **5.9 SUGGESTIONS TO IMPROVE INDUCTION PROGRAMMES**

The various experiences which novices went through prompted them to suggest ways for improving future induction programmes. The following section discusses various suggestions made by novice teachers.

### 5.9.1 Formal, broad and continuing programmes

Despite the fact that the novice teachers did not go through any formal induction programmes, they made it clear that there is a need for formal induction programmes in schools.

Novices feel the need for an induction which is based on a formal, systematic and clear programme. Novice teacher C said: *“There should be a proper induction for novice teachers. Maybe there should be something...something in black and white. Something to be followed, something that can be given to novice teachers that well, this is... it has to go through a certain process that needs to take place ... Because sometimes you just get there, you’re just confused, you don’t know where to start. The person is just told this is A and B, but even you need to know the whole process what is going on.”*

This programme should be made known not only to the novice teachers, but also to other teachers in the school, to avoid surprises, inconveniences and fears. Novice teacher C: *“We need to be acquainted with that information, just from the very beginning. This is what is going to happen, so you have to go through this process.”*

Apart from a formal programme, novice teachers made suggestions for an induction programme to be broad. When an induction programme is broad, it provides a wide range of information and not only academic aspects. As novice teacher B stated:

*“I think it must be expanded, and of course, formal... there are some other things... related to human resources, social securities, make these colleagues understand, so that somewhere they don’t experience problems which will of course directly affect their performances in schools. Induction must cover all those areas, so that these colleagues don’t only know things related to the academic areas, but also going out to human resource, administration, management and so on.”* Novice teacher C expressed the need for more information: *“We need to be acquainted with that information.”*

The other aspect that novice teachers found to be important is the inclusion of other staff related matters such as information about trade unions. Novice teacher C stated: *“I feel something there has to be general ...Not necessarily on the subject matter or on the specific environment at school; it should be on other aspect that we wouldn't be able to get at school. Things like, when you get there, there is NANTU going on.”*

Novice teachers, in acknowledging shortcomings in the practical aspects of the training provided, feel that more formation should be provided during the induction period, as evident from novice teacher B: *“A lot of what these teachers know is more on theory. The practice that they have is usually not enough to enlighten them on things that are happening in the field, and the environment...the environment where you are working may not be covered during the studies.”*

Research indicates that the induction programme should not only be limited to one year but it should be an on-going endeavour that culminated in professional development. Mutchler (2000:3) and Kempen (2010:45) indicated that professional development of teachers occurs in stages that extend beyond their first year in the profession. Hence the timing of induction is crucial if the schools are to provide the necessary support at the right time. Most participants suggested that the support should be given right at the beginning, as soon as they take up their teaching posts. Continuing support given to the novice teachers is crucial because some, especially trained teachers, come to their first classrooms better prepared.

However, more intensive support is needed, especially during the transitional stage from being students to becoming teachers. Novice teacher C emphasised the continuity of support: *“It should be an on-going process, at a certain level,... not only be done two weeks ... when I have started with teaching, and then after two weeks you think everything I can do that ...no. I may take two years... or three.”*

Timely support helps novice teachers to overcome struggles they may come across, as novice teacher B said: *“You have to struggle on your own for a certain period of time ... it was not necessary if this support is given right from the beginning.”*

Novice teachers suggest that the advisory teachers, clusters, and circuits need to be aware of the programmes. The involvement of stakeholder will contribute to the quality of induction,

provided that all of them know and understand the programme. Research has indicated that carefully planned and managed induction programmes are likely to achieve the intended goals (Arends & Rigazio-DiGilio 2000:12). The findings showed that formal induction programmes in schools which are shared with stakeholders can minimise duplications of support provided by different people in the same setting and save time and resources in the process. Hence the induction programmes should be inclusive of all stakeholders (Weiss & Weiss 1999; NCTAF 2002:13; Mutchler 2000).

### **5.9.2 The collaboration of stakeholders as means to instil sense of ownership**

The collaboration of stakeholders helps people to see the process of induction as their responsibility and not that of someone else. If everybody participates, they experience a genuine sense of ownership of the process (Steyn 2005:48). Each stakeholder carries a responsibility that contributes to the educational experiences of individual new teachers, and through them to the long-term development of the education profession (Tickle 2000:27). As the results showed, novice teachers' yearning for collaboration with other stakeholders was found to be based on the fear that schools might not acquaint them with the latest information. Novice teacher C stated that:

*“If those NIED people, those ministry people, ... various stakeholders of education come in and then do the proper induction, I think it can help. Rather than the only induction that is done at school level.”*

Such a complementary participation of stakeholders, whilst maintaining a tight alignment among the different activities will broaden the range of opportunities for novices (Britton, et al. 2000:8). A collaborative culture is enabling new and experienced teachers to communicate ideas and to put collective knowledge into action.

### **5.9.3 Induction preparation during teacher training**

Another suggestion made by novice teachers is to prepare and induct the final-year students while on teacher training on the expectations of schools before they take up the teaching responsibilities. Novice teacher C attested to this by saying:



*“I think this induction should not only be done when people are coming like for school, like especially in the final year... somewhere there ... teachers should also be inducted that when you go into the field, this is what is going to happen, this is A and B...This is what is going to happen, so you have to go through this process... through this and, and that and that. From A, to B and C. So, either these you are expected to do this and this and this and this. These are your rights; these are what you have to do...”*

Novice teacher A supported this: *“I think...what is needed to be done is that... at least novice teachers must be inducted when they are coming into the profession. They must be inducted on all the necessary aspects that they need to know before coming into teaching. It is really needed.”*

These statements are indicative of novice teachers’ concerns about preparing the final-year students for what they will come across in schools. The same claim is further supported by Wong (2002:2) that induction should begin during student teaching, be continued and carried forward in mutual classrooms, thereby moving seamlessly from teachers’ pre-service days to novice teaching, to continuous professional learning. If novice teachers are prepared for what to expect in schools, they will be in a better position to cope with the various challenges and to meet the expectations in schools.

Literature referred to induction programmes that kick off with a week or five days of workshops before school begins, and continue with systematic training for two to three years. They propose that schools do not have to wait until after school begins and new teachers are in trouble to start a professional development programme. Instead, schools need to create a culture of professional growth and lifelong learning before beginning teachers teach their first class (Arends & Rigazio-DiGilio 2000:3; Stansbury & Zimmermann 2000:10), by giving novices a formal orientation to the community, district, curriculum, and school.

It emerged from the findings that novice teachers experience difficulties during the time of transition into teaching and need continuous guidance. Apart from starting with support at an early stage, most novice teachers suggested that the support should continue beyond the first year. The continuation of induction is seen as a means of ensuring novice teachers’ maximal learning.

In expressing the need for continuity, it became obvious that novice teachers are aware of their inadequacies and admit their need for assistance, as novice teacher B stated: *“It has to continue because no one is perfect and the novice teachers always need help from the experts.”* In order to learn maximally from the support given, novice teachers need more time. As Novice Teacher C stated: *“You cannot learn in one day”*

One interesting finding from this study is that it seems there is a lack of training among managers who are supposed to give support to novice teachers as they enter the profession. It was identified as one of the significant aspects in the support of novice teachers. Training and development of supporters is widely supported as one of the catalysts in the development of all newly appointed teachers in the profession (Arends & Rigazio-DiGilio 2000:13; Nash 2010:37; Feiman-Nemser 2003:39). Thus the training of mentors should be necessitated by the wide range of reforms that are taking place in education systems today. If not properly trained, supporters may carry and promote the conventional ways of doing things, making schools and novice teachers lag behind in the process.

#### **5.9.4 Timely feedback as an impetus to performance**

Another aspect that is widely suggested by the novice teachers and supported by literature is the provision of immediate feedback on the progress made (Weiss & Weiss 1999; Xaba 2003; Gordon & Maxey 2000). Feedback provides the impetus to do better. Findings from the study showed that feedback was not given in time, as colleagues commented on novice teachers’ progress only after they saw what novice teachers were either capable or not capable of doing. For example, novice teacher A only received feedback at the end of the term, after the school noticed the learner’s good performance:

*“It was at the end of the term when they see the reports of learners... Is where they use to record you that hey... he is a good teacher or the subject was poorly performed. So that was the only feedback that I have seen...”*

For another novice teacher, the only feedback received was after the probation report was out. Despite the fact that feedback helps novice teachers to know where they went wrong and where to improve, building confidence in their efforts, the majority of novice teachers got no feedback about general issues like lesson instruction, administration, or classroom

management. Novice teachers may become frustrated if no meaningful feedback is given during the first years. As results showed, schools should avoid being reactive in giving feedback, as novice teachers value it as evident from the statement by novice teacher C:

*“At the end of the day ... when we are teaching, the learners also need to know, did I make it or... I also need to know how I am progressing. I also need feedback that, ok, here you are good and then here you really need to do this ... so that you can do this and that. Cause ... if I am down in a certain aspect, I will remain and I will go down ... rather than you helping me out in giving me feedback.”*

It is important for schools to realise that novice teachers' efforts, attitudes and contributions are affected by the feedback they receive. School managers and induction supporters should make novice teachers aware of what is desired, through giving feedback to ensure their continuous growth.

## **5.10 SUMMARY**

This chapter presented an analysis and discussion of findings made from data collected. Discussions of findings were corroborated by data from focus group and semi-structured interviews. The findings also showed consistency with literature.

