

**The novice-teacher in context: The exposure to mentoring
during an in-service student mentoring program**

by

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The novice-teacher in context: The exposure to mentoring during an in-service student mentoring program

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



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ABSTRACT

The novice-teacher entering the profession, may have the calling to teach, but might lack the necessary knowledge and skills required for effective teaching. This could be a result of receiving insufficient mentoring as a student-teacher. The researcher adopted a qualitative research approach to observe six participants in their classrooms. Three participants had a direct transition from being a student-teacher to becoming a novice-teacher, relying only on their mandatory practical training. The other three participants participated in an in-service mentoring program while completing their studies and mandatory practical training. The study evaluated what impact the in-service mentoring program had on these novice-teachers. Using questionnaires, interviews, and classroom observations the researcher's finding is that the in-service mentoring program participants were more prepared for the teaching profession. The result of the study supports the hypothesis that exposure to mentoring during an in-service mentoring program is beneficial for the novice-teacher, the school and ultimately the learners.

OPSOMMING

Beginneronderwysers wat die beroep betree, mag dalk 'n roeping vir die onderwys hê, maar het moontlik nie die kennis en vaardighede wat nodig is vir effektiewe onderrig nie. 'n Moontlike rede hiervoor is onvoldoende mentorskap gedurende hulle tyd as studente-onderwysers. Die navorser het 'n kwalitatiewe navorsingsbenadering gevolg om ses deelnemers in hulle klaskamers waar te neem. Drie van die deelnemers het 'n direkte oorgang van studente-onderwyser tot beginneronderwyser ondergaan, en het slegs hulle verpligte praktiese opleiding gehad om op te steun. Die ander drie deelnemers het aan 'n indiensmentorskapprogram deelgeneem terwyl hulle studeer en die verpligte praktiese opleiding voltooi het. Die studie het die effek van die indiensmentorskapprogram op hierdie beginneronderwysers geëvalueer. Die navorser het aan die hand van vraelyste, onderhoude en klaskamerwaarneming bevind dat die beginneronderwysers wat aan die indiensmentorskapprogram deelgeneem het, beter op die onderwysberoep voorbereid was as die ander beginneronderwysers. Die uitslag van die studie ondersteun die hipotese dat blootstelling aan mentorskap as deel van 'n indiensmentorskapprogram voordelig is vir beginneronderwysers, skole en, op die duur, leerders.

KAKARETŠO

Morutiši wa go hloka boitemogelo bjo bo lekanego yo a thomago ka mošomo, a ka ba le pitšo ya go ruta, eupša a hloka bokgoni le tsebo ye e hlokegago go ruta gabotse. Tše e ka ba ditlamorago tša go se hwetše tlhahlo ye e lekanego bjalo ka moithuti wa borutiši. Monyakišiši o šomišitše mokgwa wa nyakišišo wa khwalithethifi go lekola batšeakarolo ba tshela ka diphapošiborutelong tša bona. Batšeakarolo ba bararo ba bile le go fetoga thwii go tšwa go moithuti wa borutiši go ya go morutiši wa go hloka boitemogelo bjo bo lekanego, ba šomiša fela dithuto tša tlhahlo ya bona ya kgapeletšo ya tirišo. Batšeakarolo ba bangwe ba bararo ba tšeere karolo ka lenaneong la tlhahlo ya tlhahlo ya mošomong mola ba feleletša dithuto tša bona le tlhahlo ya bona ya kgapeletšo ya tirišo. Nyakišišo ye e sekasekile gore ke khuetšo efe ye lenaneo la tlhahlo ya mošomong e bilego nayo go baithuti ba ba go hloka boitemogelo bjo bo lekanego. Ka go šomiša mananeopotšišo, dipoledišano, le ditekolo tša ka phapošiborutelong, kutullo ya monyakišiši ke gore batšeakarolo ba lenaneo la tlhahlo ya mošomong ba be ba itokišeditše kudu mošomo wa go ruta. Dipelo tša nyakišišo ye di thekga kgopolo ya gore go fiwa tlhahlo nakong ya lenaneo la tlhahlo mošomong go na le mohola go morutiši yo a hlokago boitemogelo bjo bo lekanego, go sekolo le go baithuti mafelelong.

KEY TERMS:

Education, novice-teacher, mentoring, in-service mentoring program, exposure, teacher-development, challenges, mentor, qualitative, classroom, student-teacher, mandatory practical training.

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- My husband, Andy Nell, and children, Nicole, and Shaun, for always giving me the opportunities to reach for the stars.

DEDICATION:

This study is dedicated to my mother,

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CHAPTER 1

Introduction and background of the study

1.1 INTRODUCTION

A teacher is a person with the ability and passion to not only teach learners but to inspire them. Inspiring learners to achieve greatness requires a calling to teach (Michaelec, 2002:5) and a commitment to work with children. Bullough and Hall-Kenyon (2011:2) describe the “call” as the voice of the teacher within, the voice that invites him/her to honour the nature of his/her true self and, when answered, results in a sense of profound well-being. A good teacher requires the knowledge to teach theories, as well as the vision to guide students. (Taole, 2015:28).

“I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore when the pathway out of the thicket opens up before us when our experience is illumined by the lightning-life of the mind — then teaching is the finest work I know!”
(Palmer, 2017:1).

When novice-teachers enter the teaching profession, they may have the calling to teach, but lack the knowledge and skills required for effective teaching (Banilower, Trygstad & Smith, 2015). For these novice-teachers to develop and grow into the teaching profession, mentoring by an experienced and passionate teacher might contribute to them becoming effective teachers. Clutterbuck (2014) acknowledges this and describes mentoring as a partnership between two people built upon trust. It is a process in which the expert offers ongoing support and development opportunities to the novice (Clutterbuck, 2014:14). Taole (2015:128) says that mentoring is an acknowledged part of learning and developing new skills.

A novice-teacher needs to fully grasp that at the heart of effective teaching is an understanding of how students learn (Ramsden, 2003:13). For effective teaching, Raisbeck (2012:51) adds that mentoring aims to help people improve their professional performance by turning everything into a learning situation. Mentoring

can take place when a student-teacher participates in their mandatory practical training as stipulated by a university. Alternatively, mentoring can take place in the format of a student-teacher attending an in-service student mentoring program, as being arranged by a specific school. Finally, mentoring can take place when an experienced-teacher assists the novice-teacher when entering the school environment. The process is not only about how to be a teacher but also how to juggle the roles, duties, and qualities of being a proficient teacher, as expected of them by their schools. These expectations can be overwhelming if a novice-teacher did not receive effective mentoring during his/her period as a student-teacher.

For the purposes of this research project, the novice-teacher's exposure to mentoring during his/her student years can be two-fold (refer Figure 1.1): firstly, a student-teacher that had a straight transition from being a student-teacher to becoming a novice-teacher. The second group the student-teacher that participated in an in-service student mentoring program while still studying to become a teacher.

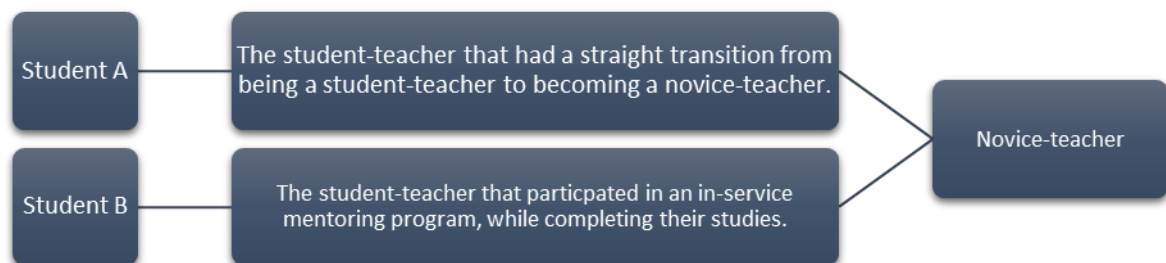


Figure 1.1: Transition from student to teacher

An in-service student mentoring program is a program offered by a school to students. These students can apply to work as an assistant-teachers. A qualified teacher mentors the assistant teacher during the years whilst he or she studies to become a qualified teacher. In South-Africa, these programs were only available through a school governing body program, but on 26 September 2021, the Department of Basic Education announced that recruitment will start for the Basic Education Employment Initiative. The Department seeks to provide 287 000

unemployed young people, employment, and training opportunities in the Education Sector, as part of the Presidential Youth Employment Initiative (PYEI)-Basic Education Employment Initiative (BEEI), forming part of the Presidential Employment Stimulus (PES), seeking to mitigate the devastating economic challenges brought about by the COVID-19 pandemic. (www.gov.za,2022)

After the student-teacher has successfully completed his/her studies, he or she becomes a novice-teacher. The novice-teacher's first year of teaching is a very difficult time and he/she may find even easy tasks intimidating. For the purposes of this study, the two-fold exposure to mentoring is observed in the first year when the student-teacher has completed their studies at a university and is starting as a novice-teacher at a school.

1.2 RATIONALE

The study aims to determine the influence of an in-service student mentoring programme on the novice-teacher experiences and performance. Cheong, Yahya, Shen and Yen (2014:333) explain that the direct transition from being a student-teacher to becoming a novice-teacher can be a true reality shock compared to the experience of attending an in-service student mentoring program that helps prepare the graduates entering the workforce.

1.2.1 Teacher statistics

To become a qualified teacher, a student needs to undergo an Initial Teacher Education (ITE) program offered at a Higher Education Institution (HEI). Student-teachers obtain either a four-year Bachelor of Education (BEd) degree or a one-year Post Graduate Certificate in Education (PGCE) after a three-year undergraduate degree. As both are four-year qualifications, the current official requirement for a qualified teacher in South Africa is known as M+4, a matric (school-leaving) certificate plus four years of ITE (Hofmeyr & Draper, 2015:1).

Hofmeyr and Draper (2015) explain in a report "Teachers in South-Africa. Supply and demand 2013–2025" that one of the greatest challenges facing the South

African education system is the production of sufficiently qualified, competent teachers who can provide quality teaching for all school subjects and phases. Furthermore, the South African Council for Educators (SACE) (2010) report “Review of teachers demand and supply” pronounces that teacher demand and supply is a complicated set of dynamics that should never be analysed in isolation.

The demand for teachers is based on recent birth rates. In addition, the Centre for Development and Enterprise (CDE) examines learner enrolment rates and estimated learner promotion, repetition, and dropout rates when determining the demand for teachers (Hofmeyr & Draper, 2015:3).

The number of childbirths has been constant since 2008, with an average of 1.2 million children being born in South Africa annually (Stats SA, 2017) (refer Table 1.1).

Table 1.1: Births in South Africa

Year	Number of births
2011	1 197 028
2012	1 207 253
2013	1 211 713
2014	1 214 277
2015	1 206 155
2016	1 200 207
2017	1 198 481
2018	1 009 065
2019	1 051 311
2020	1 003 307

According to the Stats SA (2017) report, enrolment at HEIs has increased from 137 467 students in 2009 to 170 550 students in 2015. The increase in Funza Lushaka (FL) bursaries from R100m in 2007 to over R900m in 2014 has been a

major contributing factor to this growth and the demand for these bursaries is outstripping supply (www.funzalushaka.doe.gov.za, 2022)

1.2.2 Obtaining a teacher qualification

According to the Department of Basic Education in South Africa (Education.gov.za, 2021c), a student may follow one of two routes in becoming a teacher, namely either a four-year BEd degree; or a three to four-year Bachelor's degree, followed by a one-year PGCE.

Included in a BEd degree is five weeks of compulsory practical training every year (unisa.ac.za, 2021). During the practical training, the student-teacher will observe the current school system and teach students under supervision.

The PGCE course, according to the University of Pretoria (PGCE Further Education and Training Teaching, 2017), consists of a university-based learning (UBL) component and a school-based learning (SBL) component. The UBL component is presented in the format of learning shops during which students construct a practice theory of and for education. For the SBL component, students are placed in two partnership schools for 8 weeks each (a total of 16 weeks), during which they engage in education practice while they are supported and assessed by qualified mentor-teachers and university lecturers (PGCE Further Education and Training Teaching, 2017).

Section 21 of the South African Council for Educators Act, 2000 requires that:

- every educator contemplated by the Act must register with the Council before appointment to a teaching post, and
- no person may be employed as an educator by an employer unless that person is registered with the Council.

1.2.3 In-service student mentoring program

According to Osamwonyi (2016:83), the concept of an in-service student mentoring program “can simply be defined as the relevant courses and activities

in which a student-teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession”. The program runs parallel with the student’s years of studying at a university (refer Figure 1.2).

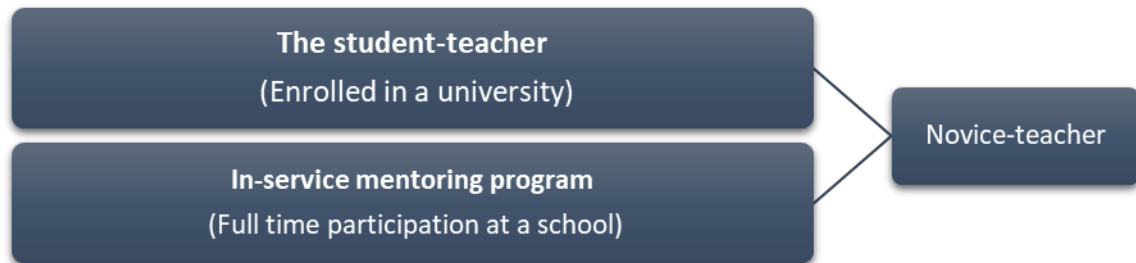


Figure 1.2: Parallel studying and participating in an in-service mentoring program

It is generally acknowledged that promoting teacher quality is a key element in improving primary and secondary education (Harris & Sass 2011:2). In-service mentoring programs are imperative in a fast-changing world.

To actualize the set objectives of the in-service mentoring program, some basic principles should be taken into consideration, as enumerated by Stoops (1981):

- An in-service program emerges from a recognized need of the school and community.
- With the proper supervision, in-service growth will be accelerated.
- Improving the quality of instruction is the immediate and long range objectives of in-service education.

In-service education leads to a continuous process of re-examination and revision of the educational program. Additionally, it encourages participants to attain self-realization through competence, accomplishment, and security.

There is no doubt that in-service education will continue to fill the missing links created by the changing society (Osamwonyi, 2016: 85).

According to Lewin (2004:7), an in-service mentoring program should consist of the following points of departure (refer Figure 1.3):

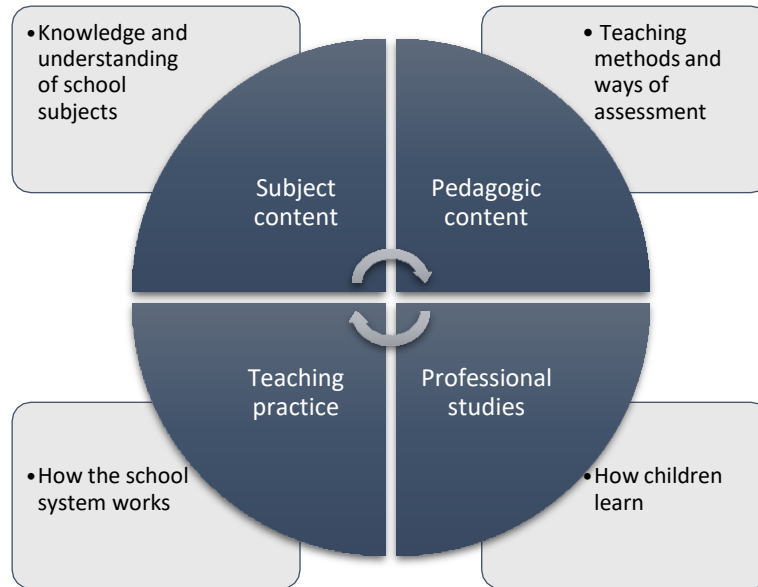


Figure 1.3: Focus points for a mentoring program

An in-service mentoring program is a service offered to students by schools. These schools have a formal, structured mentoring program that extends over a long period of time. During this mentoring program, the student-teacher is under the full supervision of expert teachers. These expert teachers help and guide the student-teacher in all facets of teaching as well as components not covered by the university's practical training, such as interaction with parents, administrative duties, and curriculum planning.

According to a personal interview with a principal from a Gauteng school, the benefit of appointing student-teachers is threefold:

- *It offers student-teachers the opportunity to gain first-hand professional experience while completing their studies while being compensated for it.*
- *The school in turn evaluates the student-teachers on an ongoing basis and offers student-teachers the opportunity to apply for available positions at the school. In this way, good value is added to the teaching corps.*
- *Lastly the student-teachers receive exclusive one-on-one mentoring from a*

dedicated teacher for the extent of their studies. This type of mentoring is of great value to the student-teachers as this will pave the way to becoming a successful, competent novice-teacher.

Imogie (1992) agrees and summarizes the benefits of in-service education as follows:

- Providing student-teachers opportunities to update their knowledge and skills towards better objective performance and advancement in status.
- Providing the school system opportunities for retaining the services of student-teachers who participate in in-service mentoring programs.
- Providing opportunities for increasing the number of trained and qualified teachers at all levels of education.
- Providing opportunities for teacher education institutions to provide service in an essential area of national development.

A novice-teacher requires the same abilities and responsibilities as an expert-teacher (Schatz-Oppenheimer & Dvir, 2014:140). The university course offers the student minimal practical training to be able to cope with the transition from student-teacher to novice-teacher. The in-service mentoring program gives the student-teacher the platform to obtain additional exposure to education (refer Figure 1.4).

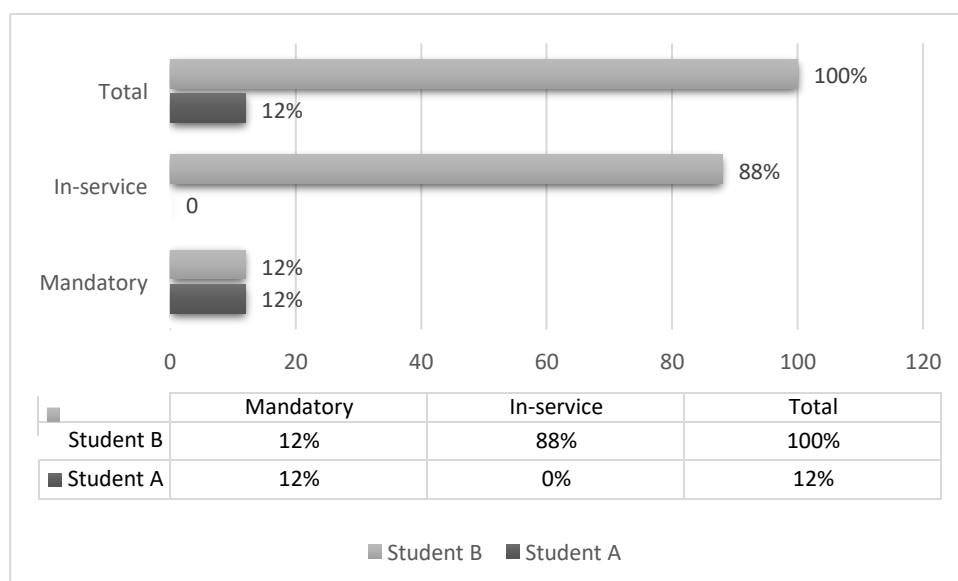


Figure 1.4: Teachers' practical training in comparison to the in-service mentoring program

In Figure 1.4 above, the student-teachers' exposure to mentoring is displayed in numerical form. Both Student A and B have received 12% mandatory training due to their university course work. Student B have received 88% more mentoring when participating in an in-service mentoring program. Calculation of the mandatory teaching practice period as per Department of Education (DoE) percentages is explained below.

Calculation of days:

Year:	Number of school days:	Number of school weeks:
2022	207	42
2021	198 (Covid in term 1)	40
2020	Not relevant due to Covid and lock down learning	
2019	206	43
2018	205	42
2017	203	42
Average:	204	42

Table 1.2: Statistics on school days and weeks

The statistics in Table 1.2 was gathered from the Department of Education (www.education.gov.za, 2021c) website.

The calculations are based on a four-year timeframe as a student studies for four years to obtain a BEd degree (refer to section 1.2.2 above).

In South Africa the average school weeks per year is 42 weeks, multiplied by four years is equal to 168 average school weeks in a four-year period.

The total of a 100 is a percentage of the total mentoring received during the four-year degree.

Calculation of mandatory training:

The calculation is based on five weeks per year (refer to section 1.2.2), thus 20 weeks in a four-year cycle. The average school weeks per year of 42, adds up to 168 weeks in a four-year cycle.

Formular to calculate the percentage (ρ) of mandatory training is:

$$\rho = \frac{20}{168} \times 100$$
$$\rho = 11.9 \% \approx 12 \%$$

Calculation of in-service mentoring:

An in-service mentoring student will be employed full time. These students will complete all the weeks in the school years. Considering that the mandatory training cannot be counted twice, the mandatory training of 12% will be deducted from the total of 100%. The percentage of in-service mentoring (m) of a student that participated in four years of mentoring is calculated as follows:

$$m = 100\% - 12\%$$

$m = 88\%$ An in-service mentoring student will receive an additional 88% of mentoring upon completion of his or her four-year degree.

South Africa needs quality teachers with the correct training to be able to not only teach but also to excel. The minimal teacher training obtained through a BEd degree or PGCE is too little in the context of the requirements for a novice-teacher to walk into a classroom and teach with confidence. An in-service mentoring program gives the student the platform to succeed immediately.

For the purposes of this study, the in-service mentoring program provides an opportunity to focus on the effects of mentoring exposure.

1.3 THE PROBLEM STATEMENT

Banilower et al (2015:55) explain that a problem statement gives a clear statement of the problem that justifies the rationale of the research, based on the facts, figures, and research findings.

1.3.1 Main research problem

The main research problem for this study is to determine how the exposure to a formal in-service mentoring program, during student-teachers' years of study, has

affected their performance as novice-teachers. The researcher thus wants to determine if and how the levels of exposure to mentoring can in effect change the quality of novice-teachers' abilities in the classroom.

1.3.2 Research question

The subproblems that emerge from the above main research problem are as follows:

- *What reality shock and challenges can a novice-teacher experience when entering the teaching profession?*
- *How will an in-service student mentoring program ease the transition from being a student-teacher to being a novice-teacher?*
- *How will the novice-teacher's mentoring background, obtained during the in-service student mentoring program, be of assistance in the first year of teaching?*
- *What noticeable differences will be identified between a novice-teacher who has participated in an in-service student mentoring program, and the novice-teacher with a straight transition from being a student-teacher to becoming a novice-teacher, in terms of the commitment to the teaching profession?*

These differences are embedded in the main purpose of this study.

1.4 THE AIMS AND OBJECTIVES OF THE STUDY

According to Denicolo and Becker (2012:53), the aims and objectives provide the terms of reference for a project. The aim is to state the purpose or intent of the research.

1.4.1 Aim

The researcher's primary aim is to determine how an in-service student mentoring program can contribute to the better performance of novice-teachers, leading to greater awareness by educational authorities of the importance of providing in-

service mentorship to student-teachers.

1.4.2 Objectives:

The objective of this study is to investigate a first-year novice-teachers who participated in an in-service student mentoring program and those who had a straight transition from being a student-teacher to becoming a novice-teacher in terms of:

- Defining what the reality is for the novice-teacher when “entering the teaching profession for the first time”.
- Describing and evaluating the novice-teachers’ challenges and encounters during the first year of teaching.
- Evaluating the impact of mentoring on a novice-teacher, if a student has participated in an in-service student mentoring program.

First-year novice-teachers were observed and interviewed as part of this study to find pertinent information on the effect of mentoring during student years.

1.5 OVERVIEW OF THE RESEARCH METHODOLOGY

Research is a common phrase that refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. Research is the art of scientific investigation (Kothari, 2004:1).

Kothari (2004:8) explains that research methodology is not only the research methods, but also the logic behind the methods. He describes the logic behind the methods as the context of a research study that explains the use of a particular method or technique.

Research methods are the techniques that are used to do research and represent the tools to collect, sort, and analyse information in order to come to conclusions (Walliman, 2017:7).

1.5.1 Methodology

Maree (2012:35) describes a research design as a “specific plan for studying the research problem” He refers to it as a so-called “blueprint for how the researcher intends to conduct the research”. The research design is therefore a plan or structure for selecting participants, research sites, and data collection procedures to answer the research questions (Maree, 2012).

In this study, a qualitative case study methodology will be conducted to observe the novice-teacher entering the school setting as a qualified teacher for the first time. The researcher will investigate the current occurrence within the classroom. A qualitative case study is of importance as it investigates the novice-teacher in the real world and allows the researcher to even analyse the background of the novice-teacher.

1.5.2 The research design

Blatter and Haverland (2012:97) describe a research design as a specific plan for studying the research problem. Maree (2012:35) explains that the research design thus clarifies the type of study that a researcher will undertake. In this study, a qualitative research design is conducted as it focuses on individuals and relationships.

1.5.3 Qualitative research design

Roller and Lavrakas (2015:1) explain that qualitative research has its emphasis on the individual and the role that context and relations play in forming thoughts and behaviours. Felix and Smith (2019:94) explain that the researcher must think of the research design as a jigsaw puzzle. The researcher must find all the right pieces and place them in their correct position in order to complete the picture. Roller and Lavrakas (2015:1) continue that qualitative research assumes that the answer to any single research question or objective lies within a host of related questions or issues pertaining to deeply seated aspects of humanity.

This study is essentially a qualitative research study. The researcher wants to grasp the novice-teacher's experiences and challenges upon entering the teaching profession.

There are two groups of novice-teachers entering the teaching profession:

- Group A: A novice-teacher with a degree obtained through an HEI, who as a student would have done 20 weeks of practical teaching over four years, while completing a BEd (College of Cape Town, 2021), or 16 weeks practical teaching in one year while obtaining a PGCE (University of Pretoria, 2017).
- Group B: In addition to the practical training of Group A, this novice-teacher, as a student, would have enrolled in an in-service training program with a school. As part of this program, the student would have received mentoring from an experienced teacher for a full academic year, which is between 38 and 41 weeks.

By exploring, reflecting and describing the experiences of the two groups of novice-teachers in the teaching profession, the researcher will get a clear understanding of the challenges novice-teachers face.

1.5.4 Case Study

Rule and John (2011:1) introduce the use of a case study as a popular research approach within the social sciences and education. Bertram and Christiansen (2014:42) define case studies as a style of research that is often used by researchers in the interpretivist paradigm. Rule and John (2011:1) continue to explain that case studies can provide rich insights into particular situations, events, organisations, classrooms or even persons. Cohen, Manion and Morrison (2018:375) write that it could be argued that any research in social science is a case. A case study might include experiments, action research, surveys, naturalistic research, participatory research, historical research etc., and case study research uses multiple methods for data collection and analysis.

In this study, the researcher applied a case study research methodology. Rule and

John (2011:3) explain that a researcher must first examine the two words that make up the phrase: “case” and “study”. The word “case” comes from the Latin word *casus*, which means “fall, chance, occasion, misfortune”. This conveys the sense of a case as a specific happening. Rule and John (2011:4) continue that the word “study”, on the other hand, is both a noun and a verb. A “study” is an investigation into or of something. It entails applying your mind in order to acquire knowledge. The researcher will thus examine the novice-teacher’s situation in the classroom to acquire knowledge for this study.

A case study methodology allows the novice-teacher to express the reality shock of entering the profession for the first time as well as the challenges of the first year of teaching.

The process of a case study is more important than the outcome (Maree, 2012:75) because data is gathered throughout the process of conducting the study and the process is, therefore, an important part of the study. Exploratory and descriptive questions are both suitable in case study research (Mouton, 2013:149). Struwig and Stead (2013: 6-7) explain that exploratory studies are a valuable way to understand what is happening around you. This can give you new insight and an opportunity to ask question and explore answers. Exploratory research has the goal of formulating problems more precisely, clarifying concepts, gathering explanations, gaining insight, eliminating impractical ideas, and forming hypotheses. Literature research, surveys, focus groups, and case studies are typically used to carry out exploratory research. Exploratory research may develop hypotheses, but it does not seek to test them.

In this study, the researcher will follow an exploratory research case study, allowing the researcher to understand the novice-teacher better by exploring new insight into the novice-teacher’s experiences and challenges by primarily focusing on the richness of the data.

1.5.5 Population and sampling

Rule and John (2011:7) explain that a case study approach allows a researcher to

examine a particular instance in a great deal of depth, rather than to look at multiple instances superficially. A researcher focuses on a smaller sample group, to enable him/her to focus on the complex relations within the case and how these relations affect the case. Taylor and Francis (2013:208) agree and explain that in-depth interviews go deeply into participants' experiential accounts, to discover hitherto un-reflected knowledge, with the potential for rich insights and research implications.

Bertram and Christiansen (2014:60) discuss methods of sampling as two main methods, namely random sampling (also called probability sampling) and purposive sampling (also called non-probability sampling). Rule and John (2011:64) explain purposive sampling as specific people that can shed the most light, or different light, on a case. Bertram and Christiansen (2014:60) continue and add that purposive sampling means that a researcher makes specific choices about which people, groups or objects to include in the sample. A researcher targets a specific group, knowing that the group does not represent the wider population, it simply represents itself.

In this research study, the researcher made use of purposive sampling. A small sample size was used for this research and as discussed above, two groups of novice-teachers (Group A and Group B) were selected. The research focused on novice-teachers who had officially entered the teaching profession as full-time teachers for the first time, working in the teaching profession between 2016 and 2021. The researcher selected novice-teachers teaching at two primary schools in the east of Pretoria, as these schools accommodated both types of novice-teachers (Group A and Group B). School A provided five of the six participants, and school B provided one participant.

1.5.6 Instrumentation and data collection techniques

Data can be defined as "bits and pieces of information found in the environment" (Maree, 2012:88). The interview is the most important tool for data collection in the qualitative research approach. Interviewing is a method of data collection in which

a researcher asks participants open-ended questions to learn about ideas, beliefs, views, and opinions. According to Maree (2012:89), the general aim of interviews is to acquire rich and descriptive information that will enable a researcher to understand the social reality of a participant and to saturate data. Maree continues and warns that double-barrelled questions, leading questions, loaded questions, culturally insensitive questions, and unethical questions should be avoided during the interview.

In this study, the researcher conducted interviews with novice-teachers. The type of interviews used in this study was *semi-structured interviews*, giving the researcher insight into the experience of the novice-teacher entering the teaching environment. The researcher began with a defined question plan (Maree, 2012:89) but used a more conversational style during the interview. Tannen (1991:251) describes the conversational style as a semantic process; it is the way meaning is encoded in and derived from speech. She continues to say that style is the result of automatic linguistic and paralinguistic cues that seem self-evident and natural. In this study, the researcher had a clear and open manner. The questions were open-ended and discussed without prejudice in terms of race or circumstances. An informal style was used to conduct interviews, making the novice-teacher more comfortable to give insight into the transition from student-teacher to novice-teacher.

1.5.7 Data analysis and interpretation

Qualitative research seldom takes place in a contrived or artificial setting (Maree, 2012). Qualitative research is often described as naturalistic inquiry (Denzin & Lincoln, 2005), generating data by spending time with participants in their natural contexts, such as their schools, communities, or homes. According to Struwig and Stead (2013), to make sense of the data, it should be summarized. By following a set of procedures, the data is first coded or scored and then entered into a word processor, a spreadsheet, or a database file. The data is then saved and analysed using a statistical or qualitative analysis program. Data analysis in qualitative research is a process that can often occur simultaneously as the research

progresses (Bryman & Burgess, 1994).

Struwig and Stead (2013:178) state that qualitative data analysis typically follows seven phases, as shown in Figure 1.5:

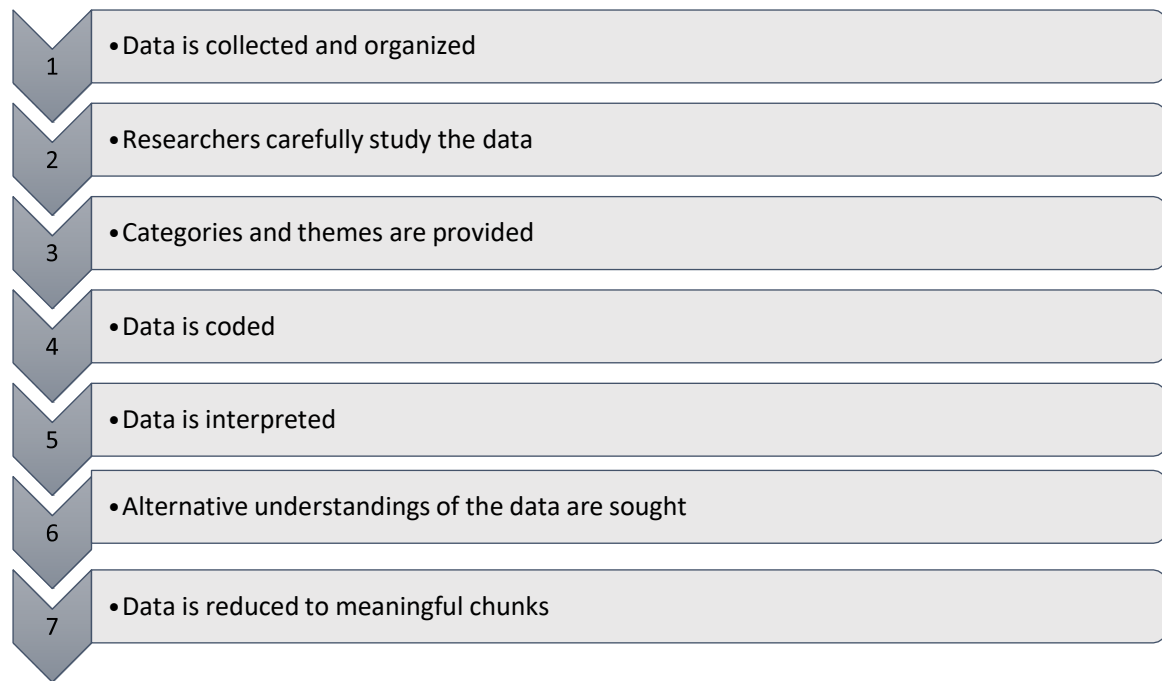


Figure 1.5: Phases of qualitative data analysis (Struwig & Stead, 2013:178)

The method of data analysis used in this study is known as *discourse analysis*. This form of analysis aims to study the meaning of words that are within large chunks of text (Mouton, 2013:168). Mouton postulates that discourse analysis can be defined as the analysing of language which is beyond the sentence. The context is therefore an important aspect of discourse analysis. Struwig and Stead (2013:13) describe discourse analysis as the impact of certain discourses (the way of talking and behaving) on specific contexts. Gee (2010) suggests identifying the discourses in the text to explain the broader context.

This study centres on how the novice-teacher feels and interacts when entering the teaching profession. Analysing data by discourse analysis is a very suitable method for this study because it is based on how participants make sense of their reality (Henning, Van Rensburg & Smit, 2004). The research question is

exploratory, which is one of the characteristics that Mouton (2013:168) assigns to discourse analysis. Therefore, the researcher can explore the novice-teacher in a new environment.

According to Walliman (2017:143), discourse analysis studies the way that people communicate with each other through language within a social setting. Language is not a neutral medium for transmitting information; it is embedded in our social situation and helps to create and recreate it. Language shapes our perception of the world, our attitudes, and our identities.

In this study, discourse analysis provides clues to the participants' actions and how they phrase their understanding (Henning et al, 2004). By using a qualitative research approach the information can be analysed and interpreted.

1.6 CONCEPT CLARIFICATION

The concepts used in this study are discussed below.

- Challenges:** Novice-teachers experience sets of challenges when entering the teaching profession, from the reality shock of entering the profession to insufficient knowledge, high expectations, and even a demanding workload.
- Expectations:** The novice-teacher is expected to have the same abilities and take on the same responsibilities as an expert teacher.
- Experience:** Experience in education is acquired by obtaining skills and abilities in the classroom through spending prolonged time in the education profession.

In-service student mentoring program:	The in-service student mentoring program refers to a student (still busy with his/her studies) who is also participating in a full-time mentoring program at a school. These students are not yet novice-teachers. The student is a full-time assistant to an expert-teacher where he/she receives ongoing mentoring and assistance.
Mentor:	A mentor is an expert teacher who offers ongoing support to the novice-teacher. The mentor will expose the novice-teacher to development opportunities and enrich the novice-teacher with the necessary abilities and skills to become an effective teacher.
Mentoring:	Mentoring in education embraces skills-based, goals-oriented learning passed down through generations. The mentor tends to carry out this work one-on-one in exclusive learning arrangements. Expert teachers and school principals, for example, mentor by nurturing, advising, befriending, and instructing the novice-teacher, and they serve as advocates, advisors, and promoters. The novice-teacher learns through professional development as part of a larger structure informed by school improvement and student achievement goals (Portner, 2008).
Novice-teacher:	A novice-teacher is a teacher in his/her first years of teaching. The novice-teacher requires extensive mentoring to ease the transition from student-teacher to novice-teacher.
Novice:	A person who is new to or inexperienced in a certain task or situation (Collins Dictionary, 2020).
Reality shock:	This is a transitional period where novice-teachers realize that they are expected to perform and accomplish as much as veteran teachers, but they have yet to master the instructional skills to do so effectively (Michel, 2013).

Student-teacher:	A student who is studying to be a teacher and who, as part of the training, observes classroom instruction or does closely supervised teaching in a school.
Teacher:	A teacher (also called a school teacher or, in some contexts, an educator) is trained in the profession and thus has a professional and academic qualification to teach.
Transition:	This is the process in which something changes from one state to another. The transition from a student-teacher to a novice-teacher.

The following section presents the division of the chapters of this dissertation. The purpose of this is to orientate the reader to the research that follows.

1.7 DIVISION OF CHAPTERS

The dissertation comprises five chapters.

1.7.1 Chapter One: Introduction and background of the study

In the introductory chapter, the researcher clearly states the purpose of the research, describes the research problem, and explains why this research is desirable (Struwig & Stead, 2013:195).

In chapter one of this study, the researcher gives broad outlines of challenges that the novice-teacher faces when entering the teaching profession and describes the importance and relevance of these challenges. Furthermore, chapter one provides the background of the study and addresses topics such as teacher knowledge, entering a new environment and the need for mentoring.

Considering the above, it is clear that research into the sustainability of novice-teachers are required. The problem statement of this study is thus to investigate the mentoring of the novice-teacher and the impact of such mentoring on teacher sustainability.

1.7.2 Chapter Two: Literature review

In the second chapter, the researcher presents the literature review guiding this study and highlights the importance of evaluating, mentoring, and sustaining novice-teachers in education. Additionally, the researcher examines factors influencing novice-teachers and consults previous research.

1.7.3 Chapter Three: Research design and methodology

In the third chapter the researcher explains the research design and methodology. Selection of participants, data collection and analysis are discussed in detail. The researcher explains the overview of quality criteria that include validity, trustworthiness, and reliability. Lastly, the role of the researcher and research ethics are discussed.

1.7.4 Chapter Four: Analysis, interpretation, and discussion of the research findings

In Chapter Four, the researcher analyses the primary data that was collected using discourse analysis, reports on the collected data, and interprets and evaluates the research results. In Chapter Four, the researcher provides inferences and personal insights and an interpretation of the results.

1.7.5 Chapter Five: Conclusions, limitations, and recommendations

The final chapter is a summary of the themes identified in the preceding four chapters. The conclusions relate directly to the research questions and objectives. The researcher evaluates the significance of the study to improve the human condition. Finally, the researcher makes recommendations.

1.8 CONCLUSION

This study aims to observe the novice-teacher in context. To investigate the impact of an in-service mentoring program on a novice-teacher.

The objective of this study is to define the *reality* of the novice-teacher entering the teaching profession by investigating the challenges the novice-teacher faces during the first year of teaching. The researcher examines the differences in experiences between novice-teachers who, as students, received in-service student mentoring training and novice-teachers who had a direct transition from being a student to being a novice-teacher.

Furthermore, chapter one outlines the setting where the novice-teacher enters the profession for the first time, and outlines the rationale, main problem statement and aim of the study.

The researcher's aspirations are that, with this research, the Department of Basic Education in South-Africa will not only better understand the novice-teacher in context, but also manifest a commitment to our educators to improve and establish in-service student mentoring programs in education.

The next chapter is the literature review where an in-depth study explores the novice-teacher in context. Chapter two looks at the novice-teacher, the mentoring they receive, the challenges they face, and the transition they have to endure.

CHAPTER 2

Literature review

2.1 INTRODUCTION

Becoming a teacher is not an isolated occurrence. It is an intricate set of situations that comes together in a unique way to ultimately produce an expert teacher. The process starts with a student enrolling at a Higher Education Institution (HEI) to obtain a degree in Education such as a Bachelor of Education (BEd) or Postgraduate Certificate in Education (PGCE). This is a very important time and the beginning of a student's journey to becoming a qualified teacher.

The novice-teacher's exposure to mentoring during student years can be two-fold. The first group can be identified as a student-teacher that had participated in an in-service student mentoring program while still studying to become a teacher. The second group is a student-teacher that had no extra exposure to mentoring, apart from his/her compulsory practical training, and therefore had a direct transition from being a student-teacher to becoming a novice-teacher.

Figure 2.1 illustrates the difference between the two groups of student-teachers' exposure to mentoring. After completing their mentoring, they become novice-teachers. The research aims to evaluate novice-teacher in context, by evaluating their exposure to mentoring during their student years.

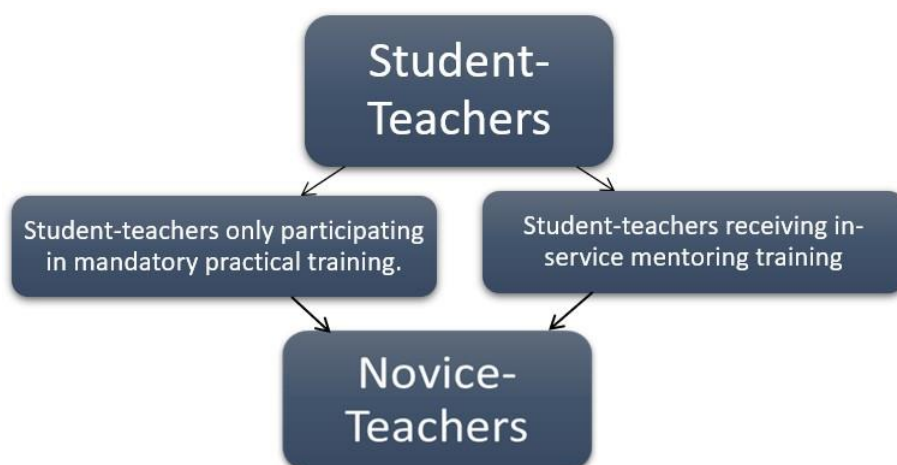


Figure 2.1: Mentoring groups for student-teachers

This chapter presents a literature review of the novice-teacher’s journey through mentorship in an in-service mentoring program versus the compulsory practical training that they received and the value it holds. The literature review consists of the following framework, presented in Figure 2.2:

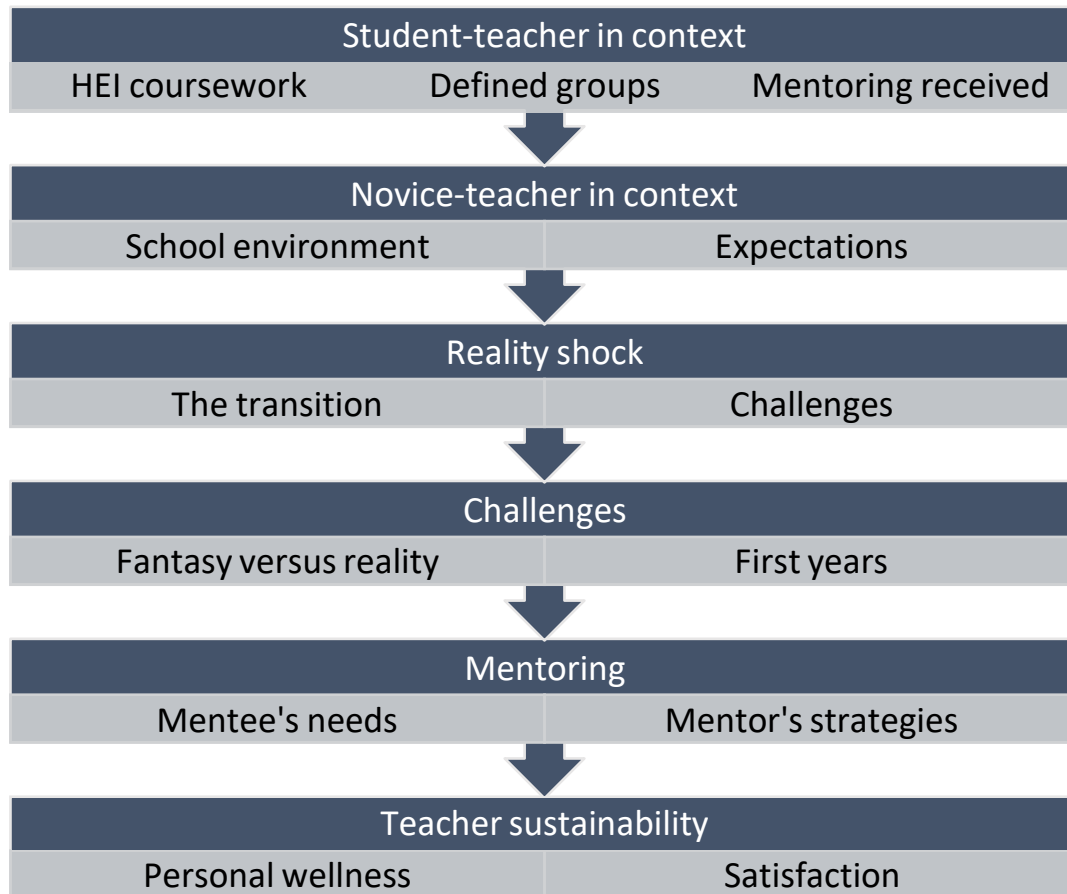


Figure 2.2: An outline of the literature review

2.2 THE STUDENT-TEACHER IN CONTEXT

Parkay, Stanford and Gougeon (2010:432) describe teaching as the “world’s most important profession”. Teaching is exciting, rewarding, and uplifting; teachers receive great satisfaction from making a difference in their students’ lives. Becoming a successful teacher requires high levels of professionalism and commitment.”

According to the report, “Statistics on post-school education and training in South Africa” (Department of Higher Education and Training, 2019), released in March 2021, there was a 53.69% increase in the enrolment of educational students in HEI’s from 2009 until 2019. In 2019, 211 274 students enrolled at HEI’s Faculties of Education. Education makes up 19.7% of all HEI’s faculties in South- Africa (refer Table 2.1).

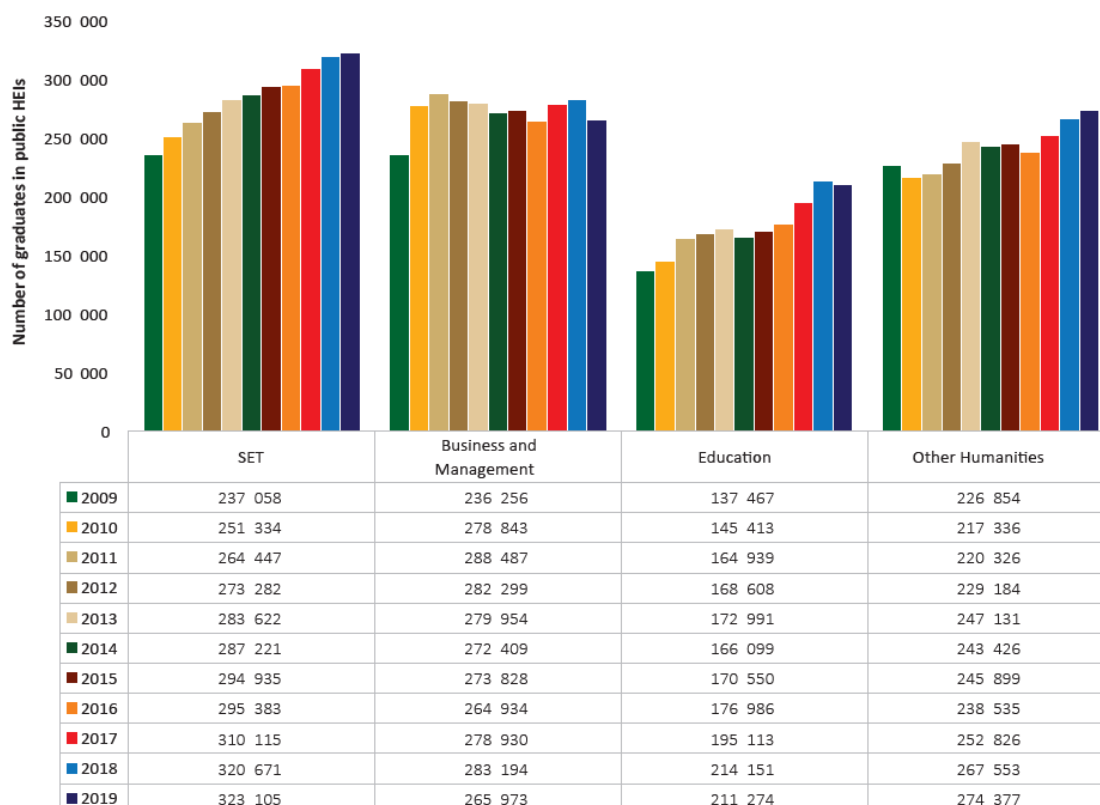


Table 2.1: Number of students enrolled in public HEIs by major field of study, 2009 to 2019 (Department of Higher Education and Training, 2019)

With a 53% increase in students enrolling into education, the inference can be made that there is an increase in interest in education among matric learners. The Department of Basic Education must engage with these students and prepare them to be classroom-ready.