By the time they come into schools, novice teachers face various challenges and problems. These challenges, which arise from their lack of skills and experiences, are an indication of their need for adequate and timely dissemination of information and continuing support. Their experiences of support were not always the same, depending on the factors that influence the success of induction and support offered to them. Novice teachers, although they are new, not only developed mechanisms to cope and to facilitate their own socialization in schools, they also possess skills and capabilities which schools can learn from. The various suggestions made by novice teachers towards improving induction in schools are an indication of their capabilities to make meaningful contributions toward the schools in which they teach. Chapter 6 will conclude this study with an overview of the findings of the research and make recommendations. It will also present a discussion of possible future research.

## CHAPTER 6

### SUMMARY OF STUDY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

This study explored the experiences of novice teachers of the support which they received upon entering schools. The study focused on eight selected novice teachers, in three selected schools in Oshana region, Namibia. The novice teachers were selected according to the following criteria: having a teaching experience of less than five years; teaching in public schools at primary and junior secondary levels; and if they are willing to share their experiences. In pursuing the study, the experiences of novice teachers were investigated to find out how induction and support was given. Another purpose was to find out if the support given has any influence on novice teachers' successful integration into the teaching profession.

The literature review in Chapter 2 highlighted the concept of induction, and its necessity for novice teachers. It also presented comparative perspectives of induction in other countries. To understand the context of the study, Chapter 3 gave an overview of the education system in Namibia, from the pre-independence period to the post-independence period, including reforms that took place in the system. The qualitative research approach and phenomenological design used in the study and the procedures used for collecting data were described in detail in Chapter 4. This chapter prepared the reader for the discussion of the analysis of data and the emerging preliminary findings in Chapter 5. The dissertation ends in Chapter 6, with a general summary of the study and the main findings, the conclusions drawn from literature and empirical investigations, and recommends improved induction practices as well as issues for future research.

The process of induction is important especially for novice teachers. There are indications however; that not all novice teachers and school administrators understand what the process entails and what is expected from them. When novice teachers are properly inducted, their sense of efficacy is heightened, they become comfortable in the profession and schools will be in a better position to retain them as teachers.

## 6.2 SUMMARY OF STUDY

The purpose of this study was to investigate and to explore novices' experiences of induction. The view is to determine what kind of support is offered and how it influence novice teachers' professional careers. The study further wanted to contribute towards improving future induction processes, as informed by novice's experiences. This section presents an overview of the study, as related to the research problem set forth in Chapter One (see Section 1.2).

In Chapter One the researcher discussed the formulation of the problem (in Paragraph 1.2), from which the main research question were formulated:

- What experiences of induction and support do novice teachers have in schools?

Three sub- questions that emanate from the research question are:

- What kind of support structures are made available to novice teachers?
- What influence does the experiences of induction programmes and mentoring have on novice teachers?
- What suggestions could they make to improve the system at school level?

With these research problems as focus, the researcher further clarified specific aims of the study, (Section 1.3) and the motivation for the research (Section 1.4) to create an understanding of the importance of induction and how it affect novice teachers' professional competences.

An outline of the qualitative methodology used in the phenomenological design of the study is described in Section 1.5. The phenomenological approach used (Section 1.5.1), the population, sampling procedure and sample selected for the study were explained in Section 1.5.2. Specific data collection methods used in the study like semi-structured interviews (Section 1.5.3.1) and focus group interviews (Section 1.5.3.2) were discussed. A systematic method of analysing data was explained in Section 1.5.4, while ethical issues were discussed in Section 1.5.5. In Section 1.5.6, the central definitions of key concepts used in this study are

explained. An overview of contents in different chapters is provided in Section 1.6, where the outlines of all the chapters are discussed.

In Chapter Two, the literature review highlighted the importance of induction (Section 2.2) and its influence on novice teachers (Section 2.3). Various support structures for novice teachers which are in place are also explained in Section 2.4. The novice teachers' experiences of induction are discussed in Sections 2.5 and 2.6, while Section 2.7 gives an explanation of the roles of school principals in the induction of novice teachers. A comparative perspective of how induction is provided in countries locally and abroad is presented in Sections 2.8 and 2.9. The chapter finally discussed and proposed the personal service approach to induction as a way to actively involve novice teachers, as catalysts in their own socialisation.

In Chapter Three, the researcher gives an overview of education in Namibia, starting from the pre-independence era (Section 3.2) up to the post-independence era (Section 3.5) with its various educational reforms and national plans (Sections 3.4.1-3.5). The last section of the chapter (Section 3.6), gives a general overview of schooling in Namibia and in Oshana region in particular, as well as policies pertaining to induction support programmes.

Chapter Four discussed the elements of a qualitative methodological approach and phenomenological research design (Sections 4.1.1 and 4.1.2). The chapter specifically focused on the design elements like sampling (Section 4.2.2), obtaining permission to gain entry to research sites (Section 4.3.1), the methods used to collect data and how data was collected (Sections 4.4 and 4.4.2), measures to ensure validity and reliability and trustworthiness (Section 4.3.4) as well as the analysis of data (Section 4.5).

Chapter Five defined and discussed the main themes and categories. All the themes arose from the data collected. This underlies the reality of support received, as it was experienced and described by novice teachers, from their situated vantage points. The discussion of the emerging themes was linked to literature. The following themes were identified and discussed:

- The adequate and timely provision of information to novice teachers (Section 5.3). This theme presented an overview of the extent to which information is made

accessible to novice teachers. It also provides the features of induction and support that were made available to novice teachers.

- The challenges that faced novice teachers are discussed in Sections 5.4.1 to 5.4.6.
- The specific experiences of support provided and how it varied within schools and from one school to another was discussed in Section 5.5.
- Section 5.6 highlighted the initiatives taken by novice teachers to access support and to facilitate their socialisation in schools.
- Sections 5.7.1 to 5.7.4 focused on the factors affecting the successful induction programme.
- Novice teachers' contribution to school are discussed in Section 5.8, while suggestions that novice teachers made toward improving future induction appears in Sections 5.9.1 to 5.9.4.

In Chapter Six, the researcher provides a summary of the whole project (Section 6.2), as well as a summary of conclusions drawn from literature, (Sections 6.3.1 to 6.3.5). The conclusions drawn from empirical findings and the recommendations made are discussed in Sections 6.4.1 to 6.4.6. The chapter further discussed the conclusions derived as answers to the research questions (Section 6.5), before ending by suggesting issues for future research (Section 6.6).

## **6.3 SUMMARY OF FINDINGS FROM LITERATURE**

After doing a comprehensive study of literature the following themes came to the fore: the concept of teacher induction; the necessity of induction and its impacts on novice teachers; elements of induction and support offered to novices; problems experienced by novice teachers; and novices' experiences of induction. Brief overviews of the themes are discussed in the next section.

### **6.3.1 The concept of teacher induction**

Based on the literature, a number of definitions of the concept exist. While some see induction as support given to novices during their first year of teaching after formal training, others regard it as inclusive of all other teachers who are new in a teaching environment. This includes teachers who were transferred, promoted or those who took up a post in a school

unfamiliar to them. The fact that both definitions refer to support is an indication of how helpless and desperate novice teachers are to get help. They depend on experienced teachers they find in schools for assistance until such time that they can work on their own (Section 2.2).

### **6.3.2 The necessity of induction**

Literature revealed how induction is helping to bridge the gap between pre-service teacher training and the in-service period. Induction helps novice teachers to experience a seamless transition between the two stages. It also extends novices' further learning, since teachers never stop learning. Literature also confirms that the induction process helps novices to meet a variety of needs they have during this period of their teaching careers (Sections 2.2.1 to 2.2.3).

### **6.3.3 Elements of induction**

There are various ways in which induction is given in different contexts. Literatures indicate differences in terms of duration, depth of content, and programmes offered. In other contexts, induction is linked to professional standards for teachers. The extent of support given also varies in different contexts. Some novices received more support than they anticipated, especially from peers. However, literature advocates collaboration between the stakeholders (schools, regional officers and training institutions) in the induction of novices. There are many ways in which schools offer support to novices. Mentoring is regarded as one of the supportive methods used. During the mentoring process, an experienced teacher who is appropriate to offer support is assigned to a novice teacher. Mentors offer emotional and instructional related support to novices, in a trusting and nurturing relationship. The selection of appropriate mentors and their suitability is crucial for an effective socialisation of novice teachers.

Novices are also given support through providing continuous professional development. Continuous professional development provides novices with opportunities to grow through in-service learning. Literatures also indicate observation as a way to offer support. Novices gain skills and knowledge and diverse methods from observing what their experienced colleagues are doing. Apart from observation, novices also learn and get support from peers.



Literature indicates how novices welcome the support from peers, as they are free to openly discuss their problems among their peers (Section 2.4).

#### **6.3.4 Experiences of novice teachers**

According to literature, novice teachers experience problems that are common. These include problems with schools as organisations, problems related to relationships with learners and parents, curriculum and administrative issues as well as those related to resources and facilities in schools (Section 2.5.). While most of the problems are general, novices experience problems related to specific subjects they teach. They need support related to the subjects they teach. Novices are aware of their shortcomings and literatures support the needs assessments to be made in consultation with novices, prior to drawing up induction programmes.