2.2.1 Higher Educational Institutes – degrees in education

According to the Department of Basic Education, in South Africa a student may follow one of two routes in becoming a teacher, namely: a four-year BEd degree,

or a three to four-year Bachelor's degree, followed by a one-year PGCE (education.gov.za, 2021b).

A student must consider the age range that he/she would like to teach (education.gov.za, 2021b). The age ranges are clustered into phases.

The phase specializations are as follows:

- Foundation Phase (± 5 – 9-year-olds): Grades R – 3
- Intermediate Phase (± 10 – 12-year-olds): Grades 4 – 6
- Senior Phase (± 13 – 15-year-olds): Grades 7 – 9
- Further Education and Training (FET) Phase (± 16 – 18-year-olds): Grades 10 – 12

Some HEIs allow for a combination of phase specialization. In these instances, the student could specialize in two consecutive phases. For the Intermediate, Senior, and FET Phases, the student may choose the subjects that he/she wishes to specialize in, which include fields in languages, mathematics, the sciences, technology, business and management, and the humanities (education.gov.za, 2021b).

The BEd degree includes compulsory annual practical training during which the student-teacher observes the current school system and starts with teaching learners under supervision.

The University of Pretoria's course includes a teaching practice module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for six weeks in the second term of the school year (University of Pretoria, 2017). The student needs to complete six weeks per year, taking responsibility for individual and solo teaching in his/her respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities, and to act as responsible citizens within the school environment (University of Pretoria, 2017).

The University of the Witwatersrand, Johannesburg also follows the same principle

as the University of Pretoria with students completing six weeks of school-based teaching during each year of study (The University of the Witwatersrand, 2022).

According to UNISA, the students studying BEd need to complete a total of 20 weeks of practical training for a four-year degree (Unisa.ac.za. 2021).

At the University of Johannesburg (UJ), the BEd degree includes Work Integrated Learning (WIL), where prescribed periods must be completed at approved schools during the time of study (University of Johannesburg, 2019) (refer Table 2.2).

Table 2.2: Duration of Work Integrated Learning at UJ

PRACTICUM WHICH INCLUDES WIL		
Study period	Duration	Assessment
First Year	2 weeks	Practicum which includes WIL and service learning amounts to 2 weeks. The WIL at schools consists mainly of structured observation, linked to assignments which are formally assessed.
Second Year	2 weeks	Practicum which includes WIL and service learning amounts to 2 weeks. The WIL at schools consists mainly of structured observation, linked to assignments which are formally assessed.
Third Year	6 weeks	Practicum which includes WIL and Service learning amounts to 6 weeks. During WIL at schools students take up teaching responsibilities which are formally assessed by their teacher mentors and also by staff. Students also submit assignments which are formally assessed.
Fourth Year	10 weeks at selected schools	During WIL at schools students take up teaching responsibilities which are formally assessed by the teacher mentors and also by staff. Students also submit assignments which are formally assessed.

UJ concludes that through its teacher education programs, the faculty strives to prepare teachers who are caring, accountable, and critically reflective about the who, what, how, and why of teaching in a diversity of contexts (University of Johannesburg, 2019). Through integrating coursework at the university and practicum at schools, the faculty creates learning opportunities for student-teachers to acquire:

- A thorough understanding of learning and development in childhood/adolescence.

- Sound subject knowledge.
- An understanding of contextual factors that impact learning and schooling.
- An appreciation of the demands of the teaching profession.
- A repertoire of teaching strategies and skills.
- A reflective stance towards teaching.

Although each university follows its own teaching and learning plan for a BEd qualification, the primary focus stays the same. The integration of students into the real teaching environment is crucial. This is so important that it was noted in the Department of Basic Education's action plan for 2019 (Department of Basic Education, 2015).

In 2015, the Minister of Basic Education, Minister AM Motshekga, published an Action Plan towards 2019 (Department of Basic Education, 2015:2). In this Action Plan, Minister Motshekga proposes 27 goals for the Department of Basic Education. She is very clear in goal 16 that the department will strive to improve the professionalism, teaching skills, subject knowledge, and computer literacy of teachers throughout their entire careers. She describes the priority of in-service training and states that such training must improve and become more readily available (Department of Basic Education, 2015:36). She continues to state that:

“Currently, around a third of the time spent by teachers on professional development is accounted for by training provided by the education department or some other external provider, such as a university. Whilst the proportion may be right, there is still a need for more of this kind of training, given how low the overall amount of time spent on professional development is. In recent years, much external training has focussed on orienting teachers to new curriculum documents. In the context of a commitment to an extended period of curriculum stability, following the completion of the CAPS roll-out in 2014, external training will be able to focus to a much larger degree on subject knowledge and teaching methodology.”

– Angie Motshekga -

It is evident that Ange Motshekga wants to make teacher development a priority. She acknowledges that external training will help and guide teachers. Mentoring of a student-teacher will also make a huge impact on education. In this study the exposure to mentoring is twofold.

2.2.2 The student-teacher

For the purposes of this study, student-teachers' mentoring exposure can be defined in terms of two groups (refer Figure 2.2).

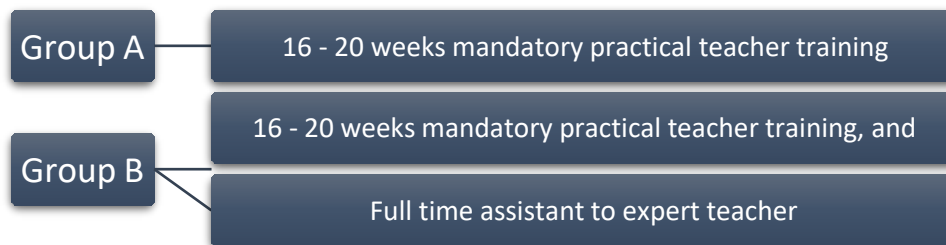


Figure 2.3: Two defined groups of student-teachers' mentoring exposure

2.2.3 Group A: A direct transitioning student

Group A is a student-teacher with the following criteria:

- The student-teacher is enrolled in BEd or PGCE coursework at an HEI.
- The student-teacher completes 16 – 20 weeks of practical training in a school environment.
- The student-teacher receives mentoring from an expert-teacher only for the duration of their practical training (16 – 20 weeks).
- The student does not receive any additional mentoring of any kind from a teacher.

2.2.4 Group B: A student participating in an in-service student mentoring program

Group B is a student-teacher with the following criteria:

- All criteria for Group A.
- Additionally, the student-teacher participates in an in-service student mentoring program.
- The in-service mentoring program gives the student-teacher full-time mentoring exposure to all facets of school-based education.

Cheong et al (2014:333-335) explain that an in-service student mentoring program provides the opportunity for a student-teacher to obtain first-hand experience in the real world of work. According to Cheong et al (2014:333-335), the in-service mentoring program exposes students to practical skills, improves their social relationships, motivates future learning, and enhances their social personality. Roeser, Skinner, Beers and Jennings (2012) explain that teachers' work lives are saturated with interactions with students, colleagues, administrators, and parents—interactions that require significant attentional and emotional resources and their effective regulation through habits of mind. The authors continue to explain that teachers must solve a problem “on the fly” as they interact with students of varying levels of maturity and readiness to learn. To do this in a manner that avoids unequal treatment and opportunities to learn among students with different backgrounds requires great awareness, empathy, and mental flexibility. Koki (1997:3) explains that the mentoring process includes coaching as an instructional technique used in endeavours such as sports or apprenticeship at the workplace. Also, it includes “cognitive coaching,” a term gaining wider familiarity in education. Cognitive coaching can help teachers expand their repertoire of teaching styles, exploring untapped resources within themselves (ASCD, 2021).

The aim of the practical training that both groups receive is not only to learn about the day-to-day functionalities of an educator but also to learn about the social impact of being a teacher. These skills will help the student when becoming a

novice-teacher.

2.2.5 The novice-teacher

After a student-teacher has completed all the requirements for a Bed and/or PGCE degree through an HEI, including mandatory practical training, the student-teacher enters the school setting as a novice-teacher. When entering a school situation, the two types of novice-teachers are defined by the amount of practical training that they have received (refer Figure 2.2).

Group A consists of novice-teachers with only the mandatory practical training in their BEd or PGCE coursework. Group B consists of novice-teachers who have completed their mandatory practical training in their BEd and PGCE course work, and have been exposed to mentoring in an in-service mentoring program.

The impact of practical teaching on the two groups is significant. The novice-teacher from Group A has completed 16 – 20 weeks of practical teaching training. During the practical training, the novice-teacher would have received mentoring by an expert-teacher in a school environment only for the duration of their compulsory practical teacher training. Therefore, the novice-teacher has not received any other mentoring except the above mentioned 16 – 20 weeks for the four-year degree.

In contrast, the novice-teacher from Group B would have enrolled in an in-service mentoring program while completing his/her BEd degree. As such, the Group B novice-teacher has been exposed to the same timelines, pressure, and expectations as the expert-teacher who mentored him/her while he/she was a student-teacher. The in-service mentoring program gave the novice-teacher work experience under supervision and the necessary abilities to become an effective teacher.

2.2.6 Mentoring received during an in-service student mentoring program

According to Cheong et al. (2014:333-335), an in-service student mentoring program is a “supervised work experience” whereby a student is under special supervision instead of working alone in the teaching practice environment. Cheong

et al. (2014:333-335) continue to explain in-service mentoring to be similar to fieldwork, field experience, or experiential learning.

In Petersen's (2017:4) findings there was a realisation that being a teacher could only come about through experience in a school. One of her participants described the process of "finding my footing". She used the following metaphor:

... for me, it's the same as learning to drive a car. You start by learning to drive with a person, who can drive, next to you. But you only really master the ability to drive when you have your license. So, I feel it's the same with teaching. You go through everything at university and then you are expected to implement it. That's where you learn how to be a teacher. And that's why it takes the help of mentor-teachers in the school, and quite a few years, until you really feel like "Okay, [...] I kind of know what's happening."

Among others, the objectives of the in-service mentoring program are (Musyoki, 2021):

- To provide students an opportunity to gain practical experience under professional supervision in actual work situations.
- To provide students an opportunity to develop leadership skills.
- To supplement students' classroom experiences.
- To assist students in understanding their own capabilities.
- To assist students with future employment by providing professional experience, job contacts, personal references, and other forms of assistance.

According to Halai (2006), in-service training is where the mentor and mentee bring the experience of teaching as a collaboration in the sense of both mentor and mentee coming together to learn.

In earlier research, Foskett (1997) describes in-service education training as a

critically important approach to learning. He identifies the value of in-service training in three broad categories of experience, namely outdoor studies, outdoor pursuits, and personal and social development. Outdoor studies relate to the intellectual (cognitive) development of the student-teacher. This allows the student-teacher to apply ideas generated through textbooks in the real world, to test hypotheses by empirical methods, and to learn new knowledge and concepts from first-hand observation. Foskett (1997) explains that outdoor pursuits depend upon the location and the nature of the fieldwork. The student-teacher will experience some physical challenges but will develop physical and practical skills. Lastly, Foskett (1997) explains that “personal and social development is the least tangible category but in the long-term the most important and persistent. This stresses the development of self-awareness and awareness of the needs and skills of others in the context of working co-operatively in new environments”.

Maertz, Stoeberl and Marks (2014:123) agree and state that the benefits of in-service training for schools can be significant. For employers, hiring an intern for a full-time position after in-service training can lead to savings in the areas of recruitment and selection.

In the next section, the focus is on the novice-teacher entering the school situation. Specifically, the challenges the novice-teacher faces in the first years as a full-time, independent, novice-teacher.

2.3 ENTERING THE SCHOOL SITUATION

After student-teachers have completed their studies, the next phase of their career is to enter the school situation for the first time as novice-teachers.

2.3.1 School environment

The novice-teacher’s first year of work as a professional is a unique time (Schatz-Oppenheimer & Dvir, 2014:140). A novice-teacher is defined by Sweeny (2008:2) as a newly qualified teacher with little or no previous experience. For a novice-

teacher with no previous experience, the entrance into the teaching profession can be extremely formidable. A novice-teacher's main struggle is to bridge the university coursework with a school situation (Petersen, 2017:3). Farrell (2009:10) summarizes the first year of teaching as a type of "reality shock" for many novice-teachers. A novice-teacher's most crucial stage in the process of becoming a teacher occurs at the very outset, during the transition from being a student-teacher to becoming a novice-teacher and later, an experienced teacher (Peterson & Williams, 1998:730).

Desyatov (2015) explains that learning occurs most effectively when experts and novices work together for a common goal and are therefore motivated to assist one another. "Providing assistance" is the general definition of teaching; thus, joint productive activity maximizes teaching and learning. Working together allows conversation, which teaches language, meaning, and values in the context of immediate issues. Teaching and learning through joint productive activity is cross-cultural, typically human, and probably "hard-wired" (Desyatov, 2015).

Teaching at any level implies pedagogy, even if it is unplanned or unconscious because pedagogy is just a word for the summation of teaching behaviours (Leamson, 1999:2). In the article "Effective and Appropriate Pedagogy" (International Institute for Educational Planning, 2015), the word pedagogy is defined as interactions between teachers, students, the learning environment and the learning tasks. This broad term includes how teachers and students relate together as well as the instructional approaches implemented in the classroom. Pedagogical approaches are often placed on a spectrum from teacher-centred to learner-centred pedagogy; though these two approaches may seem contradictory, they can often complement each other in the realization of educational goals (International Institute for Educational Planning, 2015).

Learning is dependent on the pedagogical approaches that teachers use in the classroom. A variety of pedagogical approaches are common in schools, but some strategies are more effective and appropriate than others. The effectiveness of pedagogy often depends on the subject matter to be taught, on understanding the diverse needs of different learners, and on adapting to the on-the-ground

conditions in the classroom and the surrounding context. In general, the best teachers believe in the capacity of their students to learn, and carefully utilize a range of pedagogical approaches to ensure this learning occurs (International Institute for Educational Planning, 2015).

Teacher-Centred Pedagogy:

- Positions the teacher at the centre of the learning process and typically relies on methods such as whole-class lecture, rote memorization, and chorus answers (i.e., call-and-response). This approach is often criticized, especially when students complete only lower-order tasks and are afraid of the teacher. However, whole-class teaching can be effective when teachers frequently ask students to explain and elaborate key ideas, rather than merely lecture.

Learner-Centred Pedagogy

- This approach has many associated terms (e.g., constructivist, student-centred, participatory, active), but generally draws on learning theories suggesting learners should play an active role in the learning process. Students, therefore, use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning

Figure 2.4: Teacher- and learner pedagogy

Rusznayak, L. and Bertram, C., (2021:40) sums up that we suggest that a pedagogic reasoning approach provides a socialisation into communal aspects of practice as well as enabling students to develop their own patterns of thinking about planning, teaching, and assessing. In this study, the researcher is observing the novice-teacher to explore and evaluate what pedagogy they will use in their classrooms. Leamson (1999) explains further that teaching might demand more preparation as the content matter becomes more difficult, but the teaching itself becomes difficult when, to achieve its end, it demands pedagogy that is not simply spontaneous but develops with great care to cope with specific circumstances

2.3.2 What is expected of a teacher?

Being a novice-teacher is not a free ticket to not doing the work. A novice-teacher

is expected to be able to do the same job as an expert teacher.

The basic goals of mentoring is to improve teaching performance, reduce attrition of capable teachers, increase the personal and professional well-being of teachers, and to impart the school and teaching profession's culture. Lunenburg (2011) explains that most schools plan to help novice teachers adapt, but despite their efforts, many teachers still experience adjustment problems.

Gudwin and Salazar-Wallace (2010:8) agree and explain that mentoring provides the opportunity to enrich both the personal and professional lives of the mentor and mentee. It is a teacher-to-teacher relationship that is making a difference.

Fred C. Lunenburg from Sam Houston State University (Lunenburg, 2011) gave a review of problems that the novice-teachers might experience when entering the teaching profession. Lunenburg (2011) explains that the novice teacher may have a sense of isolation; poor understanding of what is expected of them; a workload and extra assignments they were unprepared to handle; lack of supplies, materials or equipment; poor physical facilities; and lack of support or help from experienced teachers or supervisors, which contributes to their feelings of frustration and failure (Lunenburg 2011:1-5). The result is that many potentially talented and creative teachers find teaching unrewarding and difficult. To place Lunenburg's findings in context to South-Africa, the South African education system, characterized by crumbling infrastructure, overcrowded classrooms and relatively poor educational outcomes, is perpetuating inequality and as a result failing too many of its children, with the poor being the hardest hit (Mohamed, 2020).

Experiencing these problems will affect the novice-teacher when entering the teaching profession. The novice-teacher needs the correct knowledge and experience to succeed as an effective teacher.

2.3.3 Knowledge versus experience

Pourhosein Gilakjani and Sabouri (2017) find that a student-teacher develops a set of beliefs about teaching in their teacher education programs. These beliefs are not necessarily related to the set of beliefs about teaching that they developed throughout their own elementary and secondary education. Ciascai and Zsoldos-

Marchis (2018) add that student-teachers have strong beliefs about the role of education in general and about the nature of teaching and learning in particular.

These beliefs often do not equate with reality. The next section describes the reality shock when a novice-teacher enters the school environment.

2.4 REALITY SHOCK

A novice-teacher entering the teaching profession for the first time can find this experience overwhelming (Steyn, 2004:81) and a true reality shock. Harris (2015:54) explains how a novice-teacher comes to the classroom with many preconceived notions about what it means to be a teacher and, as a result, he/she often underestimates the demands of the profession. Steyn (2004:85) pronounces the combination of curricular and extracurricular responsibilities for a novice-teacher as a challenge.

According to Petersen (2017), teachers can play an important role in preparing a country's children for a fast-changing world, especially in an emerging economy like South Africa. When entering the profession, the student-teacher becomes a novice-teacher. Novice-teachers must cope with the transition from the training stage (pre-service), during which period training in the profession is acquired, to the in-service stage, where they are expected to be more mature and able to utilize their professional skills (Schatz-Oppenheimer & Dvir, 2014:140). Although most schools offer an induction program to help and guide the novice-teacher, the reality is, there is not enough time to enable the novice-teacher to acquire all the information and knowledge expected of them. The transition from student-teacher to novice-teacher must take place instantaneously.

In Petersen's (2017:3) findings, he explains the transition of the novices from their university studies to the school environment as overwhelming and unsettling:

... I was not prepared for coming into the classroom. You just can't find your feet. You feel very uncomfortable about the basic things I didn't know what to do and how to prepare for my classroom.

Petersen (2017:3) continues to express his concern about new teachers who find themselves being somewhat unrealistic and/or who are unprepared for what they should expect during this period.

2.4.1 The novice-teacher's transition

To ease the transition from student-teacher to novice-teacher, the novice-teacher needs mentoring. Mentoring is the assistance offered to a new teacher by an experienced colleague willing to share his or her expertise (Portner, 2008:xi). The mentor helps and guides the novice-teacher and then, as Taole (2015:128) explains, the novice-teacher mimics the experienced colleagues. Mentoring does not exempt the novice-teacher from feeling a sense of discomfort.

A novice-teacher requires the same abilities and takes on the same responsibilities as an expert teacher. In Table 2.3 below, Michel (2013) describes the novice-teacher's experiences when entering the profession.

<p>Initial orientation</p> <ul style="list-style-type: none"> • Novice-teachers have discrepancies between their early perceptions of the classroom and current classroom realities.
<p>Sense of responsibility</p> <ul style="list-style-type: none"> • Novice-teachers feel a deep sense of responsibility to quickly become professional, competent teachers.
<p>Ability to meet expectations</p> <ul style="list-style-type: none"> • Novice-teachers expect to feel familiar with the classroom, but once they start teaching they feel disoriented and unfamiliar.
<p>Achieving control</p> <ul style="list-style-type: none"> • Novice-teachers may struggle with maintaining classroom control. This may affect their perceived responsibility and their need for reorientation.
<p>Need for affiliation</p> <ul style="list-style-type: none"> • Novice-teachers have a need to feel like they fit in with the rest of the staff.
<p>Evaluation of goals achieved</p> <ul style="list-style-type: none"> • Novice-teachers judge their achievement on whether they are able to integrate content with presentation, their ability to maintain classroom control, finding emotional and physical security and developing a sense of affiliation.

Table 2.3: The novice-teacher's experience when entering the profession

In this study, the researcher observed that the novice-teachers are struggling with the same experiences as Michel explained above. In Section 4.5 the interpretation of the interviews shows that the novice-teachers faced these exact struggles as well.

Caspersen and Raaen (2014:4) suggest that the experiences of student-teachers during their ITE differ from their experiences as novice-teachers in the workplace.

The novice-teacher might feel overwhelmed and demonstrates it in specific behavioural patterns.

According to Clement (2011), there is a recognition that the induction period, the first two or three years of teaching, is critical in developing the teacher's capabilities, and that novice-teachers should not be left alone to sink or swim. In this initial orientation, the novice-teacher may feel that their early perception of a classroom situation differs from the reality of the classroom.

The novice-teacher might feel overwhelmed with his/her deep sense of responsibility to perform and succeed. Michel (2013:119) agrees and states in his findings that novice-teachers have a general feeling of being overwhelmed by the workload or feeling like teaching was too much work. In Michel's (2013:123) findings, one novice-teacher describes being overwhelmed:

...There's so much to do. You're not just teaching. You're a doctor. You're a psychologist. You're a counsellor and there are so many roles that you do in the classroom...

The novice-teacher might feel they are ready for the classroom situation, but when they enter the classroom, they feel disorientated and unfamiliar.

The novice-teacher needs to feel familiar in the school and to fit in with the other staff. Michel (2013:15) posits that novice-teachers struggle with socialization into their new schools, especially in the first year. LaVine (2016:294) agrees and says the socialization process affects new teachers entering the teaching profession. Professional socialization "is the process by which persons recruited into physical education acquire the knowledge, values, sensitivities, and skills endorsed by the profession" (LaVine, 2016).

Michel (2013:15) summarizes that novice-teachers typically experience isolation, feelings of insecurity, and a period of "transition shock". Moreover, novice-teachers experience a loss of idealism as they try to incorporate their previous knowledge of teaching into their current classrooms. Novice-teachers are also struggling to become socialized into their new teaching context and have a strong desire to gain affiliation with the staff at their current school. Finally, the negative experiences

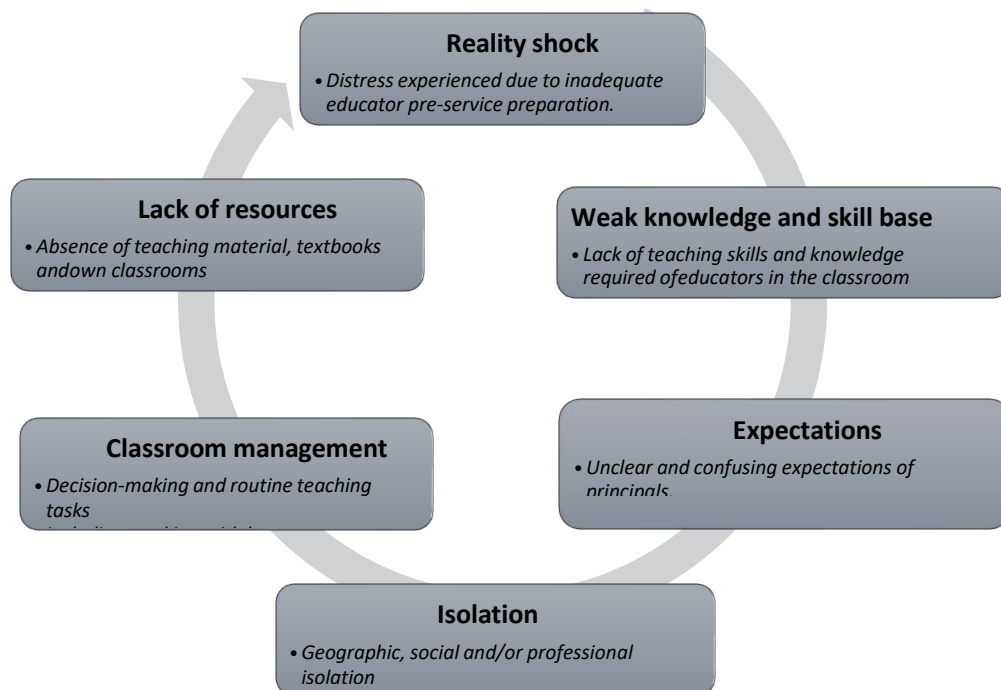
that most novice-teachers encounter are exasperated by inadequate peer collaboration and limited administrative support (Michel, 2013).