Novice teachers' experiences of support also varied. While some received less support from schools, others received more support than what they have anticipated. Even though principals should play a major role in spearheading the induction of novices in schools, more support was received from other teachers in schools than from the administrators. Literature however advocates for collaboration between all the stakeholders in the induction of novices. Novice teachers also experienced alienation (Section 2.6.3) and practice shock (Section 2.6.4), especially in cases where discrepancies existed between theoretical training and practical experiences.

#### **6.3.5 The influence of induction on novice teachers**

Novices value the support they get through induction programmes. By the time they come to schools, they are disillusioned by the discrepancies between what they have learned and their real experiences. They often experience physical and psychological isolation, which makes it hard for them to interact well with experienced teachers. Induction helps reduce the isolation (Section 2.3.1). It also creates a platform for novices to learn new skills which novices did not acquire during their training (Section 2.3.2). It is only when novices feel empowered through gaining competence and skills, that they become efficient. Induction increases teacher efficacy when they become conscious of mastering the modelled skills (Section 2.3.3). Based on literature, teacher turnover and attrition has become a global concern. However, this can be stemmed through supporting novice teachers. Induction helps novices

to be able to face the challenges that may force them to leave the profession, thereby reducing the attrition rate (Section 2.3.4). The quality of induction and support given has an influence on novice teachers' choice of whether to leave or not.

## **6.4 SUMMARY OF FINDINGS FROM THIS EMPIRICAL STUDY**

Data was obtained by means of two focus group discussions with six novice teachers as well as two semi-structured interviews with two different novice teachers. Data collection took place from the participants in their respective schools during a five-week period. The collected data was analysed by means of a systematic approach (Section 4.5) and the data were classified into themes. A number of themes emerged from the empirical findings: the dissemination of information to novices, problems experienced by novices, the experiences of induction and support given to novices, initiatives taken and contributions made by novices and finally the suggestions made by novices to improve future induction programmes. The significant findings and recommendations made are discussed in the next section.

### **6.4.1 Timely and adequate dissemination of information to novice teachers**

Novice teachers have different understanding of the concept of induction and hence ended up not receiving the information they needed. Novices assumed that the little information was what they were supposed to receive. Even if novices lack relevant information, findings revealed that there are those who received no information at all. Lack of information was found to be the result of a leadership vacuum in some schools, lack of consultation and coordination within schools and between schools and regional offices. Some of the participants revealed that information was provided at later stages, instead of at the beginning. Data collected from the participants indicate that wherever there is a lack of information, novices are denied access to crucial information, for example probation, which is necessary for their permanent employment (Section 5.3.1).

**Recommendation:** The Ministry of Education should finalise the policy on induction to clarify the purpose of undertaking the induction process. There should be induction programmes in place, to act as guidelines for schools. All the schools should implement the programme, but flexibility should be allowed for schools to adjust the programmes to suit their situations.

Findings indicate that the majority of the participants went through teacher training and are qualified teachers. Nevertheless, such training did not adequately help them to cope with situations in schools. Participants indicated the need for further guidance and support when they come in schools. Induction will help them in bridging the gap between college and work situations, through preparing them for what to expect (Section 5.4.1).

Recommendation: Teacher training should start preparing students for what lays ahead of them, while they are in the final year of training. Induction programmes, including a wide variety of crucial information for teachers and the profession should then be given as continuation of the preparation, to begin before schools start and to be extended into the first three to four years of teaching

Lack of information was evident when participants revealed that there were no planned programmes of induction. It has been established from the data that novices and other teachers in the schools did not have any knowledge of an induction programme. Novices were also not asked to list their needs. Schools were pre-emptive by assuming what novices' needs are. Findings indicated how schools in making the assumptions, left out novices' real needs and focused on areas which were less problematic to novices. Such findings revealed that induction is either still a distant concept or it is not well organised yet, as there seems to be a lack of focus on how to implement it in some schools (Section 5.7.4).

Recommendation: Schools should have programmes in place which are known to all the people involved. They should also see novices as catalysts of their own development. In conducting needs assessment to determine novice teachers' needs before planning induction programmes, schools should incorporate novice teachers' inputs. Induction programmes should be tailor-made to suit the needs of specific contexts.

#### **6.4.2 Challenges facing novice teachers**

Collected data revealed that all novices experience problems, irrespective of their qualifications. Problems experienced were related to teaching in general like managing the time and learner behaviours, lesson planning, assessment and recording, and acquiring resources necessary for teaching. Novices have also indicated problems with understanding policies governing schools and other documents. They are often confronted with a lot of new

information, which results in reality shock. Novices revealed how they were overloaded with a lot of information, while at the same time they are learning how to teach (Section 5.4).

Recommendation: Schools should provide relevant information and induction support to novice teachers over a reasonable period of time, to ensure that they have enough time to internalise it.

Data revealed that novices also experienced problems with establishing meaningful relationships with other teachers and parents. One participant expressed the intention to quit teaching after failing to get assistance from other teachers and parents (Section 5.4.4). Another contrasting finding indicates that some novice teachers, amidst the inadequate support, were hopeful and anticipated receiving support and did not consider quitting as an option.

It was discerned from the data that novice teachers took on the many responsibilities given to them, out of fear of being seen as uncooperative or weak. Some did it out of the conviction that being new makes them unable to decline. Novice teachers' responses revealed how too many responsibilities cause them to make mistakes (Section 5.4.5).

Data collected from the participants has shown that novice teachers were not assigned a specific person they can rely on when in need of assistance. These novices were assigned support teachers during their practice teaching sessions as students. The situation turned out different when they came to schools as qualified teachers, as no specific supporters were assigned to them. They became disappointed as their expectations were not met. The presence of a mentor was found to be a major factor that influences effective support to novice teachers in eliminating their fears and anxiety (Section 5.4.6).

Recommendation: Supporters should be assigned to each novice teacher in schools to facilitate a seamless transition for them.

### **6.4.3 Novice teachers' variety of experiences**

Findings revealed that schools differ in ways of providing support to novice teachers, hence novices' experiences of the support received also varied. Novice teachers' responses

indicated discrepancies in the way support was given. The support was in some cases not available at all, while in others it was minimal, even if novice teachers indicated their need for more support. The variations were found to arise from a lack of understanding of what the induction process entails or as a result of schools assuming that novice teachers know more than they really do.

Participants revealed that the first support in schools was received from principals. This support only went as far as orientation and introducing novices to learners, teachers and school board members. Novice teachers' responses revealed that the most helpful support was received from other teachers. The informal support provided was found to be driven by demands from the system and not because schools anticipated them. When this happens, it indicates that induction is not well organised and understood in some schools (Section 5.5.1).

Empirical data further indicates that the timing of the support was not appropriate in terms of meeting the needs of novice teachers. It was found that support was not given at the time when novice teachers needed it or it stopped before being fully absorbed. Data collected also revealed how novice teachers expressed the need for continuing support. They need more time because they cannot master all the skills and incorporate all new information within a short time.

Novice teachers revealed how the support given has impacted on their competence as teachers. They acknowledge to have grown even if the support was not adequate enough. Novice teachers' responses indicated how they improved in time management, lesson planning and presentation and in how to cope with other teaching related administrative tasks (Section 5.5).

Recommendation: Regions, cluster centres and schools should emphasise and oversee the timely and appropriate implementation of induction programmes, to ensure lasting impacts.

#### **6.4.4 Initiatives taken by novice teachers**

It has been established from the data that novice teachers are capable of seeking out solutions to problems and questions they cannot get answers for, from their experienced colleagues. Most of them took initiatives to enable their own adjustments like asking for and requiring

assistance, changing their conduct towards learners and using the internet to find information (Section 5.3.4). Other novice teachers made the first moves by making contact with colleagues in other schools or education officers. Taking initiatives enabled novice teachers to cope with the challenges they faced during the first years of teaching. However, the fact remains that it is only a brave and bold person who can ask for assistance in an unfamiliar environment. Schools should therefore not wait for novice teachers to ask for help, but should plan how to assist new teachers (Section 5.6).

Recommendation: School managers should take novice teachers' initiatives as attempts to gain competence in their work and a call for help. The collaboration between novices and other teachers within and between schools, with parents, and other stakeholders in supporting the initiatives should be strengthened. All stakeholders should be clear about their roles by collectively supporting novice teachers, thereby creating a sense of ownership of the process.

#### **6.4.5 Novice teacher' contributions towards schools**

Novice teachers possess capabilities that schools can utilise. It was discerned from the participant's responses that they are resourceful in certain areas where their experienced colleagues might not be. Novices are also willing to contribute their knowledge and skills to the schools (Section 5.8.1).

Contrary to the general belief that novices learn from veteran teachers, it has been established that there is some form of reciprocity, whereby novice teachers and veterans learn from each other. Findings reveal how novices' presence results in spin-offs and improvements to schools. Novices not only shared knowledge of technology and latest methods with experienced teachers, but also contributed towards the social, physical, cognitive, spiritual and moral aspects of learners. The contributions made are indicative of novice teachers' strengths which schools should acknowledge and appreciate (Section 5.8).

Recommendation: Schools should recognise that novice teachers possess strengths and capabilities. They should allow novice teachers to impart their skills and utilise them for the betterment of teaching and learning.

#### **6.4.6 Suggestions from novice teachers**

Data collected include suggestions which novices made towards improving future induction programmes in schools. Their contextual experiences prompted them to propose suggestions that will facilitate a smooth socialisation of future teachers.