The transition of the novice-teacher is truly a testing time. The next section focuses on the challenges the novice-teacher can experience.

2.5 NOVICE-TEACHERS' CHALLENGES

2.5.1 First-year of teaching

The transition from being a student-teacher to becoming a novice-teacher can be challenging (Steyn, 2004:81). Steyn (2004:84) adds that schools cannot assume that novice-teachers are proficient in teaching because they are qualified. The best way of supporting and developing a novice-teacher is by obtaining a clear understanding of the challenges they face (Steyn 2004:81). The first years in the teaching profession have been widely studied to understand the novice-teachers' difficulties and successes.



In the flow chart depicted in Figure 2.5, Steyn displays the challenges a novice-teacher can experience.

Figure 2.5: Challenges a novice-teacher can experience when entering the profession (Steyn, 2004:85)

According to Boakye and Ampiah (2017:4), the lack of resources is a huge challenge that most novice-teachers face.

...Classrooms with “potholes”, 90 pupils to one teacher, pit latrines and sanitation so bad pupils caught Hepatitis C from the school toilets...

This is the picture painted in a Bisho High Court challenge against the Department of Basic Education, showing 24 schools across South Africa as places where pupils are fighting not only for a decent education but, in some cases, for their lives (Macupe & Hawker, 2012).

These challenges can be extremely overwhelming when a novice-teacher has to face them alone. With the help of an expert teacher, the novice-teacher can overcome these challenges through mentorship.

2.6 MENTORING OF A NOVICE-TEACHER

Harris (2015:19) explains that the idea of mentoring goes as far back as ancient Greece. The first mention of mentoring can be found in Homer’s epic poem, *The Odyssey*. Odysseus is preparing to embark on a ten-year voyage and leaves his young son, Telemachus, to be guided and counselled by his trusted friend, Mentor. While Odysseus is on his voyage, Mentor acts as an advisor who is there to help the young boy grow in mind, body, and spirit (Jonson, 2002).

Learning to teach is a complex social activity, which can be prompted effectively with the support of others (Ru, 2016:326). An expert-teacher who creates an inviting learning environment in the classroom matters more than any other factor in terms of student achievement (Harris, 2015:6).

Every novice-teacher needs a mentor to guide him/her through the process of becoming an effective teacher. In mentoring new teachers, Portner (2008:xi) describes mentoring as assistance offered to a new teacher by an experienced colleague willing to share his or her expertise.

Caspersen and Raaen (2014:4) explain that the first three years represent a distinguishable period in the professional development of teachers. During this period of commitment, support, and challenge, teachers’ self-efficacy beliefs are

malleable. From a research perspective, these three years—when reality shock is most likely to occur—can be divided into two phases. The first phase is the immediate reaction that teachers have when encountering work for the first time. During this phase, which lasts from the first few weeks and months through the first year, everything can seem unfamiliar and strange. The second phase covers a longer time frame of one to three years after graduation. During the second phase, attention is directed towards coping with the teaching situation, perceiving the opportunity to influence the everyday work of the school and the pupils, and understanding how coping is related to burnout and stress.

Phillips-Jones (2003) describes that effective mentoring requires more than common sense. Mentors and mentees who develop and manage successful mentoring partnerships demonstrate several specific, identifiable skills that enable learning and change to take place (Phillips-Jones, 2003) (refer Figure 2.5).

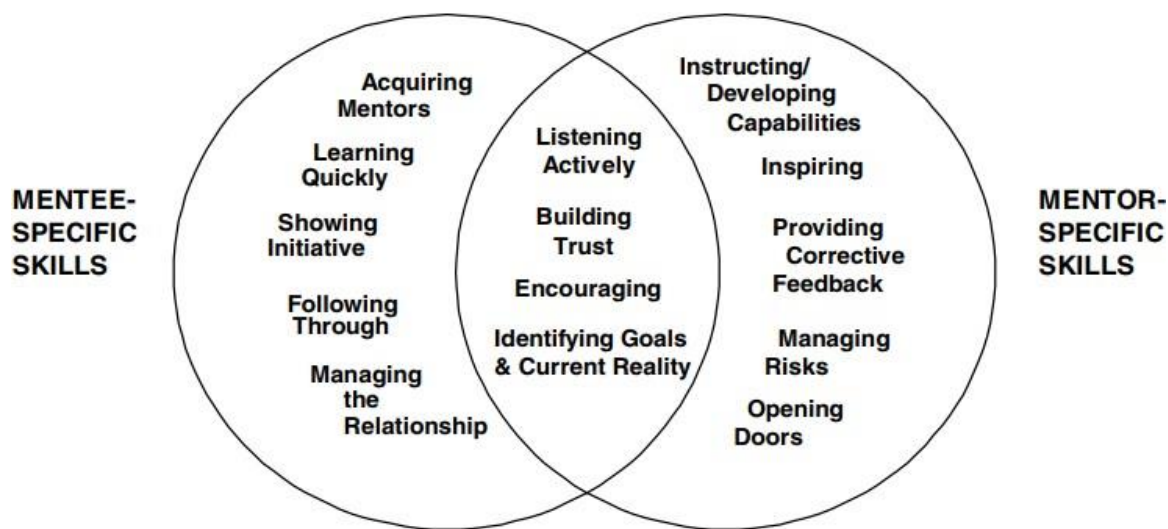


Figure 2.6: Shared core skills (Phillips-Jones, 2003)

For mentoring to take place, these core skills are vitally important. In this study, the researcher found that the mentor and mentee need to trust one other to build a relationship in which effective mentoring can take place. The need for mentoring is explained in the next section.

2.6.1 The novice-teacher's need for mentoring

Harris (2015:22) underlines that, while giving new teachers emotional support can be an important part of their growth, it is not enough when it comes to assisting teachers in developing their pedagogical skills. Mentors must assist new teacher in their development of teaching strategies, classroom management skills, and effective lesson planning. Long (2014) adds that great mentors stimulate thinking and help mentees grow in new ways. They alert the novice-teacher to new teaching methods and provide guidelines for how to handle various situations throughout their teaching career. Effective mentors do not offer solutions to novices-teachers, they engage in a process to help novice-teachers discover for themselves the solutions to their teaching and management issues (Harris, 2015:19-20). Harris (2015:22) continues and explains that in the context of these relationships, the mentees will demonstrate initiative and curiosity, a desire to learn, a commitment to improving, and a willingness to seek guidance.

2.6.2 Learning to teach

According to Feiman-Nemser (2003:25), it is essential to teach the novice-teachers how to teach. The novice teacher may feel overwhelmed and unsure of what is expected of them in a school situation. Normal, day-to-day situations need to be explained and mentored. The novice-teacher may be faced with questions like what do I teach, or how to teach it? Even, what to do with the students, or how do I discipline them? Feiman-Nemser (2003:26) continues to explain that before the novices can begin to teach, they go through an initial phase of learning. During an in-service mentoring program, the novice-teacher will experience the day-to-day school situation. The novice-teacher will gain subject-matter knowledge. They will be learning how to do planning, do lessons and assessments. They will learn to work with students and how to handle the different cultural backgrounds under the supervision of a mentor-teacher.

2.6.3 The learning curve

New teachers need to discover how to unlock the curriculum information for

learners. Transferring knowledge from books to students is one thing, but unlocking information is a whole new story. The novice-teacher is part of a learning curve, from day one they are confronted with new situations. Every class is different because every learner is different. The novice-teacher will be challenged with quick decision-making on how to change the lesson to fit in with the dynamics of the specific learners in a classroom. New teachers need to learn how to think on their feet, size up situations and decide what to do, study the effects of their practice, and use what they learn to inform their planning and teaching (Feiman-Nemser, 2003). New teachers also have to learn to teach in a particular context.

2.6.4 A process of enculturation

The literature on induction explains a strong emphasis on adjustment (Feiman-Nemser, 2003). Phrases like “learning the ropes” and “eased entry” suggest that induction is about helping new teachers fit into the existing system. According to Feiman-Nemser (2003:27), even if one objects to the passivity of the new teacher that such formulations imply, one still needs to think about who is “teaching the ropes” and what they are teaching. Novice-teachers long for opportunities to learn from their experienced colleagues and want more than social support and instructions for using the copying machine.

Teacher collaboration, particularly the mentoring of newly qualified teachers by experienced teachers, has proven important in helping newly qualified teachers to cope with their work (Feiman-Nemser, 2003).

2.6.5 Mentors’ strategy

Dikilitas, Mede and Atay (2018) explain that mentors provide direct and indirect help for mentees using a variety of strategies depending on the context of the program and the profile of the mentees. The most important aspect of mentorship, according to Cambria (2006:21) is commitment to it. Lejonberg and Christophersen (2015:45) clearly state that committing to the role of a mentor can affect the quality of mentoring. Koki (1997: 2) agrees by stating that the mentoring process extends far beyond supporting the induction of new teachers into the

school system through professional guidance and encouragement. According to Temple, Sibley and Orr (2019:3), a mentor plays a significant role in providing intellectual stimulation for the novice-teacher. The mentor teaches through example and coaching, and the novice learns by doing it. Temple et al (2019) further state that a mentoring strategy should always be “*what we do, how we do it, and why we do it?*”

Lejonberg and Christophersen (2015:50) use the graph in Figure 2.6 to show that the level of mentor experience is positively related to the level of affective commitment to the mentor role. Lejonberg and Christophersen (2015:46) describe that “in the context of education research, affective commitment, which is understood as a positive, affective bond between the teacher and the school, is seen as an important quality in the school staff.”

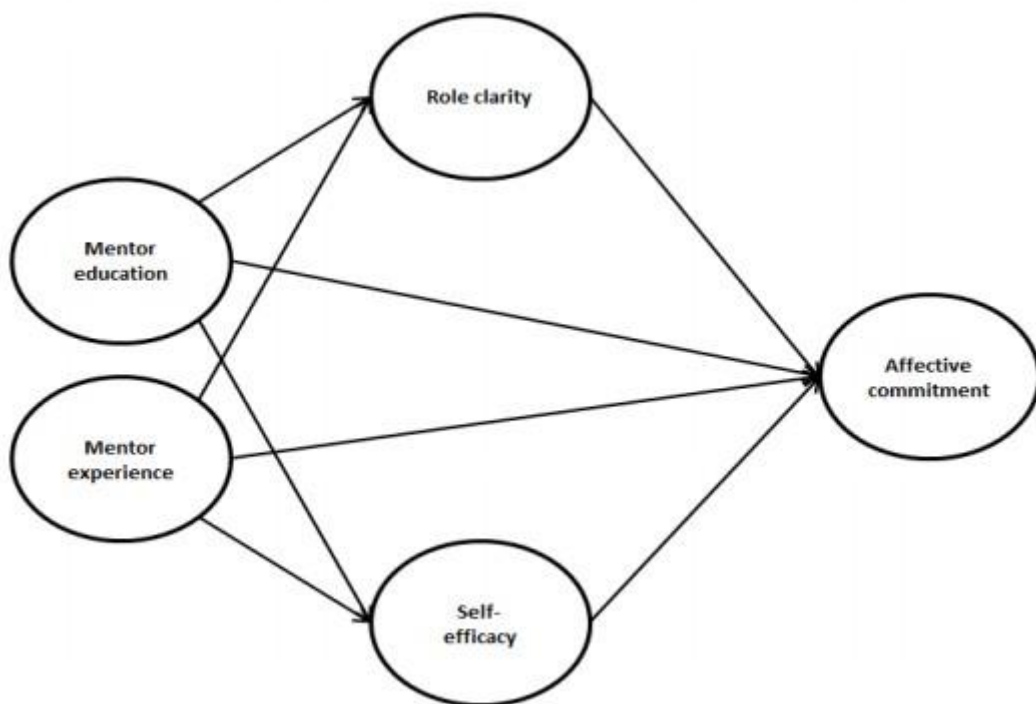


Figure 2.7: A theoretical model showing assumed relationships between role clarity, mentor education, mentor experience, self-efficacy, and affective commitment (Lejonberg & Christophersen, 2015)

Donley (2012:1) continues that a good mentor is highly committed to the task of helping novice-teachers find success and gratification in their new work.

Committed mentors show up for, and stay on, the job because they understand that persistence is as important in mentoring as it is in classroom teaching. Such commitment flows naturally from a resolute belief that mentors can make a significant and positive impact on the life of another. This belief is not grounded in naive conceptions of what it means to be a mentor. Rather, it is anchored in the knowledge that mentoring can be a challenging endeavour requiring significant investments of time and energy (Donley, 2012:1).

In a research study conducted by Hargreaves and Fullan (2000:50-56) in Toronto, Canada, they identify three strategic approaches for developing mentoring programs that can make a lasting difference:

- First, mentorship programs need to be designed in a way that restructure the culture of the school. The mentorship program must acknowledge that all teachers should be involved in the mentoring of novice-teachers. Through mentorship programs, teachers are trained and prepared to effectively make a difference in the lives of young people.
- Second, the mentorship program must take all new teachers into account. Not just the novice-teachers, but also teachers who have moved from one school to another.
- Third, everyone involved in mentoring programs must realize that they play an important role in the future of a novice-teacher.

Dikilitas et al (2018) believe that novice-teachers can become more independent through the following strategies:

- Developing self-awareness that leads novice-teachers to better understand themselves as professionals in terms of their strengths and weaknesses.
- Developing awareness of what happens around them, to their students in class, at the workplace, in their community, in their country, and the world.
- Transforming their role in the classroom from controller to advisor, from instructor to guide, from transmitter to observer and listener.
- Developing independence through participation and collaboration in the teaching profession: growing together, constructing collectively, and

understanding projects.

- Dealing with challenges that take novice-teachers a step forward and show them the scope of their capabilities, leading to professional growth.
- Taking responsibility, which gives the novice-teacher freedom and empowerment. This is impossible without independence.

The researcher believes that the strategies, as explained by Dikilitas et al (2018) are particularly important for effective mentoring to take place. The researcher observed that the novice-teachers who participated in an in-service mentoring program, adopted these strategies better than the novice-teachers that had a straight transition. The researcher is of the notion that this is because a trust relationship which has been established through a long-time relationship.

Phillip-Jones (2003) states that mentoring is a key factor for professional success in education. Successful mentorship is vital to career success and satisfaction for both mentors and novice-teachers. A good mentor should assist the novice with the continual acquisition of knowledge, reflection, and improvement in the practice of teaching. Mentoring for the novice-teacher must be an ongoing learning opportunity that is shared by both the mentor and the novice-teacher (LaVine, 2016:303). Mentorship programs should always strive to improve teachers, schools, professional associations, and teacher unions (Hargreaves & Fullan, 2000:56).

Mentoring during the first years is very important and gives the novice-teacher the ability to cope with expectations. Through adequate mentoring, a novice-teacher feels safe and knows exactly what to do in each situation. The next step in mentoring is to help the novice-teacher to stay in the education sector, even if it is not easy.

2.7 TEACHER SUSTAINABILITY

Feiman-Nemser (2003:25) explains that just letting new teachers survive is not the same as mentoring them to become good teachers. Feiman-Nemser (2003: 25) continues to say that the novice-teachers' first years should be a phase of learning

where they can surround themselves with a professional culture. Then there is the issue of getting recently educated teachers into classrooms and keeping them there (LaVine, 2016:295), as discussed in the next section.

2.7.1 Personal wellness

Maintaining a high level of job satisfaction among teachers is an important goal for the Department of Basic Education, school governing bodies, and school management. Employees who are more satisfied, are generally more productive and committed to their profession (Rebakah 2015:126). Zakrzewski (2013) agrees that novice-teachers require mentoring, not only to improve student learning but for their well-being too. Bürgener and Barth (2018:821) agree and state that strengthening the competencies of novice-teachers will ensure inclusive, quality education for all and empower everyone to support the sustainable development of teachers.

When novice-teachers' well-being is not a priority, teachers continue to leave the profession within the first several years of entering the profession (Inman & Marlow, 2004:605).

2.7.2 Satisfaction

Marlow, Inman and Betancourt-Smith (1997:211-214) state their concern that as many as 40 percent of novice-teachers in the USA resign during their first two years of teaching, as revealed in a survey done by the Northwestern State University Natchitoches, Louisiana. Novice-teachers' reason for leaving has less to do with insufficient salaries, as one might suppose, than with a lack of professionalism, collegiality, and administrative support. Okeke and Mtyuda (2017:54) mention an important point in their research, stating that teacher wellbeing is pivotal for achieving a well-sustained social transformation that is greatly required within the South African educational institutions and the larger society. They continue by saying that research plays an important role in revealing the everyday understanding of the teachers' psychosocial, intellectual as well as

material needs, the outcome of which will conflate into the improvement of the teacher's wellbeing. Okeke and Mtyuda (2017:56) suggest that empowering teachers to reframe mindsets, particularly those that result in unsustainable behaviours and/or actions, may be central to achieving teacher sustainability necessary for social transformation.

Novice-teachers need a sense of emotional and cognitive belonging to a certain community of practice. Furthermore, they need active self-reflection and self-regulation to develop their ability in teaching using the external scaffolding from mentors, while improving their sense of self-efficacy in teaching through active experience (Ru, 2016:326). Without the dedication of a mentor, entering the classroom for the first time can produce a feeling of doubt. New teachers often mistake the doubt they feel as an indication that they have made a mistake in their choice of profession (Marlow et al, 1997:211-214).

This doubt can be explored by effective mentoring during an induction program. Teachers that participated in an in-service student training program, are less likely to leave the profession early (Harris, 2015:18). Harris and Sass (2011:29) further explain that the essential characteristics of mentoring are engaging in a process of nurturing, serving as a role model, focusing on both professional and personal development, and generating and maintaining a caring relationship. Novices' balancing of personal and professional development in the first year of teaching is important in their future lives (Ru, 2016:326).

2.8 THE ROLES OF THE RESEARCHER

Struwig (2013:233) explains that all researchers must possess some key characteristics. In the figure below, Struwig (2013:234) illustrates the characteristics of a good researcher.



Figure 2.8: Characteristics of a good researcher

Ingersoll and Strong (2011:234) explain these characteristics as follows:

- **Motivation**

It is important that a researcher is 100% motivated. Motivation is the most essential requirement for all researchers.

- **Genuine interest**

A researcher must also be genuinely interested in finding answers to actual problems. A genuine interest helps to keep a researcher interested in a project even if comments on submitted chapters are less than favourable.

- **Scholarly attitude**

A researcher also needs to want to find answers in an academic, scholarly, and scientific manner and arrive at academically acceptable and accountable solutions. This means a researcher will conduct a thorough study of proper research procedures before beginning with the research.

- **Independent thinking**

Studying at this level is not about simply summarizing the views of other researchers. A researcher is required to show proof of original and independent thought and to treat information critically. A researcher is also required to provide original and creative research-based contributions to his/her field of study.

- ***Understanding research procedures***

When formulating a topic, a researcher must decide exactly what he/she wishes to research.

For this study, the researcher believes that she was, according to Struwig's characteristics, a good researcher. She was motivated to examine a phenomenon of novice-teachers entering the teaching profession for the first time. She was further motivated by the mentoring that the novice-teachers had received and their ability to succeed in the day-to-day situations of being a novice-teacher. The researcher was of the opinion that some novice-teachers struggled more than others to cope, and wanted to find the reason behind this by conducting this qualitative research by means of a case study research design. The researcher's intention was to finally answer the research question:

Is there a difference between the novice-teacher that has received effective mentoring in an in-service student mentoring program, versus the novice-teacher that had a direct transition from being a student-teacher to becoming a novice-teacher?

In this research study, the researcher took the role of an observer when the novice-teacher interacted with her learners in the class. The researcher was then the interviewer when conducting one-on-one interviews with the participants. The researcher always made the participants feel comfortable to get the best depth of data.

To be a good researcher, the researcher abided by all the ethical guidelines and procedures, as discussed next.

2.9 SUMMARY OF THIS CHAPTER

In this chapter, the researcher has shown the journey of the novice-teacher. The student-teacher starts at an HEI by enrolling in an educational degree. The main focus here is the two defined groups the students can find themselves in. Group A is the student that has a direct transition from being a student-teacher to becoming

a novice-teacher having only completed their mandatory 16 – 20 weeks of practical training. Group B is a student who, in addition to the 16 – 20 weeks of practical training, had enrolled in a full-time in-service mentoring program with a school while studying.

After the student has completed his/her studies at an HEI, the student-teacher becomes a novice-teacher. This is a complex time and the reality shock of the new school environment is intense. The initial orientation, sense of responsibility, classroom expectations, and even the search for understanding, are all challenges a novice-teacher might encounter. The novice-teacher will be confronted with the reality of daily tasks and taking ownership of classwork, assessments, learners, and even parents. Lack of resources, struggles with time management and learner discipline, as well as an increased workload are further challenges a novice-teacher can face.

The role of a mentor is extremely important to help the novice-teacher with these challenges. The development of teaching strategies, classroom management, effective lesson planning, and even administration are key aspects of a mentoring program.

When a mentoring program has been implemented correctly, the novice-teacher's well-being will be cared for. Maintaining job satisfaction will lead to more productive and committed teachers. When personal well-being is not a priority, teachers will continue to leave the profession. The key to investing more time in the development of teachers is to start early. If a student participates in an in-service mentoring program the student will be exposed to more mentoring, better development, and longer sustainability in education.

Chapter 3 focuses on the research design and methodology used in this study. A qualitative research methodology is used and the researcher decided to use a case study research design to observe the participants in the classroom. The researcher evaluates the quality of mentoring that the novice-teacher has received during the years that the novice-teacher was a student-teacher at university, understanding if the mentoring received during the mandatory practical training at a university is efficient enough for a novice-teacher to cope in the work environment.

CHAPTER 3

Research design and methodology

3.1 INTRODUCTION

The literature overview in Chapter 2 indicates that novice-teachers can be divided into two groups, based on their exposure to mentoring as student-teachers. The literature overview also provides a better understanding of the mentoring impact on these two groups of novice-teachers.

The Covid-pandemic were excluded in this study as all participants did not start at the same time. Three participants started in 2020, which was at the outbreak of the pandemic. During this year school taught learners through virtual classes. The other three participants started in 2021 after lock-down learning. The different starting dates, as well as the pandemic will influence the mentoring received by the novice-teachers.

The one group of novice-teachers had a direct transition from being a student-teacher to becoming a novice-teacher. These novice-teachers only had the mandatory practical training by the university. The other group of novice-teachers participated in an in-service mentoring program while studying at a university.

Group A is a novice-teacher who, as a direct transitioning student, met the following criteria:

- The student-teacher enrolled in BEd or PGCE coursework at an HEI.
- The student-teacher completed 16–20 weeks of practical training in a school environment.
- The student-teacher received mentoring from an expert-teacher only for the duration of his/her practical training (16–20 weeks).

The student did not receive any additional mentoring of any kind from a teacher.

Group B is a novice-teacher who, as a student, participated in an in-service student

mentoring program and met the following criteria:

- All criteria for Group A.
- Additionally, the student-teacher participated in an in-service student mentoring program.
- The in-service mentoring program gave the student-teacher full-time mentoring exposure to all facets of school-based education.

For the purposes of this study, it was extremely important to identify the correct participants. This matter is discussed in section 3.5.