- Formally structured induction programmes

Findings indicate that novices realised a gap created by the absence of a formally structured induction programme in schools. When support is given with no known programme in place, it creates confusion and information is unlikely to be provided systematically. Suggestions were made to have programmes, which are not only known in school but which also involve all the stakeholders (Section 5.9.2). The involvement of stakeholders in the induction of novices is crucial for ensuring ownership of the programme, and for providing broad support which is of good quality.

- Needs assessment prior to support delivery

Novices' responses include suggestions for needs assessment prior to the delivery of support. Needs assessment is a means by which supporters listen to novice teachers' voices, in order to focus on areas that novice teachers are not comfortable with. Early identification of challenging areas will help induction providers when planning, thereby saving time and resources.

- Broad induction and support programmes

Teacher training mostly focus on issues pertaining to teaching and learning. Novice teachers do not feel adequately prepared for most of the information they come across in schools. As a result, they experience information overload, resulting in reality shock. For this reason, novice teacher suggested induction programmes to be inclusive of academic and non-academic aspects like human resources, management, and administration and labour-related issues (Section 5.9.1).

- Appropriate timing and continuity of support

The timing of the induction and support was also found to be unreasonable to novice teachers. They made suggestions for induction to commence while they are in training institutions, to prepare them for what to expect. It should then be continued in schools, as soon as schools start in preparing them for the job ahead. Schools should however, not assume that novice teachers can learn and master a variety of skills within a short time. Such support is suggested to be continuing in a form of professional development programmes. Continuous development takes place in stages and to ensure maximal learning, it needs to go beyond the first year.

- Assigning and training of induction supporters

As a measure to ensure maximal learning of novice teachers, they suggested that mentors and other supporters be trained and assigned to them. When mentors are well trained, they will effectively assist novice teachers and keep them up-to-date with the latest developments in the system. The presence of mentors reduces fear and anxiety in novice teachers, who feel assured of their persistent guidance.

- Provision of timely and regular feedback

Novices also made suggestion for timely and regular feedback to be given. Giving regular feedback not only draws novice teachers' attention to areas they need to improve, but builds their confidence in areas where they are competent (Section 5.9.4).

Recommendation: Novice teachers' progress should be monitored closely and timely regular feedback be provided as part of the evaluation.



## **6.5 CONCLUSIONS**

Conclusions drawn from this study are stated as answers to the research questions (Section 1). The main research question in this study is: What experiences of induction and mentoring support do beginner teachers have in schools? In responding to the main research question, the next section will provide answers to each of the sub-question as stated in Section 2.

- What kind of support structures are made available to novice teachers?
- What influences do the experiences of induction programmes and mentoring have on novice teachers?
- What suggestions could they make to improve the system at school level?

### **6.5.1 What kind of support structures are made available to novice teachers?**

According to literature and empirical findings, various support structures are in place which schools can use in supporting novice teachers. Although schools in this study vary in the support they give, novices were exposed to some of the support structures. Support structures made available to novice teachers include peer support, orientation and introductions made by principals, attending teachers' workshops and getting help from individuals from outside the schools.

The availability of support to novice teachers is influenced by the cultures of schools and has an impact on the efficacy of novice teachers. In schools where collaborative cultures existed, support structures were effective in providing novices with the needed support (Section 5.7.3). However, some of the schools had poor support structures and novices relied on other teachers for support. In most cases, schools do not have systematic programmes of induction in place and novice teachers were left to fend for themselves (Section 5.5).

### **6.5.2 What influences do the experiences of induction programmes and mentoring have on novice teachers?**

Novices' responses and the literature indicate that induction and support given has a positive impact on novices' professional growth. Novice teachers acknowledge growth and improvements at personal, social and professional levels. They noted differences in the level

of their competency at the time they entered schools and after receiving the support. Even if reports of inadequate support were predominant, novice teachers observed and appreciate the progress made in the ways they comprehend professional and school-related aspects.

The support given strengthens and enables them to cope with challenges facing teachers. It also increases their knowledge and understanding of policies and procedures followed in schools. When support was inadequate, novice teachers came up with alternative ways of finding solutions to problems facing them (Section 5.5).

### **6.5.3 What suggestions would novice teachers make to improve the induction systems at school level?**

After analysis and interpretation of the literature and empirical findings, it is safe to conclude that there are various ways in which schools can improve the system of inducting and supporting novice teachers. In order to improve and to overcome challenges that novice teachers are facing, schools should make concerted efforts in making the transition of new teachers from institutions as smooth as possible (Section 5.9).

To understand novices' needs and to create suitable support directed towards the needs, schools should conduct needs assessments before embarking on induction programmes. Needs assessment will enable administrators and induction supporters to hear novice teachers' voices. Knowing and understanding their needs will eliminate unnecessary duplication and wastage of resources and time. It will also direct the focus of support towards real needs.

Successful induction programmes are possible when schools collaborate with all the stakeholders (ministry, regional office, circuit inspectors, advisory teachers and parents). Working together creates a sense of ownership in everyone concerned, hence motivating them to put in much effort. It also creates an impression of how the programme is valued by those involved.

Programmes of induction should also be systematically planned and well-structured. Stakeholders including novices must be clear about the programmes (Section 5.9.2). However, flexibility should be allowed in cases where new information needs to be added. To

cater for the varying needs of novices, induction should cover different areas pertaining to the profession. A broad programme will help novices to have access to information that is crucial to them during the first few years (Section 5.9.1).

Induction supporters should be carefully selected and trained. Matching supporters, especially in terms of subject specificity, with novices is a viable option, even if it is to be done with supporters from other schools (Section 5.9.3). Learning takes time and induction and support should not end in the first year. Novices need continuing support if they are to master the skills and be effective in making their contributions to schools. The continuing support should also not be a process distinct from evaluation and providing feedback. As part of evaluating progress, schools should provide continuous feedback to novices. Feedback is not only a necessity where evaluation is aimed at promotion, but should be integral to the supporting process (Section 5.9.4). The next section will discuss the recommendations for further study.

## **6.6 THEMES FOR FURTHER STUDY**

There is a need for future research to focus on how to effectively implement induction programmes in Namibian schools, for them to bear positive outcomes. The discussion and findings from the study therefore suggest that future research should focus on the following themes:

- Evaluating induction programme contents, to devise suitable ways of contextualised implementation and management thereof.
- Determining if teacher attrition and turnover is related to the quality of novice teacher induction.
- Ways of ensuring equal involvement of all stakeholders in the induction process.
- Undertaking a comparative study to determine how novice teacher induction is done in private schools.

## **6.7 CLOSING REMARKS**

The Namibian education policy document emphasises the four major goals of education, namely: access, equity, quality and democracy, and to all those activities that are carried out

to reach the goals. The Ministry of Education, in its quest for quality, introduced a policy on novice teacher induction. Even if the induction programmes are aimed at developing and improving the quality of teaching and learning, there is no proper implementation thereof and much still needs to be done to implement the policy accordingly.

The study has tried to answer the question on what experiences novice teachers have of induction, putting forward novice teachers' experiences, which will inform policy planners and implementers in their future undertaking of the induction process. Data indicates that novice teachers are in need of consistent support from all the stakeholders, to supplement the skills learned during teacher training. The study therefore contributed towards this body of knowledge in the following ways: Teacher induction needs to start during the final year of teacher training and be continued in schools. This will ensure giving novice teachers enough time to acquire a lot of information necessary for their socialisation in the profession.

The schools can benefit from novices' potential and should therefore recognise their capabilities. The Ministry of Education can strengthen the necessity for support programmes for beginner teachers and thereby ensure that younger teachers enter and are also retained in the education system in Namibia.

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## Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

**Ms Suama Panduleni Nantanga [8064466]**

for a M Ed study entitled

**The experiences of novice teachers of induction in selected schools in Oshana region, Namibia.**

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

A handwritten signature in black ink, appearing to read "CS le Roux".

Prof CS le Roux  
CEDU REC (Chairperson)  
[lrouxcs@unisa.ac.za](mailto:lrouxcs@unisa.ac.za)

21 November 2012

Reference number: 2012 NOV/ 8064466/CSLR

APPENDIX B



REPUBLIC OF NAMIBIA



**OSHANA REGIONAL COUNCIL**  
**DIRECTORATE OF EDUCATION**  
*Aspiring to Excellence in Education for All*

Tel: 065-230057  
Fax: 065 - 230035  
E-mail: otre\_physical\_science@yahoo.co.uk  
Enquiries: Maria Udjombala  
Ref 12/2/1

Private Bag 5518  
Oshakati, NAMIBIA

10 August 2012

To  
Ms S.P. Nantanga  
Hifikepunye Pohamba Campus  
University of Namibia  
Private Bag 5507  
Oshakati

Dear Ms Nantanga

**RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT  
SOME SCHOOLS IN OSHANA REGION**

Your undated correspondence regarding the above mentioned subject has a reference.

The Office of the Permanent Secretary in the Ministry of Education has granted you permission to conduct research study at some schools in the Oshana Region. You are requested to indicate to the Office of the Regional Director as at which schools you would like to conduct the research.

However, please kindly take note that the research activities should not interfere with the normal programmes of the schools and the participation should be on a voluntary basis.


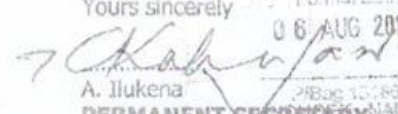
We wish you the best of luck with your survey and hoping that your findings will be shared with other stakeholders in the region and beyond.