3.2 RESEARCH DESIGN

Blatter and Haverland (2012:97) describe a research design as a specific plan or a so-called blueprint of how a researcher intends to conduct research. Maree (2012:35) explains that the research design thus clarifies the type of study that a researcher will undertake. In this chapter, the following concepts will be discussed: qualitative research methodology, case study, selection of participants, data collection strategies, and analysis thereof. The researcher used a qualitative research methodology to investigate the following two scenarios in this study, namely:

Is there a difference between the novice-teacher that has received effective mentoring in an in-service student mentoring program, versus the novice-teacher that had a direct transition from being a student-teacher to becoming a novice-teacher?

Qualitative research is a situated activity where researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them (Denzin & Lincoln 2005:3). Struwig (2013:11) explains that qualitative research has four main characteristics. The figure below gives a visual perspective of these four characteristics:

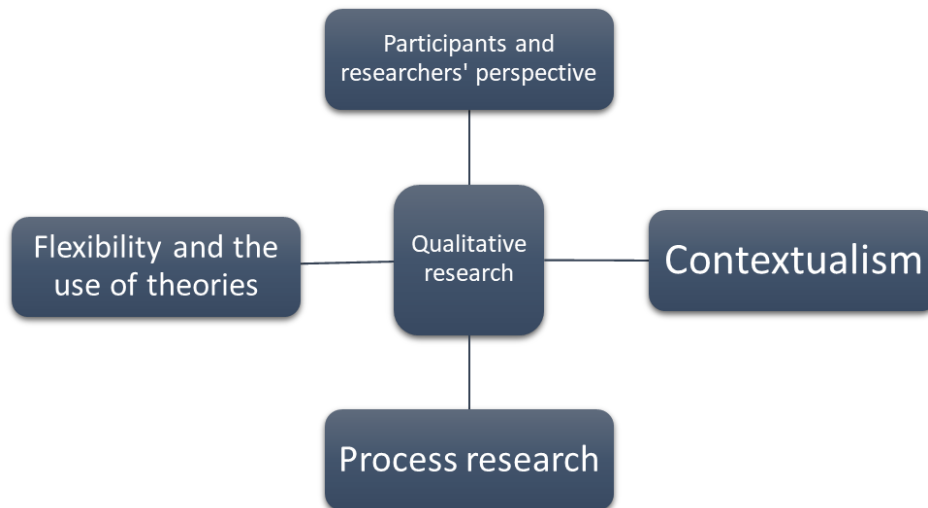


Figure 3.1: Qualitative research characteristics

Struwig (2013:11) explains the first characteristic by saying that qualitative researchers are interested in understanding the issue being researched from the perspective of the research participant. In other words, a researcher sees through the eyes of the participant. Taylor, Bogdan and DeVault (2016:137) agree and explain that qualitative research only gets its distinctive benefits when a researcher adopts a holistic view of participants' lives and activities in context, allowing participants' own perspectives to take centre stage. In this research study, the researcher intends to evaluate the novice-teachers' behaviours, actions, and performance by observing the novice-teacher in the classroom.

Struwig (2013:11) continues to explain contextualism by arguing that the way people behave does not occur in a vacuum. It is necessary to provide a comprehensive description and analysis of the environment or social context of the research participants. Maree (2012:99) agrees by saying that before researchers can go into the field, they need to familiarize themselves with the research setting. Being a practising teacher, the researcher will use the knowledge of the classroom setting, and the experience she gained by mentoring novice- teachers, to understand and be able to interpret the participants' experiences.

Struwig (2013:11) further describes the process of research as events that develop over time. It is necessary to understand how prior events play a role in the individual's thoughts and behaviours. For this study, the researcher focuses on the impact that mentoring during their student years had on the novice-teachers, to get an understanding of the influence it has on their first years of teaching.

Lastly, Struwig (2013:11) explains that qualitative researchers prefer to do research in a relatively open and unstructured manner. Maree (2012:72) describes qualitative research as the interest in understanding how people interpret their experiences, how they construct their world, and what meaning they attribute to their experiences. In this study, the researcher wants to observe the novice-teacher in the classroom. The novice-teacher will be using the mentoring that they received as student-teachers to make decisions, interact with learners, and communicate in the classroom.

In this study the researcher specifically distinguishes between those novice-teachers who have more experience due to their participation in an in-service mentoring program, versus those novice-teachers who rely only on the compulsory mentoring that they received as part of their studies at a university.

The next section focuses on how the researcher accumulates, examines, and presents the data for the study.

3.3 QUALITATIVE RESEARCH METHODOLOGY

Ramonyai (2020:7) describes research as a systematic investigation and study of materials and sources to establish facts and reach new conclusions to enhance society by advancing knowledge through the development of scientific theories, concepts and ideas. In this study, the researcher investigates the novice-teacher in the first years of teaching in a classroom, adopting a qualitative research methodology.

Taylor and Francis (2013:7) explain that the phrase "qualitative methodology" refers in the broadest sense to research that produces descriptive data – people's

own written or spoken words and observable behaviour. It is not only about the research methods (Mumford 2015:210) but also about the views of the participants. Understanding their views gives meaning to the participants' behaviours, events, and objects. Taylor et al (2016:8) adds that the qualitative researcher studies people in the context of their current situation. The qualitative researcher develops concepts, insights, and understandings from patterns. In this study, the researcher observes the novice-teachers when they enter the teaching profession for the first time. The researcher identifies the obstacles that the novice-teacher may face in a new profession. The novice-teachers' behaviours, decision-making, and actions are observed to establish what influence the exposure to an in-service mentoring program had on the novice-teachers.

For this research project, the novice-teachers' exposure to mentoring during their student years can be two-fold: firstly, a student-teacher that participated in an in-service student mentoring program while still studying to become a teacher; and secondly, a student-teacher that had no extra exposure to mentoring, apart from his/her compulsory teaching practice. The second group of students had a straight transition from being a student-teacher to becoming a novice-teacher.

The researcher interviewed the novice-teachers in their current situations by making use of a case study.

3.4 CASE STUDY

A novice-teacher entering the teaching profession is a very interesting case study. A case study is an interesting event in the social sciences (Baron & McNeal2019:1). On the one hand, case studies have played a pivotal role in theory development and are still popular in almost all fields of the social sciences, with the notable exception of economics. On the other hand, they have been treated by most methodologists with scepticism and disdain. Many classic works in the social sciences illustrate the relevance – even prevalence – of case study research for most of the twentieth century. According to Rule and John (2011:1), using case studies is by far the most widely adopted research approach for masters and doctoral education studies in South Africa because it can provide rich insight into

situations, events, organisations, classrooms or even persons. According to Bertram and Christiansen (2014:42), a case study is a systematic and in-depth study of one case in its context, where the case may be a person, a group of people, a school, a community, or an organisation. Case studies aim to describe “what it is like” to be in a particular situation.

Rule and John (2011:7) explain that the strengths of a case study include depth, flexibility, versatility, and manageability, as depicted in the figure below:

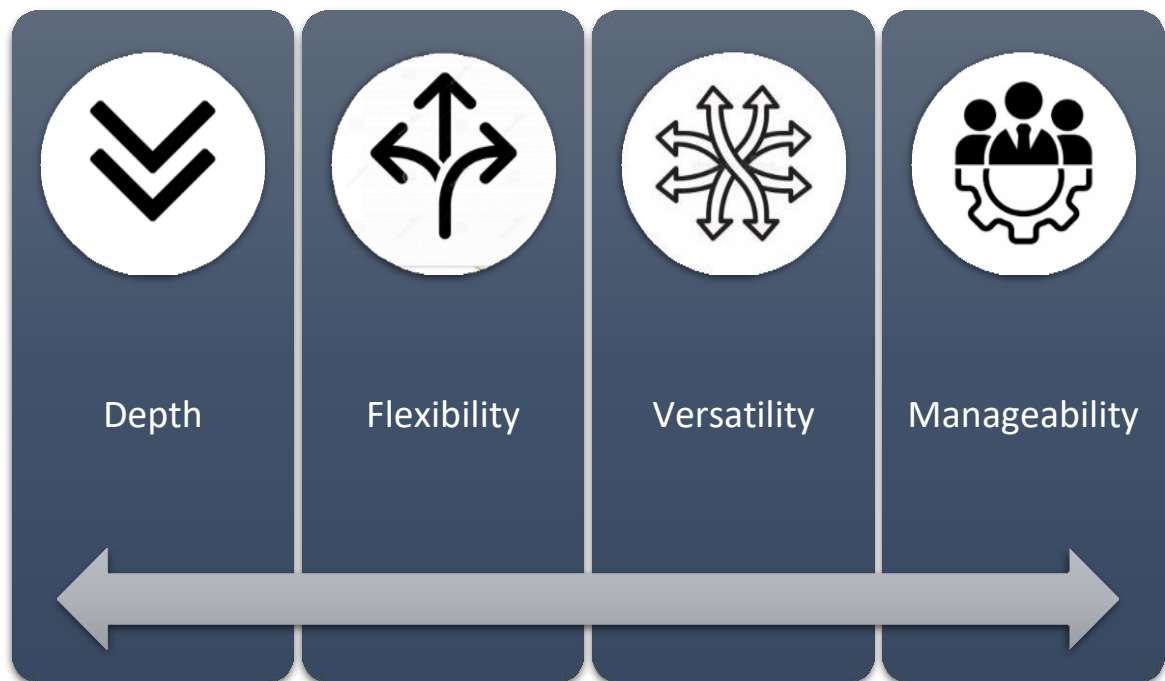


Figure 3.2: Strengths of a case study

A case study research approach is used in this study to gain rich insight in the novice-teacher’s abilities in the classroom. The situation was observed to create an in-depth understanding of the effects that mentoring had on a novice-teacher’s ability to teach, manage and engage with students.

3.4.1 Depth

One of the primary virtues of the case study method is the depth of analysis it offers (Gerring 2007:49). Baron and McNeal (2019:23) explain that a survey of the literature on case studies indicates a clear emphasis on discipline-based practices

and procedures. While the case study process is relevant to numerous disciplines, it is nevertheless developed and explained theoretically within the confines of the discipline of the researcher/s involved. Taylor and Francis (2013:208) agree and explain that in-depth interviews dive deeply into participants' experiential accounts to discover previously un-reflected knowledge with potential rich insights and research implications. The depth gained in in-depth interviews is not from the number of questions, but from participants' thoughtful attention to an invitation, posed informally and with open-endedness, to encourage them to feel free to reveal as much as they can about an area of interest.

The researcher aims to capture the reality of novice- teachers' experiences and thoughts when entering the teaching profession. The novice-teacher is in a new and unfamiliar situation. The two defined groups, as stated previously (section 3.1), enter a school with unique mentoring backgrounds. This mentoring background contributes to the novice-teacher's reactions, perspectives, and responses in the classroom.

3.4.2 Flexibility

Case studies may employ a great variety of techniques – both quantitative and qualitative – for the gathering and analysis of evidence. This is one of the intriguing qualities of case-study research that lends that research its characteristic flexibility (Gerring 2007:33). Swanborn (2010:21) agrees and continues to explain that a case study may be based on one case (a single case study), or on several cases (a multiple case study). A case study can be a naturalistic or ethnographic study; the styles are not exclusive (Bertram & Christiansen 2014: 43). What makes a case study ethnographic in nature is the focus on understanding the customs, culture or “way of life” for the case, and the aim to better understand the participant's point of view. Other case studies may pursue more of an “outsider” perspective and may focus on other aspects than the culture of the group, such as the pedagogic choices of a teacher.

The researcher used a single case study to compare two groups of novice-teachers: those with a background of in-service training during their initial studies, and those with no additional training other than what was provided by the university during their initial studies. The researcher adopted a naturalistic approach to understand the novice-teachers in their natural setting. This case study relied on a commitment to study the novice-teacher from a humanistic perspective.

3.4.3 Versatility

Case study research provides a researcher with the opportunity to decide the most convincing epistemological orientation. Such versatility is nonetheless embedded in the assumption of objectivity (Baron & McNeal 2019:15). Rule and John (2011:7) continue to explain that a case study can be used in combination with other research approaches. A case study might form the first part of an action research study by describing the problem or situation in depth, thus providing a platform for planning and improvement. A case study thus offers versatility in a way that it can be joined up with other approaches. Creswell (2007:97) differentiates between three categories of case studies: single instrumental case studies, multiple (collective) case studies, and intrinsic case studies.

An intrinsic case study design is the study of a case wherein the subject itself is the primary interest. An intrinsic case study design will examine an unfamiliar case to help others understand the phenomenon (Baron & McNeal 2019:99).

In this study, the researcher implements an intrinsic case study to explore the interest of a novices-teacher's situation when entering the school environment.

3.4.4 Manageability

Rule and John (2011:8) describe that the singularity or focus of a case study can make it more manageable than a large-scale survey or wide-ranging policy review, especially in a research situation facing constraints of time and resources.

The researcher kept the participant group small to be able to evaluate each novice-teacher closely and to gain a fuller, more general picture of the group of individuals (Cohen, Manion & Morrison 2018:378).

To compile a case study with great depth of information, flexibility in its design, versatility in its approaches and information manageability, the researcher needed to select the most appropriate participants for the study. The next section explains the selection of participants in detail.

3.5 SELECTION OF PARTICIPANTS

Felix and Smith (2019:99) strongly emphasize that the main purpose of successful sampling is getting the right people to respond to your research. Yin (2016: 93) agrees and explains the purpose for the selection of specific participants is to have those who will yield the most relevant and informative data. For this study, the participants are novice-teachers who have completed their studies through an HEI, and also completed the mandatory practical training. The researcher focused on the impact that mentoring had on the novice-teachers' actions and behaviours in the classroom during their period of initial training.

Taylor et al (2016:107) explain that there is an inverse relationship between the number of informants and the depth to which a researcher interviews each. The greater the number of interviews with each informant, the fewer informants a researcher will need to have enough data to write a dissertation. This study had six participants. The researcher is currently employed at a school where both groups of novice-teachers are teaching. Five of the six participants are at one school in Pretoria, and the other participant is at another school.

The six participants completed a questionnaire to rate the mentoring that they had received while studying. The researcher also observed the participants in their classrooms in terms of their classroom management, administrative duties and interaction with the students. Furthermore, they participated in a semi-structured interview to give the researcher the opportunity to delve deeper into the quality of mentoring that they had received as student-teachers.

The table below shows the details of the six participants that were selected for this study.

Table 3.1: Selected participants

PARTICIPANT 1	Age:	23
	Graduated:	2020
	Grade:	1
	In-service experience:	No
PARTICIPANT 2	Age:	24
	Graduated:	2019
	Grade:	2
	In-service experience:	No
PARTICIPANT 3	Age:	24
	Graduated:	2019
	Grade:	2
	In-service experience:	No
PARTICIPANT 4	Age:	28
	Graduated:	2020
	Grade:	4-7
	In-service experience:	Yes
PARTICIPANT 5	Age:	25
	Graduated:	2021
	Grade:	R
	In-service experience:	Yes
PARTICIPANT 6	Age:	24
	Graduated:	2018
	Grade:	4
	In-service experience:	Yes

The selection of participants is a very important step, as the inputs of these participants will have a direct influence on the depth of data for the study. The data collection process can begin once the participants have been selected.

3.6 DATA COLLECTION

Felix and Smith (2019:143) explain that the data collection phase is an extremely important part of research. Yin (2016:137) agrees but argues that the first question to ask is, “What is data?” Yin (2016:138) continues with the following example, which distinguishes between data, information, and knowledge. The example defines the height of Mount Everest as “data”, a book on Mount Everest’s geological features as “information”, and a report containing practical information on the best way to reach Mount Everest’s peak as “knowledge”. From this example, it should be evident that data comprises the smallest or lowest entities or recorded element resulting from experience, observation, experiment, or other similar situations (Yin 2016:138).

Bertram and Christiansen (2014:71) continue to explain that data refers to the evidence or information that researchers collect from participants to find answers to questions. To find the right data, the researcher must select the correct data collection methods. Bertram and Christiansen (2014:72) continue to say that researchers need to choose the method that will be the most effective in obtaining the information they need.

Case study researchers can use a variety of data collection methods. On the website *Questionpro.com* the author gives the five best data collection methods for qualitative research studies. The figure below illustrates these five methods:



Figure 3.3: Methods for qualitative data collection

In this study, the researcher used a questionnaire, observation and interviews as data collection methods. The self-administered questionnaire, gave the participants the opportunity to evaluate the quality of their own mentoring that they had received, based on a lickert scale of one to five. Furthermore, the researcher used an observation schedule (App D) as a data collection tool to understand the mentoring that each participant had received and how the mentoring affected their teaching abilities at the time of research. Lastly, semi-structured interviews (App E) with open-ended questions was used as a data collection method helped the researcher to observe the novice-teacher in the classroom. The researcher could observe how the mentoringthat the novice-teacher had received impacted their day-to-day functioning in the classroom. The data collection methods are explained in the following sections.

3.6.1 Questionnaire

Questionnaires are the most widely used techniques, explained by Maree (2012:92), to obtain information from participants. A researcher constructs a set of questions and asks each participant to answer them, usually in a form that requests the participant to indicate their response with, for example, yes/no/maybe. Bertram and Christiansen (2014:74) explain that closed-ended questions make it possible to count how many answers are given in each category.

- **Type of questionnaire:**

Struwig (2013:93) clarifies that there are two main types of questionnaires, namely interviewer-administered questionnaires and self-administered questionnaires.

In this study, the researcher used self-administered questionnaires where the participant used an online form to complete the questions given. The online form was completed in the participants' own time (App F). The researcher was not present when the participants completed the form.

- **Type of questions:**

The question design (Struwig 2013:94) for a questionnaire can be:

- Completely structured, i.e., the respondent chooses one answer.
- Partly structured, i.e., the respondents can choose an answer and/or give their own response.
- Unstructured, i.e., the respondents provide their own answers.

In this study, the questionnaire consisted of completely structured questions. The questionnaire consisted of multiple-choice questions, Yes/No answers, and Likert scale questions.

- **Multiple choice questions:**

Multiple choice questions give the respondent the opportunity to choose one answer from a few options.

For example:

<p><i>How many years have you been teaching?</i></p> <ul style="list-style-type: none">○ <i>This is my first year.</i>○ <i>1 year</i>○ <i>2 years</i>○ <i>3 years</i>
--

- **Yes/No answers:**

Yes/No answers give the respondent only the opportunity to agree or disagree with the question.

For example:

Have you participated in any other in-service mentoring program at a school, while studying?

- Yes
- No

- **Likert scale**

Rensis Likert (Britannica 2021) was an American social scientist who developed scales for attitude measurement and introduced the concept of participative management. On a Likert scale, questions contain five or seven response options. The choices range from Strongly Agree to Strongly Disagree to give the survey creator a holistic view of people's opinions and their level of agreement.

For example:

Quality of mentoring received during my mandatory practical training by the university: *

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

- **Layout of questionnaire for this study:**

For this study, the main objective of the questionnaire is to compare the quality of mentoring received by the two groups of novice-teachers.

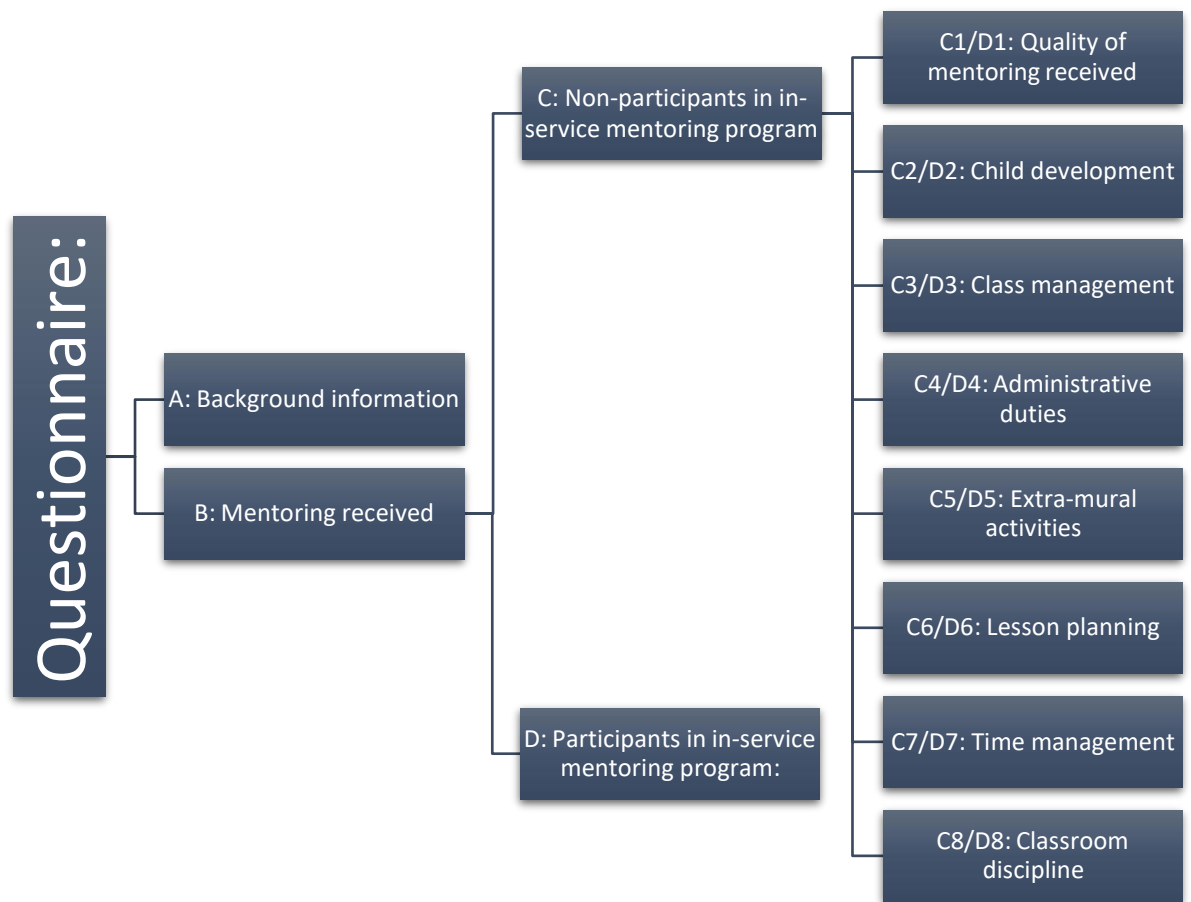


Figure 3.4: Layout of the questionnaire

The figure above shows the layout of the questionnaire. All participants completed section A, namely background information, and section B, namely mentoring received.

After section B, the participant needed to choose between section C or section D. Section C is only for participants who had a straight transition from university to becoming novice-teachers (refer to section 3.5). These participants formed the Group A-candidates. Section D is only for participants who were part of an in-service mentoring program while they were also studying at a university. They formed the Group B-candidates (see section 3.5).

Sections C and D both answer the same questions based on the mentoring that the participants have received. The questions are designed on a Likert scale from one to five, with "1" representing poor and "5" representing excellent.

The questions include the following aspects of mentoring received:

- Quality of mentoring
- Child development
- Class management
- Administrative duties
- Lesson planning
- Time management
- Classroom discipline

After all participants had completed the questionnaire, the researcher had the necessary information to continue with the classroom observation.

3.6.2 Observation

Observation means that a researcher goes to the site of the study, which may be a school, a classroom, a staffroom, or a community meeting space, and observes what is taking place there (Bertram & Christiansen 2014:84). Observing educational action, as explained by Rule and John (2011:67), such as a lesson being taught or a group of learners in a discussion, can provide useful data for a case study. Swanborn (2010:73) states that observation is a very important element for case study research and cannot be omitted on some occasions.

The researcher used observation in this study to acquire data and insights from six participants.

Observation (App D) took place in the participants' classrooms where the researcher observed the novice-teacher's interactions with the learners in the classroom.

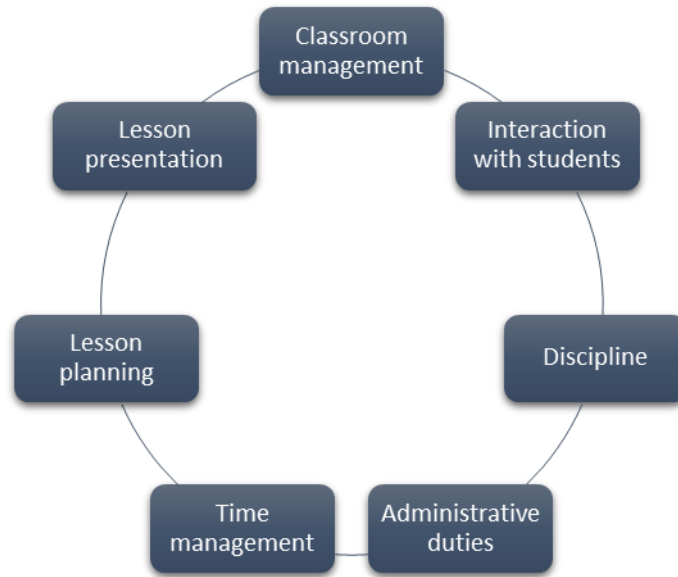


Figure 3.5: Observation facets

The above figure shows the holistic view of a teacher's duties in a classroom. To successfully manage a classroom, all the facets must be treated as equally important. For a novice-teacher these facets can be challenging to manage. By observing the novice-teacher in the classroom, the researcher was able to observe these facets closely to compare the two groups of novice-teachers.

Furthermore, the researcher expanded the data collection by also doing interviews with the participants.

3.6.3 Interviews

Interviewing has long been the most popular method in qualitative research and is often used in case studies (Rule & John 2011:64). Interviews usually imply one-on-one discussions between a researcher and research participants, a sort of guided conversation.

Bertram and Christiansen (2014:82) explain that an interview is a good data collection tool to find out:

- What a person knows (knowledge and information)
- What a person likes or dislikes (values and preferences)
- What a person thinks (attitudes and beliefs)

The researcher structured the interview questions (App E) to obtain the best possible data. Knowledge and information were addressed by asking when the participant had graduated from university, when they had started to teach and for what grade. The researcher asked the participants how their first interaction with learners' parents had been, and how it had made them feel. This was to gain insight in the participants values and preferences.

To investigate the participants' attitudes and beliefs the researcher gave the participants the opportunity to explain the mentoring that they had received.

This research study thus used semi-structured interviews to collect data from the participants; for example, likes or dislikes, values, preferences, interests and tastes, thoughts, attitudes, beliefs, and personal life experiences (Groenland & Dana 2019:53).

The data collected in the questionnaire, interviews and observation was analysed and interpreted.

3.7 QUALITY CRITERIA

Bertram and Christiansen (2014:194) explain that validity, trustworthiness, and reliability are continuous concepts. Researchers generally do not judge research in terms of it being valid or invalid, reliable, or not reliable, trustworthy, or not trustworthy. Rather researchers ask *to what extent* is research valid or reliable? It is impossible for research to be 100 per cent valid or trustworthy, but researchers need to constantly pay attention to improving the validity and trustworthiness of their study. In this section, the researcher explains the validity, trustworthiness, and credibility of this study.

3.7.1 Validity and Trustworthiness

The researcher's main goal for this study was to conduct sound, defensible research in the quest to improve knowledge and practice in education (Rule & John 2011:106). Cohen, Manion and Morrison (2018:245) explain that trustworthiness is an important key to effective research. If a piece of research is invalid, then it is

worthless.

Trustworthiness (Yin 2016:86) is mainly a result of infusing an “attitude” throughout the research and during the design, and not necessarily by employing any specific procedures. Validity refers to how accurately a method measures what it is intended to measure. In this study the researcher’s attitude was built on continuity, fairness and equality. Yin (2016:86) continues to emphasize that creating a strong sense of trustworthiness may become the main way of building credibility.

To create trustworthiness and validity, the researcher ensured that the same process was repeated for all the participants. The questionnaire on Google Forms was given to all participants at the same time. The form was not altered or changed during the research. The observation in the classroom was done for the same amount of time with the same observation schedule and topics. Interview questions were asked in the same manner and with the same structure.

The researcher placed great emphasis on controlling the bias as five of the six participants were teaching at the same school as the researcher. The researchers’ primary goal was to obtain the most valid data to work with.

The next section is about the credibility of the research study.

3.7.2 Credibility

Credibility, explained by Roller and Lavrakas (2015:21), is the extent to which the findings of a qualitative research study are internally valid (i.e., accurate). The researcher aimed to clearly link the research study with the findings to demonstrate the truth in the study. Credibility is also known as the “truth value” and refers to the significance of the results as well as to the credibility the results have for the participants (Henning et al, 2004).

Two techniques to establish credibility are triangulation and member checking. Triangulation (Rule & John 2011:109) generally refers to the process of using multiple sources and methods to support propositions or findings generated in a case study. Yin (2016:87) discusses triangulations among:

- Data sources (data triangulations)

- Investigators who have worked on the same study team (investigator triangulation)
- Perspectives about the same dataset (theory triangulations) and
- Methods (methodological triangulation).

In this study, the researcher kept a “triangulation mind” throughout the research and always sought to develop converging lines of inquiry about all the actions and assumptions (Rule & John 2011:87). The research included an independent researcher who were asked to verify the findings.

The researcher realizes that trying to measure a social reality through research is challenging. Throughout the research study the researcher aimed to deliver findings that are in line with the education sector and to deliver believable results.

A researcher may take the opportunity to present his/her preliminary results to the participants to gather last-minute corrections and additions. The general expression for this procedure is “member checking”. In this study, to verify accuracy of feedback, initial results were shared with participants.

Equally important to the issue of validity, trustworthiness and credibility, is the role that the researcher fulfils in the research study, as discussed next.

3.8 RESEARCH ETHICS

Rule and John (2011:111) explain that the research product is not the only aspect of research that pertains to quality. Ethical relationships and practices are also key aspects of the quality of research. Conducting research in an ethically sound manner thus enhances the quality of research and contributes to its trustworthiness.

Research ethic requirements flow from three standard principles, namely:

- **Autonomy.** This principle embraces the idea that personal autonomy should not be compromised by research. In this study, the researcher informed the participants that participating in this study was voluntary and the individual could withdraw at any time. The researcher ensured each participant’s privacy, confidentiality, and anonymity.

- Non-maleficence (do no harm). This principle requires researchers not to cause any harm during their study. In this study, the research was truly focused on gathering information. Neither the participants, nor the schools where they taught, were harmed in any way.
- Beneficence (for public good). This principle suggest that the research should aim to contribute to public good. In this study, the researcher wanted to gather information to help future student-teachers, novice-teachers and schools.

It is imperative to obtain clearance from an ethical committee when human subjects are involved in any kind of research of an empirical nature (Maree, 2007:298). This study's permission was obtained from The Department of Education on 11/06/2021 (Appendix H) as well as the Unisa College of Education Ethics Review Committee on 14/10/2020 (Appendix G). Each participant gave written consent to participate. The principals of the schools where the novice-teachers were employed gave written consent for them to participate in the study.

The researcher has read the Policy for Research Ethics of UNISA (2007) and the contents of this document are a true and accurate reflection of the methodological and ethical implications of the study. The researcher has also further undertaken to inform the Research Ethics Committee of the College of Education of any adverse events that may arise from the injury or harm experienced by the participants in the study. The study was conducted in strict compliance with the ethics policy of UNISA. The confidentiality of all data collected from or about the research participants is strictly controlled to maintain privacy. Paragraph five of the Policy for Research Ethics places considerable emphasis on the integrity of the research.

3.8.1 Informed consent

A researcher must respect the autonomy of all the people participating in the research. Anonymity will be ensured by means of assigning acronyms to the participants. This implies that a researcher needs to get the consent of every person who will participate in a study; all participants must participate voluntarily in the study and must have the freedom to withdrawn at any time (Bertram & Christiansen 2014:66). Yin (2016: 49) explains that obtaining voluntary informed

consent from participants is usually done by having them sign a written statement ("informed" which means that the participants understand the purpose and nature of the research and their role in it.)

In this study, the researcher explained the nature of the study to the participants. The participants were allowed to ask questions or withdraw at any time. The participants received consent forms that were signed by all the participants and the schools involved.

3.9 CONCLUSION

This chapter discusses the research methodology used by this study, namely a qualitative research methodology and a case study research design that the researcher selected to observe the participants in the classroom. The researcher evaluated the quality of mentoring that the novice-teacher had received during the years that the novice-teacher was a student-teacher at a university, understanding if the mentoring received during the mandatory practical training at a university was efficient enough for a novice-teacher to cope in the work environment.

Data collection methods included a questionnaire, interviews, and observation. The researcher used the data to identify patterns and themes and coded them to be able to interpret the data. The researcher used an inductive data analysis approach to ensure that the quality of data is trustworthy and reliable.

The next chapter provides the analysis, interpretation and in-depth discussion of inferences made from data analysis of the investigation.

CHAPTER 4

Analysis, interpretation, and discussion of the research findings

4.1 INTRODUCTION

“Data are just summaries of thousands of stories – tell a few of those stories to help make the data meaningful.”

- Chip & Dan Heath -

Qualitative data analysis is defined as the conversion of raw data to a form that is appropriate for researchers to make decisions (Madondo, 2021:142). This process brings order, structure and meaning to the mass data that has been collected. In this study, the researcher analyses and interprets the data in narrative form. The participants' background information gives context to the research and explains the mentoring that the participants have received. The term “participant” is used instead of names to adhere to ethical principals of confidentiality and anonymity.

4.2 PARTICIPANTS

In section 3.5 the selection of participants was discussed. Table 4.1 indicated the six participants that were selected for this research study.

Table 4.1: Participant information

Participant	Participated in an in-service mentoring program	The year that the participant graduated from the university	Number of years teaching	Grade teaching
Participant 1:	No	2020	First year	Grade R
Participant 2:	No	2019	First year	Grade 2
Participant 3:	No	2019	1-3 years	Grade 1

Participant 4:	Yes	2020	1-3 years	Grade 4-7
Participant 5:	Yes	2020	First year	Grade 4
Participant 6:	Yes	2018	1-3 years	Grade 2

All the participants complied with the researcher’s criteria to be a participant in this research study:

- All participants completed their studies between 2018 and 2020.
- No participant had more than three years’ teaching experience.
- Three participants received no additional mentoring apart from their mandatory practical training that they had received from the university.
- Three participants received in-service mentoring training while completing their studies at a university and receiving their mandatory practical training.
- All participants were between the ages of 23 and 28.
- All participants’ tertiary training included either a four-year BEd degree or PGCE from an HEI with mandatory practical training.

This study is not based on gender, gender identity, sexual orientation, race, colour or religion.

The participants were divided into two groups, based on the mentoring that they had received. As discussed in chapter 3, the researcher refers to these two groups as indicated in the table below:

Table 4.2: Group A vs Group B

Group A	Group B
<i>The student-teacher that had a straight transition from being a student-teacher to becoming a novice-teacher.</i>	<i>The student-teacher that participated in an in-service mentoring program, while completing their studies.</i>
Participants 1, 2 and 3	Participants 4, 5 and 6

The researcher gathered background information about the participants by using a questionnaire. Thereafter, the researcher observed the participants in their

classrooms. Lastly, the researcher interviewed the participants individually by using open-ended semi-structured questions to gather information from them.

The next section discusses the researcher's analysis of the data collected during the questionnaires, observations, and interviews.

4.3 DATA ANALYSIS AND INTERPRETATION

The goal of qualitative data analysis, explained by Groenland and Dana (2019:69), is to reveal patterns or tendencies to derive an explanation for a specific phenomenon. Bertram and Christiansen (2014:115) agree and define analysis as a systematic study, or the separation of a whole into its parts, for the purpose of the study.

After the data was collected by means of the questionnaire, observation and interview, the data had to be analysed. Each data collection method used in this study was analysed in a different way.

4.3.1 Questionnaire data analysis

The questionnaire (AppF) was compiled using Google Forms. Google Forms is survey administration software that creates questionnaires, quizzes, and surveys. The questionnaire used a Likert scale from one to five. Google Forms provided numeric data.

The same questions were asked to both groups, namely: "Rate the quality (Scale 1 – 5) of mentoring that you have received." In the next paragraph, the quality scales and the subject of quality are addressed.

The Likert scale was formulated from one to five. Scale one represented a low quality and scale five represented a high quality of mentoring received. The researcher gave the participants the following criteria to enable them to make an informed choice. The quality of mentoring scales was formulated as follows:

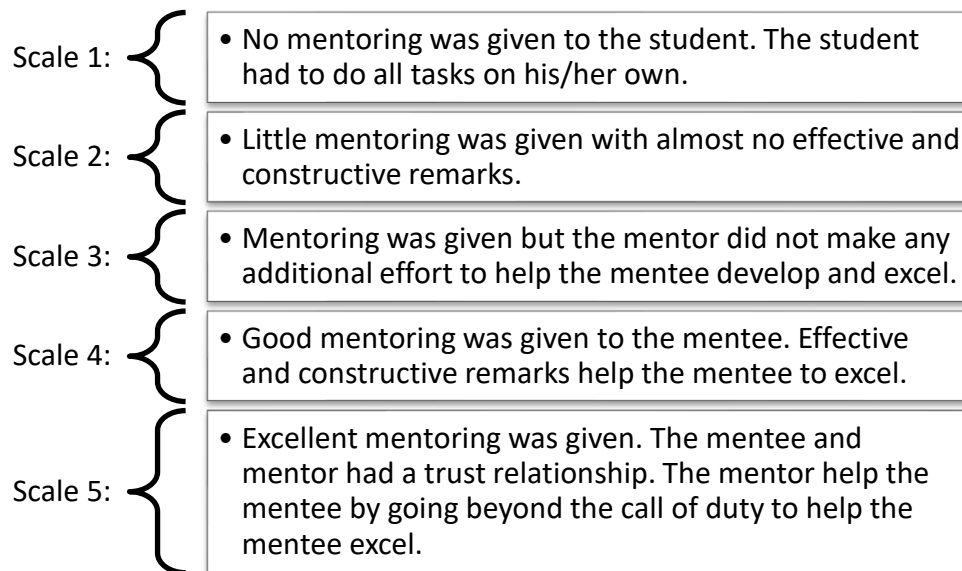
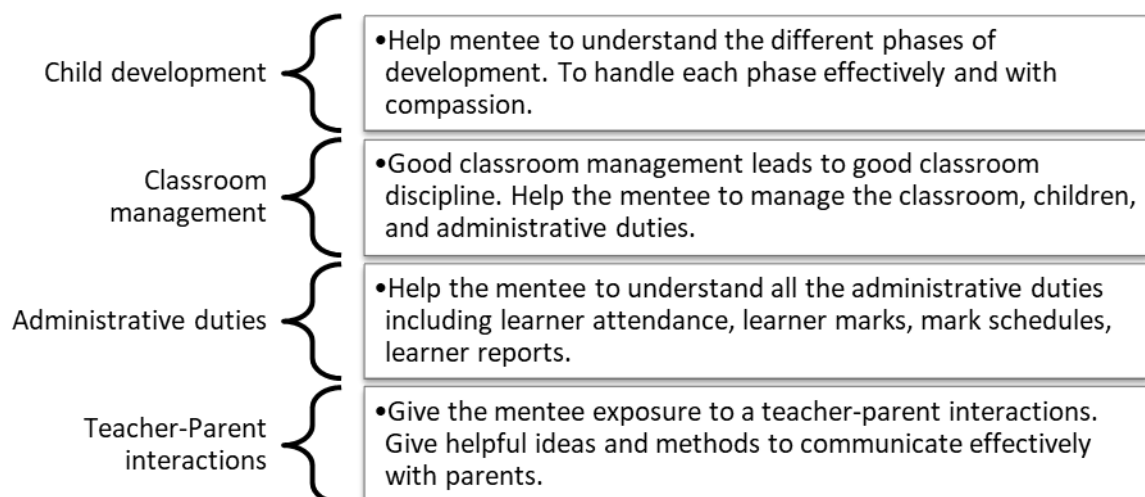


Figure 4.1: Likert scale divisions

The participants rated the quality of mentoring received in eight categories. The categories were defined in the following table:



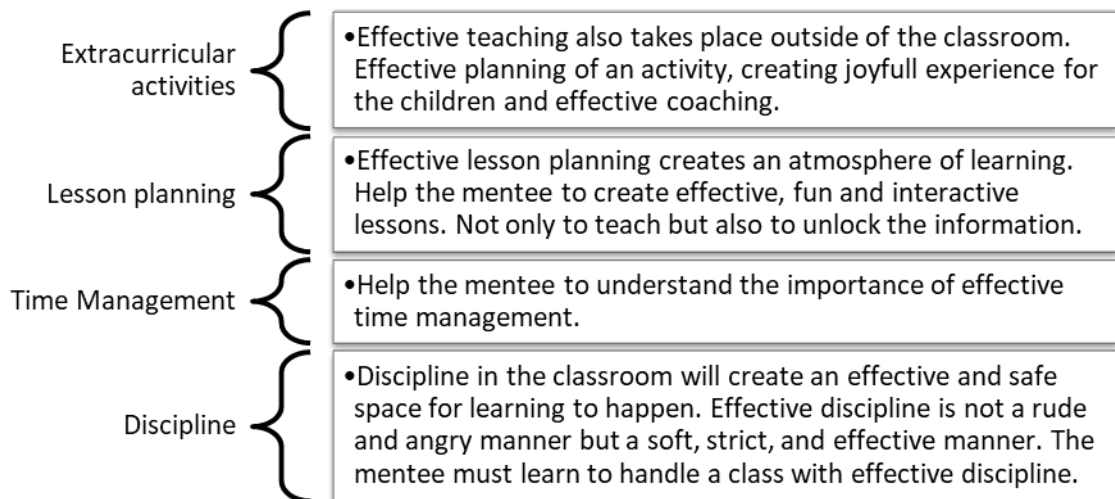


Figure 4.2: Mentoring categories

After the six participants had completed the questionnaire, the researcher made the data available in a spreadsheet, as shown in the figure below:

	Quality of mentoring	Child development	Class management	Admin	Teacher-parent	Extra-curricular activities	Lesson planning	Time management	Discipline
Mandatory training vs In-service training									
Group A	2	4	2	2	2	3	3	3	1
	2	4	2	1	1	3	4	1	1
	4	3	4	5	3	3	3	4	5
Group B	5	4	5	4	4	5	3	4	5
	5	4	5	4	3	5	4	4	4
	4	5	5	2	3	5	3	3	5
Group A	2.67	3.67	2.67	2.67	2.00	3.00	3.33	2.67	2.33
	53%	73%	53%	53%	40%	60%	67%	53%	47%
Group B	4.67	4.33	5.00	3.33	3.33	5.00	3.33	3.67	4.67
	93%	87%	100%	67%	67%	100%	67%	73%	93%

Colour codes: Group A Group B Lowest percentages Highest percentages.

Figure 4.3: Results of the studies questionnaire

The data was divided into two main sections: Group A, which had three

participants who had had a direct transition from university to becoming a novice-teacher; and Group B, which had three participants who had participated in an in-service mentoring program.

The data was displayed in four ways:

- Raw data: The numbers 1 to 5 that each participant entered on the Google Form to rate the quality of mentoring that they had received as student- teachers.
- Mean: The researcher formulated the mean (m) for each question. The three scale marks were added together and divided by three to obtain the average per group. For

$$m = \frac{\textit{(Sum of quality of mentoring)}}{3}$$

- Percentage: The mean was converted into a percentage for each question.
- High/Low: The five highest ranking percentages (green colour) and five lowest ranking percentages (red colour).

According to the data received in the questionnaire, it became evident that the participants that only completed the mandatory training (Group A) had received a lower quality of mentoring. The quality of mentoring was as low as 47% compared to the novice teachers that received in-service mentoring (Group B).

4.3.2 Observation data analysis

Observing (App D) the participants in the classroom produced a key piece of data for the researcher. The observation took place in the participants' classrooms for a duration of a day. Here the researcher was allowed to observe every key detail to create a holistic view of the novice-teacher in the classroom.

The topics for the observation are reflected in the figure below:

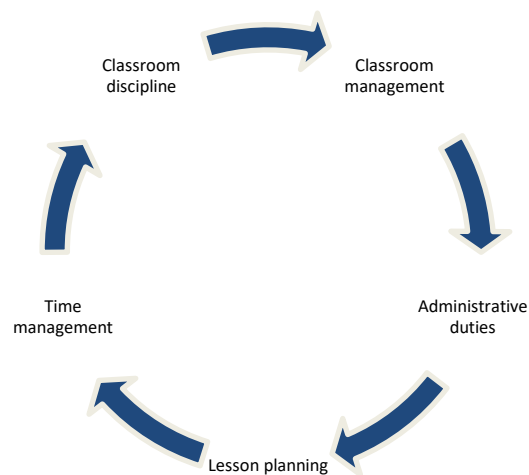


Figure 4.4: Topics for the class observation (App D)

Each topic was rated out of ten. The rating scale is explained in figure 3.9 below.



Figure 4.5: Rating scale

Scale:	Points:	Explanation:
Not achieved:	1	No effort at all.
Not achieved:	2	Little effort but not successful.
Not achieved:	3	Some effort but not successful.
Some aspects achieved:	4	Some effort and some aspects achieved.
Some aspects achieved:	5	Good effort and some aspects achieved.
Most aspects achieved:	6	Good effort and most aspects achieved
Most aspects achieved:	7	Very good effort and most aspects achieved.
Achieved:	8	Excellent effort and most aspects achieved.
Achieved:	9	Excellent effort and aspects are all achieved.
Achieved:	10	Exceptional effort and all aspects achieved.

Table 4.3: Rating scale per points

The data for the topics was analysed in a spreadsheet to give meaning to the data, as shown in the figure below:

Participant:	Classroom management	Administrative duties	Lesson planning	Time management	Discipline in the classroom
Participant 1	4	8	5	6	4
Participant 2	8	8	7	8	8
Participant 3	8	7	7	8	9
Participant 4	8	8	8	9	9
Participant 5	8	8	8	8	8
Participant 6	8	9	8	8	7
Group A	6.67	7.67	6.33	7.33	7.00
	67%	77%	63%	73%	70%
Group B	8.00	8.33	8.00	8.33	8.00
	80%	83%	80%	83%	80%

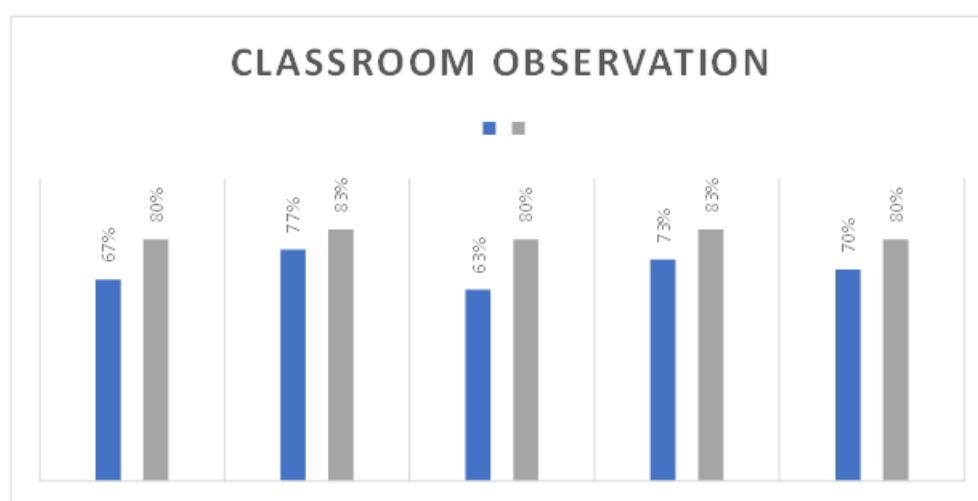


Figure 4.6: Results from this study's observation in the classroom

The data is displayed in three ways:

- Raw data: The numbers 1 to 10 for each topic.
- Mean: The researcher formulated the mean (m) for each question. For example:

$$m = \frac{(\text{Sum of classroom management})}{3}$$

- Percentage: The mean was converted into a percentage for each question, giving the researcher effective data to analyse.

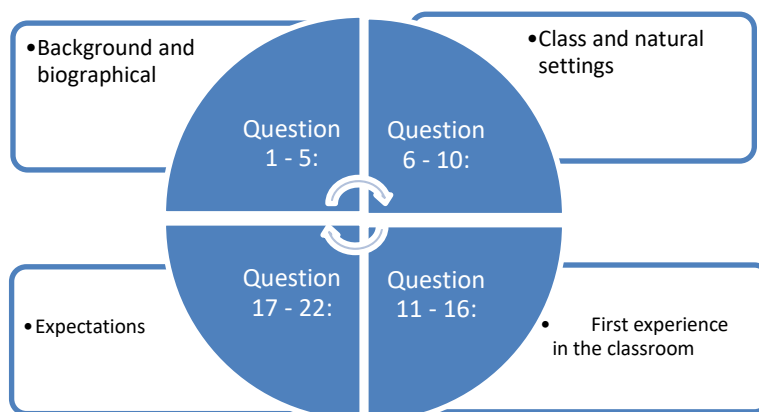
The researcher found that Group B (novice-teachers that participated in an in-service mentoring program) received higher percentages than Group A (novice-teachers that only had mandatory training).