Yours Sincerely

*M. Dute* 10.08.12  
**MRS DUTE N. SHINYEMBA**  
**DIRECTOR OF EDUCATION**



APPENDIX C

07-PLUS-2005 34116	MINISTRY OF EDUCATION	+264 61 2933219 P.01/01
 REPUBLIC OF NAMIBIA		
<b>MINISTRY OF EDUCATION</b>		
Tel: 264 61 2933200 Fax: 264 61 2933922 E-mail: <a href="mailto:Matthew.Shimhopileni@moe.gov.na">Matthew.Shimhopileni@moe.gov.na</a> Enquiries: MN Shimhopileni  File: 11/1/1		Private Bag 13186 Windhoek NAMIBIA 6 August 2012
Ms Suama Panduleni Nantanga University of Namibia (UNAM) Hifikepunye Pohamba Camp Private Bag 5507 OSHAKATI		
<p><b>RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT SOME SCHOOLS IN OSHANA REGION</b></p>		
<p>Your undated correspondence, seeking permission to conduct a research study at some schools in Oshana Region, has reference.</p>		
<p>Kindly be informed that the Ministry does not have any objection to your request to conduct a research study at the schools concerned. Nevertheless, it is advisable to have the schools you intend to visit identified before you approach the Regional Directorate of Education. This is important for proper coordination and necessary arrangements with those schools.</p> <p>You are, however, kindly advised to contact the Regional Council Office, Directorate of Education, for authorization to go into the school.</p> <p>Also take note that the research activities should not interfere with the normal school programmes. Participation in the interviews should be on a voluntary basis.</p> <p>By copy of this letter the Regional Director is made aware of your request.</p>		
<p>Yours sincerely</p> <p style="text-align: center;">           A. Ilukena  <b>PERMANENT SECRETARY</b>          cc: Director: Oshana Education Directorate       </p> <p style="text-align: right;">         06 AUG 2012          6/8/12       </p>		

## **APPENDIX D**

### **INTERVIEW QUESTIONS FOR NOVICE TEACHERS**

1. What do you understand by novice teacher induction?
2. Can you share the experiences of support that you have during the first few years in the school?
3. In your opinion, did you receive the support you feel you needed as a novice teacher?
4. Did the support given help you to become familiar with the school environment; the activities and the teaching profession at large?
5. Do novice teachers have any role to play in their induction?
6. How can schools make use of your capabilities and knowledge as a novice teacher?
7. What effects did the induction have on you as a novice teacher?
8. What would you suggest to improve future induction programs?



## **APPENDIX E**

### **SEMI-STRUCTURED INTERVIEW 2 (WITH TEACHER Y)**

Researcher: Good afternoon madam

Teacher Y: Good afternoon.

Researcher: Thank you for to take part in this study, by answering the following questions. As I mentioned already to you, these questions which I am going to ask is part of my study, about the experiences of novice teachers about the induction and support which they received when they come to schools. And the information which you are going to give in this interview, is going to be kept confidential, so feel free to answer the questions the way you feel like doing it. Ok.

Now my first question to you is can you explain to me what you understand by the term novice teacher?

Teacher Y: A novice teacher, as I understand it is a new teacher, either you are from ... directly from tertiary institution coming to a teaching post, or you are from another school to another school. It is just a new teacher at a certain environment.

Researcher: Ok. Now, I understand you are also ...you have also been new at one point in this school. Now when you have been a new teacher, when you came to this school, can you share with me your experiences? How was it like when you came into this school for the first time?

Teacher Y: ok. To me it was very hard. My first time at this school, it wasn't very welcoming. I came for example, if I can put it this way, when I came; I felt I was not invited. It was communicated that they requested for a Portuguese teacher, but when I came, the beginning of the year in January, when I came, I didn't find the principal the first day I came I was sent back. They told me that they don't have any idea whether it was communicated or not. They said that I should wait for the principal, and then I went back I came back the next day the same story, I was sent back the principal was not here. And then I came the third day, and then that's when I found the principal. So when I found the principal, he knew that I was supposed to come here. And then he introduced me to the colleagues and then I was welcomed as a new teacher. And then I went back, I only came for that day and then the next day I was supposed to travel to Windhoek to go write my exam. I went there, I stayed for the

whole of January I came at the beginning of February to start teaching. When I came back, I didn't find the...the principal that I found I didn't find him anymore. He was apparently demoted, he was no more here.

Researcher: You mean the first principal whom you found here for the first time was not around anymore?

Teacher Y: Ja. When I came back from my ...when I went to write the exam, when I came back, I didn't find him anymore. So I have to start over- explaining, explaining, how it went, why am I here, what qualification do I have and by that time I did not have any qualification. I was just fresh from the university, sent to Ambili Combined School to teach Portuguese.

And then I was told, no I have to tell them to talk to the learners who want to take Portuguese. I was only told to teach Grade Eight. By then I was not... I came to school from eight o'clock until it is out, for the whole week without teaching. I didn't have a class, a register class, I didn't have any learner taking Portuguese, because they were supposed to take... to choose between Accounting and Agriculture and Portuguese. So the learners were.... Some of the teachers didn't like the idea of learners taking Portuguese. They were told..no, Portuguese you are going to fail, what what what...you are good in Accounting why can't you stay? And then I had to call back to Windhoek that here it seem like I am wasting my time. The staff, when I came the staff didn't really...a lot of the staff didn't appreciate my presence. But I have to accept that.

I didn't receive any...I didn't receive any... ummm... how do you call it?

Researcher: Materials?

Teacher Y: Not materials but to...induction, is it induction or what?

Researcher: Orientation

Teacher Y: Or orientation. This is the library, this is what. I didn't do.. I didn't get anything. I actually found my own ways.

Researcher: How did that make you feel?

Teacher Y: It made me feel really bad! I almost gave up. I have to call my supervisor and tell him, look, I have to quit. I have to stop because here I don't feel welcomed and I don't think these people know exactly what is supposed to be... what I am supposed to do be doing here. I feel like I just invite myself there. I came to teach Portuguese. But then, I felt so disappointed, but time by time they actually got me in, although I was not given any orientation at all. I was given...Ok you can... the learners started registering, I started teaching and then we had a parent meeting. Apparently I have to talk to the parents about Portuguese being introduced in the school. I just told some of the parents and teacher there were so many push and pull here. But then I managed to settle.

Researcher: So you mean you didn't get that much support as far as teaching your subject is concerned. Now, what was done from the regional office, the circuit inspector, or the director herself?

Teacher Y: The inspector, the director, they didn't really give me... they only did what they supposed to do. Assign me to Ambili...finish. They use...the inspector ... I remember the inspector came to inspect me how am I progressing with my learners how are they performing. Ja, he did his part. But the school, as I did B Arts, I didn't do education. So these things of lesson plans, preparation files, these and that I didn't know. I had to ask this colleague of mine whom you have just interviewed, what am I going to do. No, use a syllabus and your scheme of work. So, I use to do it wrongly, until I went for the workshop to get the training, but the school did not support at all. So they though I knew everything even if they knew I didn't do education.

Researcher: So they assume you know how to fend for yourself?

Teacher Y: Exactly.

Researcher: Hmm...Is there anybody, probably who is supposed to stand in for new teachers or was it done only for you?

Teacher Y: I don't...I don't know if they supposed to...but I think there is supposed to have somebody to stand in for new teacher, to give them orientation, to support them were they couldn't cope, to help them, because they have experience of the environment, they have experience of their own learners. If I am just new coming to the school, I don't know what type of learner do they have, what type of staff members do they have. Having somebody there as a ...what ... orientator, somebody to give you a way, somebody to show you what to do, where to go when you need what. It was supposed to be a helpful way. It was supposed to be a way forward. They show you and you just go the easiest...with the easier path.

Researcher: Mmmm.

Teacher Y: I thought it was important to have that one but I don't think they had one. Ja.

Researcher: Now, I think I can feel with you how it might have been feeling to feel out of place in a new place. Now when you called these parents how was the reactions of the parents themselves?

Teacher Y: The parents...some of the parents understood it is a subject, but some of the parents could not understood because they were influenced by some of the teachers who don't like the idea of Portuguese being introduced. So the teachers influencing the parents was something that can be taken easily by the parents, because I am not known here, I am not from here. So the sources of information they gathered the teachers are saying is not a good idea. So some of the parents... I had... I had...I has..umm... forty learners in my class, I ended up having thirty. All ten withdrew. They withdraw... no, my parent said....my mom said Portuguese is not good for me I am going to fail. No, my father said... Mrs .who who said you are not a good teacher. It was so hard for me. Very, very hard.

Researcher: Now, ummm...As you mentioned the inspector did his part, now were you supplied with any teaching materials for the subject?

Teacher Y: Ja. The teaching materials, we were supplied by the Portuguese Embassy. They supplied us with books and dictionaries that we are supposed to use at school. Those are the resources that we got... All the schools that are offering Portuguese, they have the same resources from the Embassy.

Researcher: Right. Now the next question....Did the school...is...Ok you almost mentioned this.

Teacher Y : Ja

Researcher: Which components of induction were made available apart from what the other teacher gave to you? Was there any other thing which probably helped you in a way, apart from what you get from your colleague? Was there anybody else who made your stay comfortable?