4.3.3 Interview data analysis

After the researcher had observed the participants in the classroom, the participants and researcher engaged in semi-structured interviews. Due to Covid some of the interviews were conducted by means of a virtual meeting. Zoom, a virtual meeting program was used. Interviews was done in October 2021. All interviews were recorded and transcribed. The online program named Otter.ai (otter.ai, n.d.), was used to transcribe the audio into text. Otter.ai is an automated notes software program with audio recording, transcribed text and highlight summary functionality. Discourse analysis was used to find meaning in the large chunks of words. In this study the research examined the spoken and unspoken words to find meaning within.

The interview questions is included in appendix E.

Interview questions was sub-divided as follows:



In an effort to reduce the sheer volume of descriptive material, as well as to attain a more synthetic analysis, the researcher coded the results (Gerring, 2007:33).

The researcher used the transcribed interviews to code the data and to categorize the themes and main ideas.

Each question's answer was analysed through an online program called TextAnalyser (SEO Scout, n.d.). TextAnalyser analysed the data by means of word count, text density, sentence analysis and sentiment, as shown in the figure below.

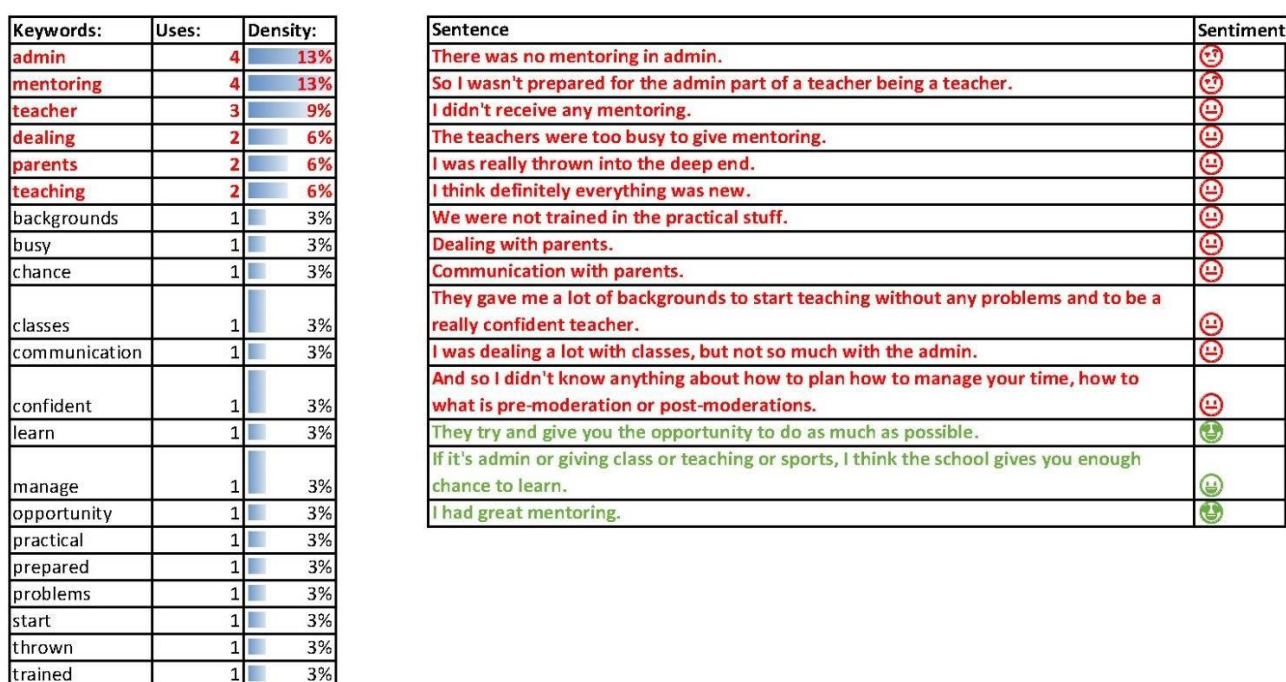


Figure 4.7: Example of this studies interview analysis

Keywords were identified by the number of times the six participants used them. Key sentences were identified and connected to a sentiment of anger, neutral, or happy. This gave the researcher a great start to analyse the data and to bring meaning to the words.

The interview data showed the researcher that the participants from Group A was very unsure of what to expect. They lacked self-confidence and needed mentoring to play a bigger role. The participants of Group B felt more in control as they had a better understanding of what to expect.

4.4 INTERPRETATION OF THE QUESTIONNAIRE

4.4.1 Structure of the questionnaire

The six participants were requested to fill out a questionnaire. This questionnaire was structured to be able to compare on a Likert scale the two research groups' mentoring that they had received. The scale is between one and five, with "1" representing poor and "5" representing excellent. The data was converted to a percentage that indicates the quality of the mentoring that they had received.

Both groups received the same questions, where the answers should refer to the types of mentoring, they had received: either mandatory practical training (Group A) or in- service training (Group B). Figure 3.5 explains the structure of the questionnaire that the participants completed.

4.4.2 Comparison between Group A and Group B

The researcher compared the two groups of novice-teachers in terms of the following:

- ***General quality of mentoring received***

In this question, the participants were asked to rate the mentoring that they had received from the university compared to the mentoring that they had received from a teacher at a school, as presented in the figure below.

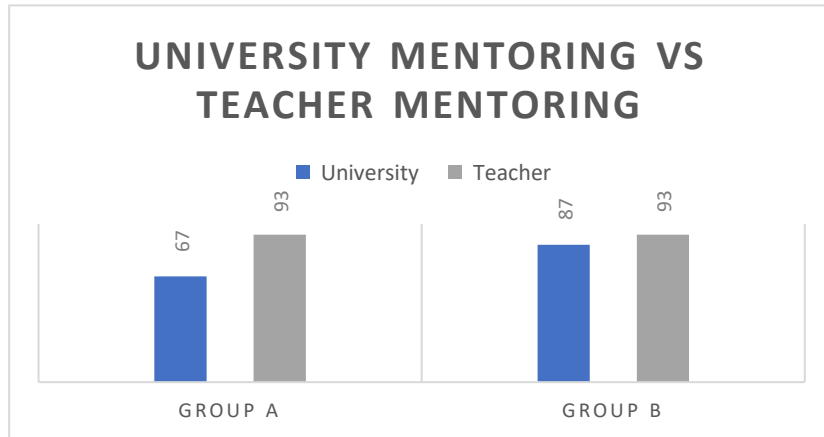


Figure 4.8: University mentoring versus Teacher mentoring

Both Group A and Group B indicated that the quality of mentoring that they had received from a teacher at a school was 93%. This gives us a clear indication that the mentor-teachers at school realize that mentoring is a high priority. There is a 26% difference between Group A and B when it comes to the mentoring that they received from the university. Group A, who had a straight transition from university to being a novice-teacher, showed that they feel the quality of mentoring they had received from the university was only 67%.

- **Categories of mentoring**

As discussed in Chapter 3, the participants rated the mentoring they had received in the following areas, as indicated in Figure 4.2.

On average, Group B expressed that the quality of mentoring that they had received was 82%, compared to Group A who showed that their quality of mentoring was only 58%.

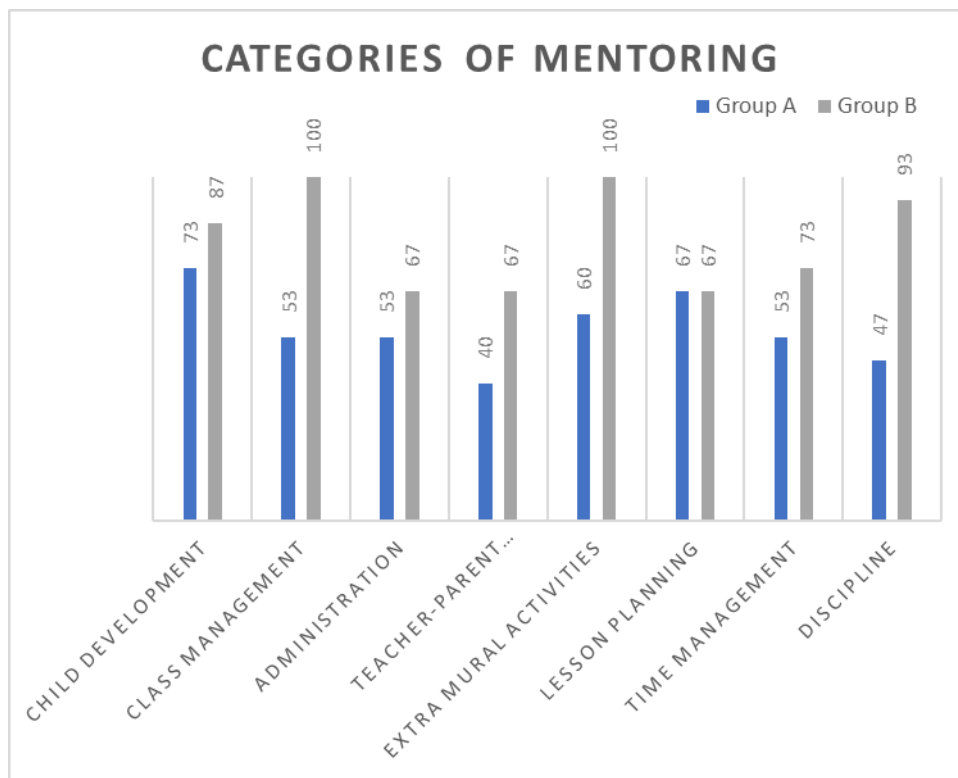


Figure 4.9: Categories of mentoring

These categories gave insightful and meaningful information to the researcher.

The researcher used discourse analysis to delve deeper into the meaning of these categories:

- Child development

Child development can be explained as how the child develops over time. From conception to adulthood. Child development is a key aspect of the BEd and PGCE coursework. The novice-teachers need to know and understand each phase of a child's life to teach and develop that child in a specific and holistic manner.

Participant 4 mentioned: "I didn't think that I would play such a pivotal role in a child's life. I didn't think the interactions would be so meaningful."

The novice-teacher soon came to realize that not only do you need to know and understand each development area of a child, but also need to grasp the understanding that their words and actions will influence these children.

- Class management

Managing a classroom is one of the most difficult tasks, but also one of the most crucial tasks a novice-teacher needs to master.

Participant 2 explained: "Then the kids asked me all these random questions because it's also their first week. They asked me, where should we put this, should this go here, can I do that? I didn't even know as I was figuring it out for myself."

It is very important for a teacher, but specifically for a mentor teacher, to always set up a class structure, discipline, and routine at the very offset. Students embrace these set boundaries and adapt to them. For the novice-teacher to feel so far out of her comfort zone means that the class structure was never set.

- Administrative duties

A teacher needs to juggle roles as a teacher and an administrator. Teaching is your primary role, but this translates to your secondary role to document all the learners' progress, interventions, and recommendations.

Participant 5 mentioned: "The admin wasn't what I had expected. I thought it would be me and the class teaching. But the role of admin is what takes time. And I wasn't prepared for that."

There are a lot of teachers that struggle with the huge amount of administration that they must complete daily. For the novice-teacher this was a true reality shock.

- Teacher-parent interactions

A teacher needs to give valuable feedback to a parent for the child to develop and address learning barriers. Teacher-parent interactions can be a very difficult task for the novice-teacher. Sometimes the novice-teacher needs to explain the child's shortcomings to a parent.

Participant 6 summed up her teacher-parent experience as follows: "I was very nervous about the first parent contact (I'm still on my nerves

now when it comes to parents). My colleagues' advice was - to be confident, professional, and friendly. It worked very well for me. The parents were very pleasant, and all parent contact has gone smoothly.”

Although all the novice-teachers explained that they were nervous about the teacher-parent interaction, they all said it was a good experience. As the novice-teacher will become more confident in her work, the more confident she will feel with parents.

- Extracurricular activities

In South Africa, teachers also have a lot of extracurricular activities to attend to. This can vary from academic enrichment, culture, and sports activities. The teacher needs to become a coach and inspire children to reach their dreams. This takes a lot of extra time.

Participant 4 explained: “At the moment I have sports like rugby and cricket. Then I'm also part of the school's advertising team, I take videos and help with the editing. My extracurricular activities keep me busy for at least 15 hours extra per week.”

Extracurricular activities have a massive impact on a novice-teacher. The novice-teacher is still in uncharted waters and yet they must perform on the sports field as well. This impact has a snowball effect on lesson planning, time management, and teaching.

- Lesson planning

Lesson planning is the activity that the teacher performs before the actual lesson takes place. A lesson plan is a detailed description of the instructional strategies and learning activities to be performed during the teaching/learning process. For a good lesson and effective teaching to take place, the lesson plan must be planned thoroughly to result in the best possible outcome.

Participant 2 enjoyed lesson planning and said: “I also had a lot of mentoring on planning lessons, so I also enjoyed using my knowledge for my weekly planning.”

Lesson planning was well executed by all novice-teachers. Their mentoring and knowledge of lesson planning was good.

- Time management

Time management can be very useful in a teacher's hectic schedule. It ensures that the teacher is well prepared, organized, and focused to manage his/her daily life and complete academic responsibilities.

Participant 3 explained: "I had no routine. I was thrown off completely. I forgot to eat! I lived off junk food because I was just too tired to make food! I would fall asleep on the couch."

Time management is at the core of effective teaching. Teachers can't be effective if they are exhausted and drained. Novice-teachers need to grasp that they need to prioritise their tasks and work systematically to complete them. They need to understand that they can't neglect their personal lives as this is where they recharge to enable them to excel the next day.

- Discipline in the classroom

Discipline in the classroom is there to enforce classroom standards and to build patterns of cooperation to minimize disruptions and maximize learning.

Participant 4 said: "The mentoring I received gave me the tools to use the correct forms of discipline in my class, great strategies to attract children's attention, and it also helped me with my time management. I think teachers that were not participating in an in-service mentoring program would have struggled."

Discipline in the classroom is an aspect of education that develops over time. The teacher knows when to be strict, and when to rather give a hug. The participants that were part of an in-service mentoring program saw this first-hand for a longer time. It is the researcher's opinion that this long time of mentoring shaped these novice-teachers to better understand children and discipline in the classroom.

- **The five highest ranking categories in the questionnaire**

Table 4.4: Highest ranking categories

	Group A	Group B	Difference
Classroom management	60%	100%	-40%
Extracurricular activities	60%	100%	-40%
Classroom discipline	46%	93%	-47%
Time management	60%	73%	-13%
Child development	73%	87%	-14%

As indicated above, the top five highest ranking categories of mentoring were received by the participants in Group B who had received mentoring during an in-service mentoring program. Group A received on average 30% less quality mentoring. Classroom management is an area of concern, as participants of Group A received 47% less quality mentoring in this category. Universities provide the student-teacher with the academic knowledge on classroom management, but physical mentoring must come from a teacher in a classroom. The same trend can be observed in classroom discipline and extracurricular activities. The academic knowledge can be provided by the university, but the implementation and understanding must be experienced in a school.

- **The five lowest ranking mentoring categories in the questionnaire**

Table 4.5: Lowest ranking categories

	Group A:	Group B:	Difference:
Teacher-parent interaction	40%	67%	-27%
Classroom discipline	47%	93%	-46%
Time management	53%	73%	-20%
Administration	53%	67%	-14%
Classroom management	53%	100%	-47%

As shown above, the five lowest ranking mentoring categories were received by participants in Group A. These novice-teachers only received mentoring during their mandatory practical training provided by the universities.

The ability to communicate respectfully and professionally with parents was the lowest ranking of all eight categories. The participants from Group A believed they had been only 40% ready for that first teacher-parent interaction. The researcher believes that these interactions can only be observed in a real-life scenario.

- ***Lesson planning***

Both Group A and Group B gave lesson planning 67% for quality mentoring. The researcher believes that this equal percentage is because mentor-teachers rely on this knowledge that a student-teacher has received on lesson planning during training in the BEd/PGCE programmes and does not give extra attention to this category.

4.4.3 Questionnaire conclusion

The questionnaire gave the researcher a good indication of the quality of mentoring the participants had received. There is a clear division between Group A and B. Group B received on average 26% more quality mentoring by participating in an in-service mentoring program. Group B was especially trained in classroom management and discipline as well as extracurricular activities. Group A expressed that they had received only 56% effective and quality mentoring during their mandatory practical training. The researcher regards maintaining classroom discipline and knowing how to interact during a teacher-parent interaction as matters of great importance.

In the next session, the researcher continues with the interpretation of the observation of the participants in the classroom.

4.5 INTERPRETATION OF THE OBSERVATION IN THE CLASSROOM

The researcher visited the participants in their classrooms. The researcher observed the novice-teachers to evaluate what the exposure to mentoring

during an in-service student mentoring program had on them. The participants were observed and evaluated on the following topics:

- Classroom management
- Administrative duties
- Lesson planning
- Time management, and
- Discipline in the classroom.

Each topic is discussed in 4.5.1 and 4.5.2 as Groups A (participants 1-3) and B (participants 4-6) according to the observation schedule.

4.5.1 Observation of Group A

The researcher had the opportunity to observe each participant in his/her own classroom.

When entering Participant 1's classroom, the researcher got a sense of an unstructured, busy class. The learners were talking a lot; not just asking questions but also challenging the teacher. At 7:45 the teacher had already given the first boy a time-out by sending him to sit on the carpet. That did not help much as he continued with his previous behaviour. The researcher believes that the children's restlessness was due to the teacher's inability to structure the learning space within the classroom. Classroom management was still a problem for this participant. This underlines Steyn's (2004:81-84) statement that the transition from being a student-teacher to becoming a novice-teacher can be challenging and that schools cannot assume that novice-teachers are proficient in teaching because they are qualified.

All the teachers in the grade do lesson planning for the year in groups of two. Participant 1 teaching in grade 1, received the planning and filed it. However, she did not make an attempt to make the lesson planning her own by incorporating new and fresh ideas. One would expect some original ideas as this teacher had just finished her studies and had learned many techniques.

The researcher observed Participant 1 giving a mathematics lesson. The children were not very excited about this lesson, as if it was a daily routine. The teacher gave an instruction but not enough time for the children to complete the work. She would say: *“Okay, okay ... let’s count”*, and the majority of the children would yell: *“No, Ma’am, we are not done.”*

Participant 1 had not yet mastered classroom management.

Participant 2 and Participant 3 had a better understanding of classroom management than Participant 1. Participants 2 and 3 taught grade 2 classes where the children were already used to school routine, compared to Participant 1’s grade 1 class where all routines still needed to be captured and developed.

Participant 2 had a much calmer nature in her classroom than Participant 1. Her tone of voice was soft, and child orientated. She communicated respectfully and her instructions were clear and delivered with precision. She tried to make simple tasks like counting fun by bringing in songs, competition, and questions.

Participant 3 also had a soft and calm nature; almost too calm. The learners were working in their books, but constantly standing up and walking around. Participant 3 did not apply classroom management correctly for the activity that the learners were doing. The researcher noticed that Participant 3 lacked the ability to solve problems. One child’s book showed the teacher had been writing the same remarks daily: *“You can do better”*, or *“Work harder”*. Even when the child had 1 out of 10 for a spelling test the one week, and 2 out of 10 the next week, the feedback was still: *“You must work harder”*. She did not give praise for the 100% improvement in his work, nor, at least, mentioned *“Proud of you!”*

All three participants were still struggling with lesson planning. Participant 3 said:

“I work with a senior teacher to do planning. But actually, she does it, because I am just not sure how to.”

The researcher is of the opinion that a lack of mentoring in lesson planning exists.

The next section explains the researcher’s observation of Group B.

4.5.2 Observation of Group B

Observing Group B, the researcher was surprised at the quality of classroom management. The researcher wrote on the observation schedule the following comments:

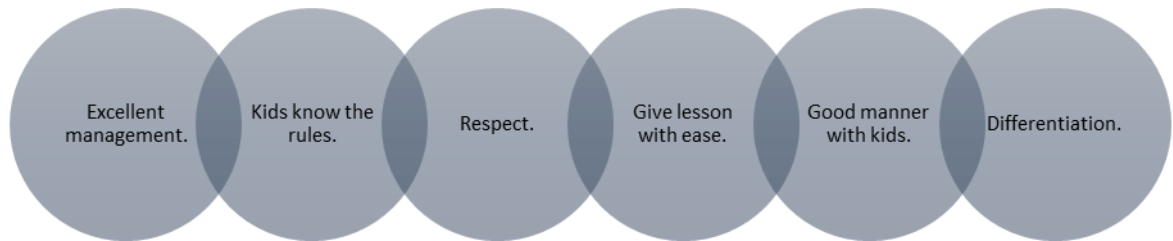


Figure 4.3: Classroom management Group B

The researcher saw and observed more structured classroom settings compared to the classroom settings of Group A's teachers.

Participant 4 did the best in all facets of the observation. The key element that the researcher noticed was the level of mutual respect between the teacher and the learners. The learners listened to each instruction and asked questions while showing good manners. Participant 4 prioritized the work and achieved all the learner outcomes in the lesson.

Participant 5 had had a challenging year. She started her first teaching position at a new school in April after the previous teacher had left. To be a novice-teacher and start mid-way during the year brings its own challenges. The learners were used to their previous teacher, her ways, and her structures. The novice-teacher did not understand the history of each learner. Lastly, the novice-teachers' in-service mentoring was in a grade 3 classroom, but now she was teaching a grade R class. Taking all of this into consideration, the researcher was surprised at how the novice-teacher was managing the children with ease. Participant 5 revealed a maturity in her classroom. She had a good manner and made the lessons fun but with structure and good discipline. The lessons were interactive to give the grade R learners time to develop their bodies and train their brains.

Participant 6 had a very professional look and atmosphere in her classroom. The

classroom was very structured, clean, and exceptionally neat. She gave the lesson with ease and knew her curriculum off by heart. Participant 6 had been an in-service mentoring student in this exact class and grade. She had taken over from her mentor-teacher when the mentor-teacher retired. This was clearly visible in the way Participant 6 was handling herself in the classroom. However, although her teaching and interaction with the learners were exceptional, her administration was still a challenge. She had battled to complete her marks in time for one assessment that year. The researcher thus observed that Participant 6's mentoring was based on classwork and not administrative work.

The researcher observed these participants' growth and confidence and underpin it with the mentoring that they have received as Clutterbuck (2014) acknowledges. Mentoring is a partnership between two people built upon trust. It is a process in which the expert offers ongoing support and development opportunities to the novice (Clutterbuck, 2014:14). The mentoring background that the novice-teacher received during the in-service mentoring program helped and assist the novice teachers of Group B to be more confident and ready to teach.

4.5.3 Conclusion of observation

The researcher found observing all the participants very informative. The division between Group A and Group B was becoming very clear. Group A's participants looked like they were out of their depth, trying to survive and cope with the situation at hand moment by moment, day by day. Group B also had its challenges, but their challenges were on a higher level. Where Group A was still trying to figure out the core of presenting a lesson and classroom management, Group B was working on lesson planning, time management, and effective administration. The reality shock and challenges that a novice-teacher experience when entering the teaching profession was clearly more evident in Group A. The transition from being a student-teacher to becoming a novice-teacher was easier for the novice-teachers that participated in an in-service mentoring program.

The next section describes the individual interviews with the participants.

4.6 INTERPRETATION OF THE INTERVIEWS

4.6.1 Introduction

After the researcher had observed the participants in the classroom, she conducted individual semi-structured interviews. These one-on-one interviews gave the researcher the opportunity to ask the participants open-ended questions.

The data is analysed by discourse analysis. This form of analysis aims to study the meaning of words that are within large chunks of text (Mouton, 2013:168). Mouton postulates that discourse analysis can be defined as the analysing of language which is beyond the sentence. The context is therefore an important aspect of discourse analysis.

According to Appendix E the interview questions, Question 1 - 8, was to confirm that the participants qualified for the research and to which group they belong. Refer to Table 4.1 for participants' information, starting dates, and year of service.

4.6.2 First classroom experiences

The participants were asked to explain their first experience in the classroom (Appendix E question 11 and 12).

Table 4.5 shows the main ideas that the participants used to explain their first experience in the classroom.

Table 4.6: Group comparison for first classroom experience

Group A	"I was very overwhelmed."
	"I had to learn a thousand new things."
	"I was the teacher; I was supposed to help them and comfort them."
	"The first day was the worst day!"
Group B	"I knew more or less what was going on."