Teacher: Ja... They later, after time they later started to feel my presence and then I even made some friends. Some of my colleagues they came a bit closer and then I received some support from my coordinator in Windhoek because every time I had a problem I have to call them .Because I didn't have anyone to talk to because the school, after the other principal left, it's been without a principal for three, four five months. So, I really didn't have anybody to talk to directly. I have to call back to Windhoek, or talk to my friends that I've just made. They helped a bit, afterwards.

Researcher: I understand now. Sometimes when novice teachers are not getting support, they might resort to quitting .Did you ever feel like quitting?

Teacher: The very first week I started coming to this school with no help, I felt ... I called them that , ... my friend, me ... no more coming back to this school ( laughs). I feel like I am an intruder, who just came ... from wherever, coming to Ambili. I want to introduce Portuguese at this school. So that How I felt that I am the one introducing it, like pushing it to be introduced. But I was just sent here. I felt like I am quitting, going back to my profession, because me I did Psychology and Sociology. I am not supposed to be a teacher. But due to this programme that they want Portuguese teachers, I just hold the post. I was just thinking: let me quit teaching and go focus on my profession that I have studied for.

Researcher: Now, on basis of what you have gone through, what would you suggest should be done to novice teachers in future? What do you think they will need more and should be provided to them?

Teacher X: I think what they need more is to ...feel, try to feel the novice teachers comfortable. The very first day, the first... the first impressions last. The very first welcoming you give to that novice teacher will last a long time and then the person will enjoy her job, she will feel like she want to be at work all the time. Ignorance, feeling that they don't exist will make them feel like they quitting, given stress, it will make them feel like they are not welcomed, It will even make them quitting like the way I was... I was feeling. If they don't have support, we only do something whenever we have support. Without the support we can't do anything. Even your friend, your mother, your brother your sister, your husband or your wife, if that person is not supporting you, you end up giving up. Just because you don't have the supporter to keep pushing, to keep you moving forward.

Researcher: Do you think it is important also for schools to ask what novice teachers needs are or do they need only to think that this is what they need?

Teacher Y: I think it is also important to look at both sides. They should ask the teachers what they need, what kind of help they need. They should always ...in the first days, after two days, after a week, they should always make them feel that they are welcomed. Ask them: what are you going through? Are you going through any difficulties with the learners? Are you experiencing anything that you are not happy with? I think that will be of very great importance because it will make them feel ... have that feeling of working. Without that, people will just keep their problems inside them...inside themselves, and then at the end ...pew!

Researcher: And probably if they are not asking them, they may give them information which they don't need.

Teacher Y: Exactly. But they should provide an open door meeting. They should make them welcome to come and speak out. Because when you are new at the place, you don't have that freedom of going where and where, talking to who and who because you don't know who you are talking to, whether that person is for or against you. So they should give them that right to speak out, whenever, wherever. That would be helpful enough.

Researcher: Do you think if you are a novice teacher, do you also have a role to play in the school? In your own induction?

Teacher Y: Exactly. Exactly. You have, but only if you have someone after you. You don't do something without permission. You have to ask, and you have to ask who can assist you with that. Without being... because you end up doing something that you were not supposed to do, because you're a novice teacher, you don't have any experience; you don't know what and what not to do at the school. All the schools got different rules, and all the teachers have got their part to play. The principal got his or her part to play the HOD his or her part to play. So you might end up going to play the role of the HOD while you are just a simple teacher. So, you got to do that, but you need someone to... I think it is also if you feel that you don't have some...because I remember I complained that I don't feel comfortable. You guys... I was never given any orientation, I was never this one, this... this and this and this was not done... can I please have somebody to talk to... to ask where can I find what? Even if you need a chalk, you are not told the chalks are in this office. You end up going to the other office looking for a chalk while the chalks are in this office. So...

Researcher: Did they eventually respond to your query?

Teacher Y: Yes They did. They actually responded.

Researcher: Now, when you come to school, I know ...people have different capabilities, abilities and knowledges. I hope you also got some knowledges with you. Did the school recognise your knowledge, your capabilities, your abilities?

Teacher Y: Yes, they did. I think they did .Even if everything we do got obstacles. Apart from the obstacles, I think they did. Apart from those enemies of progress (laughs)... The enemies of progress always... they are always there, but you always have to go around them.

Researcher: So what you mean is there are ...some people are although not everybody is recognising or acknowledging what you are doing to the school, there are some people who are doing that?

Teacher Y: Of course. There are some people who are doing that, because when I introduced some strategies, that I felt would be of advantage for the learners to study easily, I was given A, B and C, colleagues to work with, to implement that strategy .They ignored. They

gossip... aah... whom she think she is. Who does she think she is? Does she think she come in to change the whole school?

Researcher: Ok, which means some of the veteran teachers, maybe they feel threatened. Do they feel threatened? Do you think so?

Teacher Y: I feel so. They feel threatened. But me I am just a nobody, with no experience, trying to do what is right, but if they are ignoring, I will leave. I cannot force thing into them

Researcher: So what you mean here is that the school can also benefit from novice teachers?

Teacher Y: Ja.

Researcher: If they are willing, they are having many... much to give to schools?

Teacher Y: Exactly, exactly. Because if you have learners at a school that you are failing to deal with, somebody from outside would have that ability to deal with those learners .Because that person got new knowledge, got new... umm skills and the psychology...angle of psychology that you gonna use with those learners is different. So...

Researcher: What are you suggesting? Are you suggesting that they should throw away this inferiority complex, and accept novices and recognise their abilities?

Teacher Y: They should accept. They should be willing to learn. They should be willing to get something new. A skill that is being used for hundred years it will get outdated. People need new ...new knowledge, new things, new ways of doing things. If they are able to accept...accept other people's knowledge and other people's skill and try as harder as possible to implement that knowledge, it will help the learners very much, because it would be good for the learners. The learners would want that skills for themselves, but the teachers opposed it. So ... the teachers, the colleagues should learn to...if it works, it works.

Researcher: Ok. I know that areas...various areas like ICT are not something which is well known in most schools, especially by the veteran teachers. How do they find your knowledge of ICT? How did they take it?



Teacher Y: They took it...

Researcher: Did it help them?

Teacher Y: Not really. I realised... most of them... most of the veterans are ignorant and think they are all the best. Nothing you say will change their mind at all. You'll be talking, talking, but at the end you'll be the bad person. Who does she think she is? That question is always there.

Researcher: So, they never want to learn?

Teacher Y: Even if they want to, they don't show it. If you are willing to learn, you have to show that willingness that you want to learn this. You want to know that, and you want that happening. But if you are not showing it we will continue, nobody... people will keep on giving up on you, because you're not willing to learn, you think you are ... or you know everything already. Cause you are mos a veteran. Who am I, without experience to tell you what to do in the educational profession, without me not knowing everything? So, it will be useless.

Researcher: Thank you very much for answering the questions. I think we have come to the end of this interview. Thank you very much for the contribution.

Teacher Y: You are welcome.

## **APPENDIX F**

### TRANSCRIPT OF FOCUS GROUP INTERVIEW 1

Researcher: Good afternoon colleagues

Teachers A, B & C: Good afternoon.

Researcher: Thank you for accepting to be part of the study. As I have already indicated to you, the information which you are going to give during this interview is confidential and is only going to be used for this study. Feel free to answer the questions the way you feel, and rest assured that there is no wrong answers in this case.

My first question to you here is to tell me how you understand the term novice teacher induction.

Teacher A: Novice teacher. What I think of novice teacher is new teachers that just finished colleges or universities and they are starting to work towards teaching for the first time

Teacher B: The question was novice teacher induction.

Researcher: mm hmm...

Teacher B: I think it has to do with, you know, enlightening those new teachers on what we are expected to do, what they are expected to do.

Teacher C: Well, novice teacher induction... I think this is just an introduction of new teacher to the environment, like now the school, the surrounding society and everything that they may need throughout their teaching profession.

Researcher: Now, can you... or do you think it is necessary for novice teachers to be inducted?

Teacher A: It is very necessary because they are new in the profession and they may not be aware of the main profession itself, so they need to be inducted on what is expected from them and from their colleagues also.

Teacher B: Yes, it is necessary. A lot of what these teachers know is more on theory. The practice that they have is usually not enough to enlighten them on things that are happening in the field, and the environment, ...the environment where you are working may not be covered during the studies. You have a lot of theories to come you realise when you come in that specific environment. More or maybe less can be covered

Teacher C: Well, I think it is necessary and it is very much important that these teachers should be inducted just to know of what is being expected of them, like my colleague has said, the environment, and not to mention subject content, personal relationships with other colleagues, with the learners, the parents and all those kind of things. They really need to be acquainted with that information. And that can only be done during induction.

Researcher: Thank you. And who do you think is supposed to provide this kind of support to novices?

Teacher A: I think the support, some may come from the...the ministry itself, or the principal, or all the members that are involved in education, being the teachers, being the head, being the parents. They all need to come together and induct these novice teachers.

Teacher B: I think the primary duty lies with the school managers. Whatever these teachers may be in need of, they will be taken care of by the school managers and have to see to it that the teacher is acquainted with everything that he or she need, in order to start their work.

Teacher C: Well, I also feel like him in that this lies with the school management as they are the one responsible to provide these services, though there will be some other stakeholders that would need to play a role, I mean...in induction... in induction processes. But the school management is the one that is now playing the major role.

Researcher: Don't you think the government is also having a stake?

Teacher A: The government does have a stake. Because some of them I suppose they work for the government, so they are not aware of certain documents that they might need in this induction. So this is the duty of the basic education to provide documents to the novice teachers. So I really think government have a role in this induction.

Teacher C: And again when we are talking about stakeholders in education, we also include like the government should also play the major role. And when we are talking about the school management, if the school needs something, if something is not missing, they still have to go through the right channel till they get the government, the government should provide it.

Researcher: So you think the government is also...indirectly they are also involved?

Teacher C: Yes.

Researcher: Right. Now, can you share the experiences of support that you got when you came in this school as a novice teacher?

Teacher A: When I first came to this school the very first support was... I was introduced to the staff, I was given some of the documents that I would be needing, and... that's it. That 's probably the support I thought .I also feel support here and there when it comes to discipline of learners and ...ja. That 's basically it.

Teacher C: Well, I also feel that a little support that I got from the management I .. as a Mathematics teacher I was just...well introduction to the staff member like, some of them, some you know through the course and all those kinds of things, emmm....ja, some information, some materials that you need even though they were not, you know, enough sometimes you feel like, ja maybe they are just the only things.

Teacher B: Well, in my case, I have to say that the support was quiet little. But at the time, I always thought that is what I have to receive. When time went on, I realised that no, no no, I need this... and that... and that. But then how to go about, you know to inquire for the specific support, I was not aware of the channel from the school ,and sometimes I needed

from the regional advisory services. I think I did not get the support, maybe because of my subject area.

Researcher: So, the school..was there anybody in the school who was specifically assigned to give you the support?

Teacher A: No, with me no. The only support I got was from the head. And I was not assigned to anyone that I could run to in case I need any support. So whenever I need some assistance, I always said to the head again for those support I want.

Teacher C: Well, in my case, there's no one was really assigned to me to help. After they introduced I did met the Mathematics teacher which is now like at the lower level and I am like from 8-10, so the support that I can get from her is very little and some things is not even, you know, having that information you have heard or you need to have. You still have to start over here and there. So, ...that's it.

Teacher A: I think the same thing happened to me. I was not assigned to anyone as far as assistance is concerned, except the head.

Researcher: And then, in your opinion, do you think is it appropriate for somebody like a mentor to be assigned to each novice teacher who comes to the school?

Teacher C: Well, I think it is very much important that there should be someone assigned to whoever comes to the school so that that person will know that if I am having a problem I have to talk to who. So that the person will be comfortable with that person and also know the right channel on how to get something if he need help. If you just get at the school and there is no one that .. you are not assigned to someone, sometimes you need help in a specific subject and then someone whom you ask is not someone who's dealing with that specific subject it will be hard for you to ask something from someone who don't deal with those things. If...but if there were someone who deal with those things, someone were assigned to you, at least you can able to be comfortable and get whatever. I think your work will then be easy.

Researcher: Now, you mentioned that you got some support from the head. Was it easy to find your way in the school?

Teacher A: Yes, one way or the other, you have to make your way in. Even if support was little, so you struggle here and there, you ask for assistance where it is needed. Sometimes you go out of your own hand to just ask support elsewhere, not necessarily being in the school. You just have to get yourself acquainted with all the information that you need.

Researcher: And they ask.... Did they ever ask you what your needs are before they start to orientate?

Teacher C: Well, in my case I was not asked what are my needs are. They just said this is it, That's what you can use and later on is when you find that I am having a problem with that, that's where you find a way that. But... they...there I am in need of this one. Can I maybe get in to...just find a way how to go about that? There's no one who help you that ...ok, now that... Is there any problem; is there anything that we can help? I cannot get that.

Teacher B: Well, in my case, I was also not asked as what my needs were. In fact, maybe direct not directly my needs but also the needs of the school, through me. Until we went through the National Standards performance indicator, which requires the Science department to have some chemicals ..., you know ...for the ...for the practicals in that subject. And I gave a big no. And there we said we must work on this. So that was until then that this need were satisfied.

Researcher: So that was the time when you raised your need?

Teacher B: And it was very easy because it was an official document.

Researcher: And then... the support which you got, did you feel it helped you a lot or do you feel it should be on-going for novice teachers? Should it stop somewhere?

Teacher A: Like me, I think the support, the little support I got, cause I was teaching Social Studies, I was only given a file for the former teacher who was teaching it. And I was told, no, this is the file, work on it. So all the resources you need, they are here. But now, me going through that file, some of them were not appropriate or not useful to me, so there was

no use for me to use the file, but obviously I was commanded to use the file. So that's all but it was no useful to me.

Teacher B: I think the support is needed and must go on. You know, like in case this teacher starts, there are certain standards in different areas, that the person might work in. Say taking of tests, if there's no previous question papers, just to see the standards of the questions and to put learners on standard when you are giving these test or whatsoever. So you have to struggle on your own for a certain period of time, and during that period of time, learners are struggling. So it was necessary if this support is given right from the beginning. And if the teacher is helped, then of course learners are also directly helped.

Teacher C: Well, I must acknowledge the little support that I got but... and I strongly believe that this should be an on- going process. As the colleague has said that, it is really needed that... Just imagine that the time, there is a difficult time that I had at the beginning. So was given recording on this card, sometime you don't know how to record, you don't even know how to give a topic task, you don't know what... I mean... Mmm... this thing of project and all those kinds of things. You really struggle and you have a problem with those things. But if there were someone to help you if there was a problem at that time at the beginning, you couldn't have struggled with that one. So it is really needed and it should be an on-going process. As thing will change, the syllabi will change as thing will go on, there should be...you know, on-going process to become the further you are novice or it goes on like that, as soon as there is something that need to be discussed, support should be just be there everywhere.

Researcher: So this should be part of our continuous professional development?

Teachers A and C: Exactly.

Researcher: Now that you did not get any support...enough support, than what you've expected, how did that make you feel? Did you felt sometimes like quitting?

Teacher C: (Laughs) Well, not really, but sometimes, but you just sometimes you're just thinking inside the box. Sometimes you are just think that well, maybe this is how it is. That is how things are to be .Maybe that is how these teachers would do. So who am I to just quit

like that because I did not get that one? If other people are there I just have to struggle with whatever I am getting, until I get a way through out.

Teacher A: Yeah, in my case I was ...my own ... was on the environment. I was thinking: No, maybe since it is a rural school, maybe this is how things are being done and there is little.....to be used here, so let me just get used to the information I am having. And maybe as time goes on, things will change.

Teacher B: Well, I did not feel like quitting. I asked my colleagues elsewhere, you know, how things are going on .The will tell you we still write, you know test on chalkboards, then I said, well, I think I am better. And then.....

I think things are fine

Researcher: Hmm...So you learned how to live with your situation? You made friends...you made peace with the situation?

Teacher B: Of course.

Researcher: Now...ummm ...Is there any difference between the person you were when you entered the school, and the person you are now, as far as what the induction and support has done to you?

Teacher C: Very big one. Now when you are talking about from the very stage where you are just thinking in the box, as I said, you were thinking with the limited, but you learn to cope with the environment whereby you have to think of some other things that once if I could not have this one from the school, let me try a neighbouring school. Let me try something else. Now we are living in the world of dynamic, we can even say ok, fine if this one I cannot get it, let me try if I can google it, let me try if I can get it from somewhere else. At least now I can tell I am exposed to different things, and I can explore this and other aspect and see that thing, that can, you know, enhance my teaching profession.



Teacher B: Yeah, there is a difference to who I was at the beginning and who I am this time around. You know, as time went on, I got to know other colleagues in the cluster, we get to set exams, there are times where we share my periods. And these helped us to grow.

Teacher A: Like me I think I've grown professionally now. Because like what my colleagues said about, now you can set up your own test, even exams without you running to anyone or doing some course on how to set up. You can...big projects... even the whole syllabus now it is just in your head. You don't need to run to the office and get the syllabus in the class. Everything is ...is just know the basic competencies you have to carry out .So I grow professionally.

Researcher: So the little support you have enabled you to grow personally and professionally?

Teacher A: Yes it did.

Researcher: Probably it could have even been much better if you got proper induction. That could have been much better.

Teacher C: I think by this time we could have that, we could be far better than where we are now.

Researcher: Novice teachers in schools, do they have any roles to play in their own induction?

Teacher C: Well, I think they should have roles. Because sometimes if you are... if you are just quiet, people wouldn't have problems, people wouldn't know what types of need you... I mean...I mean the people need to cater for you. So at least they should also have ...ummm a role that, ok , well ,need this I need this and this,, provided they are given a proper channel of communication where to say your problems. But if there... if there's no proper channel of communication otherwise they wouldn't have that role. They would only have role if they are exposed to that role and then they will make use of it and then so that you can make thing easier for them.

Teacher B: I strongly feel that they got a role to play. Unfortunately they are not aware of this. When they enter the school environment, they are quiet, they wait for everything from whoever is around, the so called old colleagues. They have a role to play, of course. Unfortunately they are not sensitised on this.

Researcher: Ummm, when you came here, you are having some skills which you brought along with you. Did the school recognise your skills as novice teacher?

Teacher A: Yes, they did. As novice, being novice I was regarded as fresh from the box. Everything new that comes up they always say” No, Ask the young ones” They are from college, they know this information. So, most of the teachers they relied on many aspect, for example when it comes to sport, they always said” No, the young ones must go”, when it comes to workshops, they always send us there. So, that we really contributed to that.

Teacher C: Just to add on my colleague’s point, ummm, again they also rely on like new teachers in terms of like technology stuff, like IT, as something has to be typed, something has to be... information has to be looked ,and all those types of things. So they really acknowledge that and they said they want to do that. The young ones, can you please help me with this one? and ...you know... They really appreciate that.

Researcher: Apart from appreciating what you brought along, what was the general attitude towards new teachers, of these veterans? Did you feel comfortable amongst them?

Teacher C: Oh yeah, at first it was difficult, you know...some of these people they are elder than you. It is not a person that you can just to come and make jokes with, you know..., so but the time goes and you learn them and then you feel comfortable with them and then you know...you just feel that, colleagues...that mutual friendship. Ja.

Teacher B: I think they had a positive attitude, especially after a year, thinking what you have produced, and comparing what happened previously, as far as, you know... performance is concerned. I mean, the result was positive. You know, sometimes novice teachers are not that crafted in a sense that some individuals doubt about their capabilities. Are they really going to make it or not. And they wait until such time that they produce something. But of course, I would say the the...the attitude was positive, not to mention the fact that the host regard you

as being a knowledge of everything, especially when it comes to knowledge themes. You know... they always come to you and say: "What about this?" And I think they are right because,... for some of the themes, for the novice teachers, they started way from Grade Twelve and then colleges, and then right into the field, unlike them for them the syllabus was somehow different in their time.

Researcher: In other words, there were times when they were at watching you from a distance to see what you are bringing along, and thereafter they ...they came closer?

Teachers B and C: Mmm...hmm.

Researcher: Now were there instances were sometimes they may feel, they have that inferiority complex, did you experience the same? They think you think you are too great... too clever than them.

Teacher A: With me I didn't experience that. The attitude from them was very positive and they never underestimated or neither .... Them.

Teacher B: I feel the same, because someone that have that inferiority complex would not approach you to say, "Can't you help me on this"? Because they will feel you would have that attitude to them that they don't know. But if you have courage enough to come in and to ask for assistance, then you are fine there.

Teacher C: I also feel the same way that they are really comfortable and don't have that inferiority. They always go like "I though this is like this" And then like...but I feel this one... you know...they just ...they don't have that " you think you know this "and those kinds of things.

Researcher: So, In other words, they are recognising your capabilities and they are making use of it?

Teacher C: Exactly.

Researcher: To the benefit of the school?

Teacher C: Yeah.

Researcher: If you are now to bring in any suggestions towards the way novice teachers are inducted, what would you like to suggest?

Teacher C: Well, I would like to suggest that there should be a proper induction for novice teachers. Maybe there should be something...something in black and white. Something to be followed, something that can be given to novice teachers that well, this is... it has to go through a certain process that need to take place .And it should be coming from the ...from the ministry itself there. Because sometimes you just get there, you're just confused, you don't know where to start, the person is just told this is A and B, but even you need to know the whole process what is going on. Then, probation comes in for novice teachers. We even don't know what it is. We need to be acquainted with that information, just from the very starting. This is what is going to happen, so you have to go through this process... through this and, and that and that. From A, to B and C and C. So, either these you are expected to do this and this and this and this. These are your rights, these are what you have to do and this are what you have to do.

Teacher B: Well, I think it must be expanded, and of course, formal. You know, if I am not doing well at home, I don't have power at home or water, I will definitely not do well at school as well. What I am trying to say here is, there are some other things you know, related to human resources, ... social securities, make these colleagues understand, so that somewhere they don't experience problems which will of course directly affect their performances in schools. Induction must cover all those areas, so that these colleagues they don't only know things related to the academic areas, but also going out to human resource, administration, management and so on.

Teacher A: I also think proper induction is needed. Not only to the colleagues that you are going to work with, but also to other colleagues that ...some teachers that are in your cluster, that you are having in your circuit, your teachers... your advisory teachers, you also need to know all of them just in case you are in need of any information, you know where to go to. And I think it also need to be... also even the parents have to come in. You need to know how our parents that you want to deal with. You must know our kid's parents, so that any single mistake you know where to go. And you know we can call him anytime so that there

must be that connection between the teacher and the parent. But if you don't know the parent then you don't have any power, You will be like powerless. So a proper induction is needed.

Researcher: What you are suggesting is that ummm...we need a lot of information, it should be broad, the programme should be broad enough to enable you to be acquainted with all the documents and all the information needed.

Teachers: Hmmmhmm.

Researcher: And ...teachers also need to come together? Do you think novices need to know each other, especially to share experiences?

Teachers C: Of course.

Researcher: Umm...While induction is given, is it necessary for you to be given feedback about how you are progressing?

Teacher C: Exactly, at the end of the day, even us, when we are teaching, the learners also need to know, did I make it or... you know... I also need to know how am I progressing. I also need feedback that, ok, here you are good and then here you really need to do this and that, just a..so that you can do this and that. Cause this is done if I am down in a certain aspect, I will remain and I will go down, down, down, rather than you helping me out in giving me a feedback that well, here, if you did this, But at least if you could do this, and that, it will let you do this and that. At least ...what you are trying here is just you are fighting for Namibian children... you know, education. So , if I am down at a certain aspect, I am not only the one that is down, at least I am also failing the learners at the end of the day. So, it is really needed.

Researcher: And whenever you ... there is somebody who give you this support, what kind of relationship do you want to have with that kind of a supporter?

Teacher B: Well, I think I need a relationship which is quiet broad, ranging from academic to administration. If the colleague is my senior for example, then I would say for example if I need some materials, I will ask advice from the specific colleague. If that is not a matter in

that case. In the early days if I am setting a test or exam, I always ask my colleague to check the standard of my test or exam. So I would, you know... like that broad relationship, not just subject area. We are not .....

Teacher A: Well, I also agree, I also want to have that broad relationship with all our supporters, because I believe one isn't enough. Because I want to have a support... the supporter that will support me subject-wise, also the one...for example let me say... I want to know more about the learners, about their background, I must also know who to go to. So, I must have that friendly and open relationship with whoever is willing to support me as a teacher.

Researcher: So you mean a trusting relationship where people communicate?

Teacher A: A trusting one.

Researcher: Now, did we leave anything out... as far as induction is concerned?

Teacher A: Ummm... I think...what is need to be done is that .. at least novice teachers must be inducted when they are coming in the profession .They must be inducted on all the necessary aspect that they need know before coming into teaching. It is really needed, because I think at some regions, they use to do it.I just don't know, probably it is only our region. Because even some of my mates, they tell me, "no, this whole week we are in induction, all the novice teachers" Which is very good and appropriate, but with us, I think in future they must also consider that.

Teacher C: Well, just to add on his point. I also think... I think this induction should not only be done when people are coming like for school, like especially on the final year... somewhere there .I think whether you get a post somewhere, you did not get a post somewhere, I think teachers should also be inducted that when you go into the field, this is what is going to happen, this is A and B.I feel something there has to be general, just...I can say national wide, like something just has to be general and this is what is going to happen. Not necessarily on the subject matter or on the specific environment at school, it should be on other aspect that we wouldn't be able to get at school. For example, things like, when you get there, there is NANTU going on, there is this going on. At least you also need,...that

you need to join NANTU, maybe is it compulsory or is it only when you want it, or maybe those documents, how to use them and all those types of things. Things that are national wide, I think those ones need to be... the induction need to be done somewhere. Then maybe there also those that...if the teachers can make it like expecting something that they can do maybe at their final year or maybe something that all...everybody could be able to access to that information, not necessarily in school whereby, maybe you won't know, you cannot even train our...our managers here. Maybe they are also not acquainted with that information. So maybe information are just changing on a daily basis, so because at their time, they were not acquainted with that information, so they may not acquaint us acquainted with that information, because they are on aware of. But if those NIED people, those ministry people, people from different various stakeholders of education come in and then do the proper induction, I think it can help. Rather than the only induction that is done at school level.

Researcher: So what you are suggesting is that induction should be done at institutional level...

Teacher C: Exactly...

Researcher: And then continue once novices come to schools?

Teacher C: Yes, and it should be an on-going process, at a certain level, because as time goes on there, ...should not only be done two weeks of the... when I have started with teaching two weeks, and then after two weeks you think everything I can do that ...no . I may take two years... or three.

Researcher: In other words, what you said so far is that ummm...induction is necessary for all novice teachers, and it should be done at the beginning or rather at the institutional level?

Teacher C: Mmmm...

Researcher: So that by the time the novices come to schools, it is acting as a bridge for them to move from being a student ...from a student's chair to the teacher's desk?

Teacher C: Yes.

Researcher: Ok. And then the other thing is that ummm... all the stakeholders need to be involved in the induction of novice teachers.

Teacher C: Exactly.

Researcher: And the other thing you mentioned is that when you got this induction, it was not that enough, in your opinion, because not all the needs were met. And sometimes you have to struggle on your own because there was nobody like a supporter or a mentor, and you have to struggle and find your own way by asking here and there. Uhhh... nevertheless, you also grew in the way. Your own effort made to grow as a person and also as a professional teacher

Teacher C: Exactly.

Researcher: Now, is there anything else you would like to add?

Teacher C: Well, I hope this study should make a change .... in the induction of novice teacher in one way or another.

Researcher: Ok. Let's hope it going to bring some change in the way novices are inducted. Probably, it is going to be better for them than for you... than it was for you.

Thank you very much for your time.

Teachers A, B and C: You're welcome

Researcher: We have come to the end of this interview, and I really appreciate you for making time for me within you busy schedules, to answer these questions. Thank you once again.