"It was a bit overwhelming in the beginning."

"It was a mixed bag of feelings."

"Things just started to happen naturally."

The word "overwhelming" was used eight times in the interviews. The participants also used the words *mixed emotions*, *excited*, *confused* and *mentoring* as explanatory words in the interviews. Participant 1 explained that "*it was overwhelming. I doubted myself the whole time.*" Participant 2 also expressed the same feeling, adding that "*on my first day I was so excited, but when I got home, I cried!*" Participant 3 explained that "*The first month at school was very overwhelming and confusing. But between the tiredness and chaos, it was great.*"

Group A expressed reality shock. As Banilower et al (2015) explains, the novice-teachers enter the teaching profession, may have the calling to teach, but lack the knowledge and skills required for effective teaching. Cheong et al (2014:333) explain the direct transition from being a student-teacher to becoming a novice-teacher can be a true reality shock compared to the experience of attending an in-service student mentoring program that helps prepare the graduates entering the workforce. The researcher agrees with Cheong et al. Although Group B was also overwhelmed, they expressed a calmer nature when reliving their first day. Participant 4 explained that "*I actually enjoyed it a lot. My mentor gave me the tools to help me. I think teachers that were not participating in an in-service mentoring program would have struggled.*" Participant 5's answer was in line with this, expressing that "*I think it helps being an assistant first. You know more or less what's going on.*" Participant 6 explained that "*I can't say that it wasn't nerve wracking to be responsible for so many children at once.*"

The researcher can conclude that all six participants were nervous on their first day. Group A sketched a more overwhelming feeling, while Group B's participants were overwhelmed at first but then their training kicked in, and they felt more in control.

4.6.3 Time management

The participants were asked how they managed their time between home, school, planning and marking (Appendix E question 13).

Table 4.6 shows the main ideas that the participants used to explain time management.

Table 4.7: Group comparison for time management

Group A	"It was a big problem."
	"I had no routine."
	"I forgot to eat."
Group B	"It was challenging."
	"The thing is you have to have a balanced lifestyle."
	"Time management is an issue."

The words most frequently used were *difficult*, *challenging*, *prioritizing*, and *planning*.

Group A's participants gave a clear indication that they were out of their comfort zone. Participant 1 explained that she forgot to eat. "*I lived off junk food. There wasn't time to cook proper food. I was just too tired to make food. I would fall asleep on the couch.*" Participant 2 spoke about the time spent at school: "*I spent a lot of time doing schoolwork. I was staying at school the whole time. Nothing that I was taught, worked!*" Participant 3 explained: "*There was just not time for everything!*"

Group B's participants answers fluctuated between time management being a problem and not being a problem at all. Participant 4 was quite calm and reserved with the answer: "*The thing is to have a balanced lifestyle. I made sure I got up every morning at the same time to exercise. Then I went early to school to do my*

admin because I know I don't have time through the day." Participant 5 was not as organized as Participant 4 and explained that *"I battled with the new routine. It was challenging to fit in all the work. I had no choice, I had to adjust."* Participant 6 still felt time management was a problem as she was busy with post graduate studies. *"Time management is an issue. The issue for me, it's hard to study, and to teach. Sometimes you have to say no to things, or you will drown in work"*.

Time management can be a factor even for the most experienced teacher. These novice-teachers showed that they knew it was a big factor and that they must focus on managing their time better. The researcher feels that time management needs to be addressed more in the university curriculum and practical training. Investing in the student-teachers will help them with the reality shock of teaching and ultimately with their sustainability in the teaching sector.

4.6.4 Lack of mentoring

The participants were asked where they think they had needed more mentoring, before entering the teaching profession (Appendix E question 16 and 17).

Table 4.7 shows the main ideas that the participants used to explain the lack of mentoring.

Table 4.8: Group comparison for the lack of mentoring

Group A	"Communicating with parents."
	"The practical stuff."
	"There was no mentoring in admin."
Group B	"I wouldn't say there was a lack in mentoring."
	"I wasn't prepared for the admin part."
	"I was thrown into the deep end."

The words most frequently used were *admin, dealing with parents, teaching, and too busy.*

The main idea in Group A was that the amount of administration was a big problem. They felt that they were comfortable in front of a class, but the amount of administration was a big deal. The administration side of teaching was not part of their curriculum, such as filling out an attendance register and Support Needs Assessment-forms, doing class finances and learner assessments, etc.

Group B also mentioned administration because it differs from school to school. But they had the main idea of the normal class administration that had to be completed.

Administration is difficult to give mentoring in. It is in part difficult because the Department of Education changes their submission forms frequently. The researcher feels that there is a need to mentor the student-teachers more in doing administration, explaining the idea of each document and giving them the chance to do it by themselves.

4.6.5 Expectation of being a teacher

The participants were asked what was different to what they had expected teaching would be (Appendix E question 19).

Table 4.8 shows the main ideas that the participants used to explain their expectations.

Table 4.9: Group comparison for expectations for being a teacher

Group A	"I expected the fairy-tale classroom."
	"I expected to have more time."
	"I did not fully understand the responsibility of being a teacher during my studies."
Group B	"I didn't realize the pivotal role I played."
	"I expected a school like my previous school - everything worked."

"I thought it would be me and my class - that's all."

The words most frequently used were *expectations*, *time* and *interactions*.

Group A had a sense of a fairy-tale setting: no time limit, no set curriculum, only the idealised concept of a loving teacher with her learners. As Participant 1 explained: *"I wanted to be able to sit and play with my learners. I wanted an active classroom. What I expected and what I got was totally different. It was a big slap in my face."* Participant 2 explained that: *"I thought we would have more time to drill in the key concepts. But there is no time for that. The next concept needs to be taught."* Participant 3 had a very mature answer, saying: *"I realize more and more every day that it is my responsibility to cultivate a positive attitude towards academia and learning. Failure to do so could have far-reaching consequences for a learner's life."*

Group B had a more realistic perspective. Participant 4 spoke about how he underestimated the meaningful role he would play in learners' lives: *"That you are not just a teacher, you are a mentor to them"*. Participant 5 took part in an in-service mentoring program at a prestige school and got her first job at a brand new school. Her expectation for her first teaching job was connected to her previous school. She explained: *"I expected a school like my previous school – everything works! This school is still brand new. Nothing is really in place. That makes me feel lost because there is no structure."* Participant 6 explained her expectations as: *"I thought it would be me and my class. I wasn't expecting all the admin. I wasn't trained in admin; I was trained in teaching."*

The researcher believes that Group B's realistic views were based on the time spent as in-service mentoring students. They knew the pressure; they knew the routine. But, as Participant 6 explained, there were still a lot of aspects the mentor-teacher had not explained to the student-teachers.

4.6.6 Interview conclusion

After the interviews, the researcher concluded that the participants in Group B,

who had participated in an in-service mentoring program, were more realistic and ready for their teaching career. Their first classroom experience was not as nerve wrecking as for Group A. Group B embraced the challenge and used their mentoring to guide them. Time management was a challenge for both groups, and is still for most teachers. This is a crucial subject to introduce as part of our student-teachers curriculum. Both groups mentioned that administrative duties were an area where they would have appreciated more mentoring. Group A had a fairy-tale expectation of the classroom setting whereas Group B had a more realistic point of view.

4.7 THEMES FROM TRIANGULATION BY METHODS

The researcher has analysed and interpreted the three data collection methods. These methods included a self-administered questionnaire, an observation schedule, and semi-structured interviews with open-ended questions. To triangulate the data according to methods, the following themes were discovered in all three data collection methods:

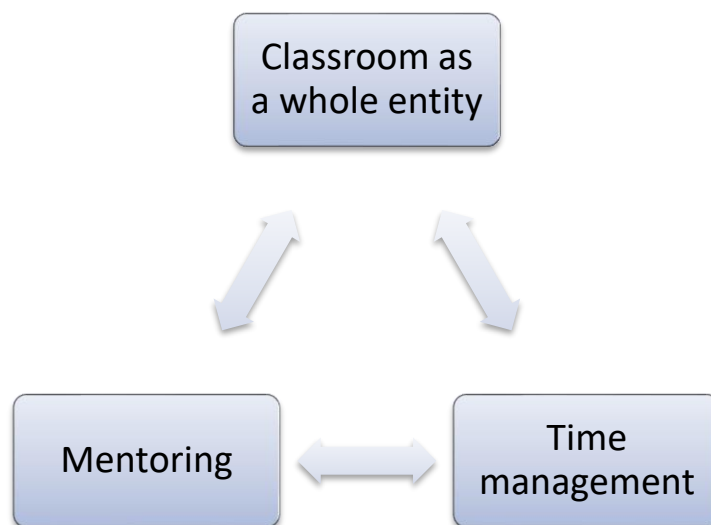


Figure 4.10: Themes from triangulation by methods

4.7.1 Classroom as a whole entity

The classroom has many loose facets that novice-teachers need to bring together as a body.

Classroom management refers to the wide variety of skills and techniques that

teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a lesson.

Classroom management was explored in the questionnaires in the five lowest-ranking categories for Group A, and the top five categories from the participants from Group B. This gives the conclusion to the researcher that the in-service mentoring program helped the participants from Group B to develop skills to address classroom management, this transformed the classroom management category from a low-ranking category to a top-ranking category for Group B. Classroom management were also discussed in the observation of the participants. The participants from group A were still struggling with classroom management as where the participants from Group B had a good grip on classroom management. There was a sense of restlessness in classrooms that were not visible in the classrooms of Group B. The researcher is of believes that the influence of an in-service mentoring program helped the participants from Group B to become a good novice-teacher in classroom management.

4.7.2 Time management

In this study, time management was an aspect that were discussed in all three data collection methods. Time management was again in the five lowest-ranking categories in the questionnaire and the five highest categories. The questionnaire showed that 53% of group A felt that they feel comfortable with time management, and 73% in group B. The increase of 20% shows that the novice-teachers from group B knew what was expected of them as a teacher and in their personal lives. During the interview, the participants from group A mentioned that “it was a big problem”, “I had no routine” and “I forgot to eat”. While the participants from group B described time management as “The thing is, you have to have a balanced lifestyle” and “time management as an issue.”

This showed the researcher that time management is an aspect that both groups struggle with. The novice-teachers from group A were struggling to a great extent while the participants from group B was starting to understand it, but still struggling. The researcher believes that the in-service mentoring program showed the novice-

teachers that time management is important, but there is still a substantial amount of room for further mentoring in this field.

4.7.3 Mentoring

This study is structured around the mentoring that a novice-teacher received during the years while studying. The additional mentoring that the novice-teachers from group B received, played a crucial role in their classrooms. The quality of mentoring received were explored in the questionnaire in various aspects. The average for group A for mentoring received was 55%, as where the quality of mentoring received for group B was 82%.

During the class observation, the researcher could observe that the participants from group B received valuable mentoring that could help them in aspects like classroom management, discipline, student interaction, and lesson presentation.

The interviews showed the researcher that the participants from group A were expecting additional mentoring. They feel that there was a lack of mentoring when “communicating with parents”, “all the practical stuff” and “there was no mentoring in admin”.

The researcher believes that mentoring a student-teacher is of crucial value and must never be underestimated.

4.8 CHAPTER SUMMARY

In this Chapter, the researcher describes her analysis of the data from the three key research instruments. The questionnaire gave the researcher the necessary background information on the participants. Thereafter, the researcher observed the novice-teachers in their classrooms to witness their classroom manner. Lastly the researcher invited the participants to semi-structured interviews. These three instruments gave the researcher the opportunity to evaluate the novice-teacher as a whole.

The researcher noticed a difference between the two groups after evaluating the questionnaires. These clear differences formed a division between the two groups when the researcher observed the novice-teachers in the classroom. Classroom management was distinctly different between the two groups. The interviews with the participants showed the researcher that these two groups were different. There were a noticeable difference identified between a novice-teacher who has participated in an in-service student mentoring program, and the novice- teacher with a straight transition from being a student-teacher to becoming a novice-teacher.

In chapter 5, the researcher presents an overview of the study, draws conclusions by taking the limitations into account, and makes recommendations.

CHAPTER 5 RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1 INTRODUCTION

Throughout the chapters of this research study, the researcher aims to differentiate between the performance of the novice-teacher who has received effective mentoring in an in-service student mentoring program, and the performance of the novice-teacher who had a direct transition from being a student-teacher to becoming a novice-teacher. Cheong et al (2014:333) explain that the direct transition from being a student-teacher to becoming a novice-teacher can be a true reality shock compared to the experience of attending an in-service student mentoring program that helps prepare the graduates entering the workforce.

For the purpose of this study, student-teachers' mentoring exposure can be defined in terms of two groups (refer Figure 5.1).

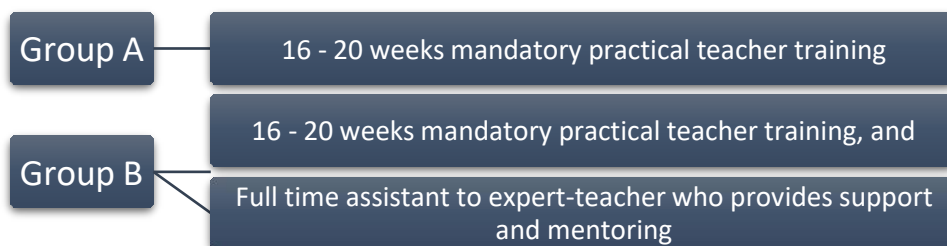


Figure 5.1: Two defined groups of student-teachers' mentoring exposure

5.1.1 Group A: A direct transitioning student

Group A consists of novice-teachers who adhere to the following criteria:

- The student-teacher is enrolled in BEd or PGCE coursework at an HEI.
- The student-teacher completes 16–20 weeks of practical training in a school environment.
- The student-teacher receives mentoring from an expert-teacher only for the duration of their practical training (16–20 weeks).

- The student does not receive any additional mentoring from a teacher of any kind.

5.1.2 Group B: A novice-teacher participating in an in-service student mentoring program

Group B consist of novice-teachers who adhere to the following criteria:

- All criteria for Group A.
- Additionally, the student-teacher participates in an in-service student mentoring program.
- The in-service mentoring program gives the student-teacher full-time mentoring exposure to all facets of school-based education.

Being a novice-teacher is not a free ticket for the new, incoming graduate not to do his/her work effectively. A novice-teacher is expected to be able to do the same job as an expert-teacher. In this research study the researcher took the opportunity to observe the novice-teacher in the classroom. By observing the novice-teacher, the researcher wanted to determine how the exposure to a formal in-service mentoring program, during the student-teacher's years of study, has affected his/her performance as a novice-teacher. The researcher thus wanted to determine if and how the levels of exposure to mentoring can in effect change the quality of novice-teachers' abilities in the classroom.

Chapter 2 presents the literature review, chapter 3 explains the methodology, and chapter 4 describes how the data was analysed, interpreted, and presented. In this final chapter the conclusion centres around the following main ideas:

- *What challenges can a novice-teacher experience when entering the teaching profession?*
- *How will an in-service student mentoring program ease the transition from being a student-teacher to being a novice-teacher?*
- *What noticeable differences can be identified between a novice-teacher who has participated in an in-service student mentoring program, and the novice-*

teacher with a straight transition from being a student-teacher to becoming a novice-teacher?

The researcher links the literature review with the findings in the next section.

5.2 FINDINGS: LITERATURE REVIEW COMPARED TO THE EMPIRICAL INVESTIGATION.

5.2.1 Challenges that the novice-teachers faced

The novice-teacher's first year of work as a professional is a unique time (Schatz-Oppenheimer & Dvir 2014:140). For a novice-teacher with no previous experience, the entrance into the teaching profession can be extremely challenging. A novice-teacher's main struggle is to bridge the university coursework with a school situation (Petersen 2017:3). Farrell (2009:10) summarizes the first year of teaching as a type of "reality shock" for many novice-teachers. A novice-teacher's most crucial stage in the process of becoming a teacher occurs at the very outset, during the transition from being a student-teacher to becoming a novice-teacher (Peterson & Williams 1998:730).

In this study the novice-teachers from Group A explained that they had felt overwhelmed. The amount of information they received in the first week was enormous. Added to all the new information, was the responsibility to stand in front of a class and act like an expert-teacher. One participant explained: *"When I think back to my first day, when I walked into my classroom, I was very excited, and then, at the end of the day, I cried because it was just all the emotions in one day."* These novice-teachers showed signs of physical and emotional exhaustion.

The participants from Group B also expressed that the amount of information and work had been exhausting, but the difference between Group A and Group B was their background experiences. The one participant from Group B summarized the start of the year as follows: *"It was a bit overwhelming in the beginning. But when you start to interact with the kids, and you start doing the work or start teaching*

the lesson, things just start to happen naturally, and you start to relax.” He continued and explained that: “My mentoring I received gave me the tools to use the correct forms of discipline in my class, great strategies to attract children’s attention, and it also helped me with my time management. I think teachers that were not participating in an in-service mentoring program would have struggled. I think the thing about stepping into the class for the first time, not exactly knowing what you are letting yourself in for, is overwhelming.” Another participant in group B agreed by saying “I think it helps to be assistant first. You know more or less what’s going on. I was quite overwhelmed, but as the week went on, I just got into it. And then I realized, I know how to do this!”

The participants of Group B had more class time, more experience, and more mentoring than Group A. This extra time in the classroom gave the participants from Group B more confidence in teaching. They understood the learners in the class better as well as the day-to-day functions of a school. This was all very valuable information that the participants from Group B could use. Participant 5 summarized it: *“Although it’s scary to be responsible for that many children at once, it was very nice. I liked it. I felt comfortable. I think I had training to become a great teacher.”*

The researcher is of the belief that the novice-teachers with no additional mentoring had a reality shock when they entered the teaching profession. The amount of practical training they had received from the university was not enough to help them cope with the transition from being a student-teacher to becoming a novice-teacher. These novice-teachers should be catered for with an induction program to help them emotionally and physically.

The next section explains how a mentoring program helps ease the transition for novice-teachers.

5.2.2 How the in-service mentoring program helped ease the transition

When entering the teaching profession, the student-teacher becomes a novice-teacher. These novice-teachers must cope with the transition from the training stage to the in-service stage, where they are expected to be more mature and able

to utilize their professional skills (Schatz-Oppenheimer & Dvir 2014:140). Although most schools offer an induction program to help and guide the novice-teacher, the reality is, there is not enough time to enable the novice-teacher to acquire all the information and knowledge expected of them. The transition from student-teacher to novice-teacher must take place instantaneously.

To ease the transition from student-teacher to novice-teacher, the novice-teacher needs mentoring by an in-service mentoring programme. Mentoring is the assistance offered to a new teacher by an experienced colleague willing to share his or her expertise (Portner 2008:xi). In this study, the participants from Group B, who were part of an in-service mentoring program, had received additional mentoring compared to Group A who only had received mentoring during their mandatory practical training. One participant from group A said: *“The first day was the worst, and the second day, it started getting better. And luckily, I had very, very helpful colleagues, helping me.”* The additional mentoring is crucial for the transition to becoming a novice-teacher.

The novice-teachers from Group B explained that they had felt more in control. They knew the basics and that was their saving grace. One participant explained: *“It was like driving a car. Having your learner license (academic information) and actually driving (teaching) are two very different things. But having that extra mentoring for a few years helps a lot.”* During the student-teachers’ years in an in-service mentoring program, the student-teacher is given progressively more responsibilities, helping them and easing them into the teaching profession. By the time the student-teacher becomes a novice-teacher, the foundation is developed and the novice-teacher can teach with self-confidence.

5.2.3 Observation between the two groups

The following themes have been identified as the most or least affecting novice teachers:

- ***Expectations***

During this research study the disparities between the two groups became very clear. Group A had an unrealistic expectation of the classroom. Harris (2015:54) explains a novice-teacher comes into the classroom with many preconceived

notions about what it means to be a teacher and, as a result, he/she often underestimates the demands of the profession. Group A expected a fairy-tale setting. They expected to just teach. All the other facets of teaching like classroom management, lesson planning and time management were not in their idealistic view. Group B on the other hand had a clear perspective. They were realistic and knew what was expected of them. They relied on their mentoring to guide them through the first part of the year. As Harris (2015:19-20) explains, effective mentors do not offer solutions to novice-teachers, they engage in a process to help novice-teachers discover for themselves the solutions to their teaching and management issues. In this study the researcher observed how the participants of Group B had the correct mentoring to help them solve the problems themselves.

- ***Classroom management***

Steyn (2004:85) explains that a novice-teacher can experience challenges when entering the profession. He mentions that classroom management, which includes decision-making and routine teaching tasks, can be one of these challenges. In this study the researcher observed that the participants from Group A were really struggling with this aspect. Group A's classroom learning spaces were characterized as being mostly unstructured. The researcher got the feeling that the participants from Group A were just surviving. The teachers were trying to cope and set some rules, but their learning spaces were not structured. In the comparison between Group A and Group B, Group B was a totally different story. The classroom setting of Group B was structured and had discipline. During conversations, the learners and teachers showed mutual respect. The learners knew exactly what was expected of them.

- ***Lesson planning***

Lesson planning is an aspect where Group A's participants still needed some mentoring. Although the school helped Group A's participants by giving them the daily and weekly planning, the participants struggled to make the lesson planning their own. These novice-teachers had to still learn to incorporate new and fresh techniques into their lesson planning. The novice-teachers must experiment with different methods of teaching to make lessons more fun, thereby creating a

teaching environment where learning can occur. Group B participants' lesson planning was at a higher standard. The researcher observed that the participants knew the curriculum better and understood what the outcomes were that the learners had to achieve at the end of the year. Participants from Group B knew how to prioritize the work and work in a timely manner.

- **Administration**

Daily and weekly administration is an area where both groups still needed some more mentoring. Teaching learners is one aspect but in practice there is always daily administration that needs to be completed: unexpected forms that need to be completed immediately, mark sheets and learner observation that need to be completed daily, to name a few.

According to the Department of Education's post level 1 job description (education.gov.za 2007) a teachers' administrative duties will include:

- To co-ordinate and control all the academic activities of each subject taught.
- To control and co-ordinate stock and equipment which is used and required.
- To perform or assist with one or more of other non-teaching administrative duties such as:
 - Secretary to general staff meeting and/or others
 - Fire drill and first aid
 - Timetabling
 - Collection of fees and other monies
 - Staff welfare
 - Accidents

These administrative duties are very overwhelming for novice-teachers who are still trying to find their feet. Even Group B's participants explained that when they were participating in the in-service mentoring program, the mentor-teachers had focused a lot on how to teach but had neglected the administration part of teaching. All the participants in Group B expressed that they wished their mentor-teacher had shown them more of the school's administration.

5.2.4 Conclusion of findings

According to Osamwonyi (2016:83), the concept of an in-service student mentoring program “can simply be defined as the relevant courses and activities in which a student-teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession”. Rusznyak et al. (2021:35) explain that an in-service mentoring program should give the novice-teacher the opportunities to plan, teach, and reflect on their own lessons, as well as obtain feedback on their own teaching. Working alongside experienced teachers is expected to enable students to learn “the process of acting and thinking wisely in the immediacy of classroom life: making split-second decisions; choosing among alternative ways to convey subject matter; interacting appropriately with an array of students and selecting and focusing on particular dimensions of classroom problems”

The researcher’s primary aim is to determine how an in-service student mentoring program can contribute to the better performance of novice-teachers, leading to greater awareness by educational authorities of the importance of providing in-service mentorship to student-teachers. The results of this study support the research question that novice-teachers that were exposed to mentoring during an in-service mentoring program have an advantage when entering the teaching profession for the first time.

These teachers are more equipped and ready for the task at hand. However, as Rusznyak et al (2021:48) warn these in-service mentoring programs to be explicit, structured opportunities to show how the teachers they observe enact their teaching and why. If these in-service mentoring programs can succeed, the novice-teacher will know what is expected of them as teachers and colleagues. They have a better understanding of the curriculum and comprehend the learners’ academic outcomes.

The researcher wants to point out that the value of professional development (PD) of in-service teachers such as attending formal mentor training courses that could assist in improving teachers’ attitude towards mentoring novice-teachers.

The researcher is of the opinion that novice-teachers who participated in an in-service mentoring program, are more equipped and ready to face the challenges of teaching when entering the school environment. In this regard, the researcher feels that there are other aspects that can be researched in further studies, as discussed next.

5.3 RECOMMENDATIONS FOR FURTHER STUDIES

In this study the researcher discovered three aspects that can be used for further studies.

5.3.1 Mandatory practical training mentoring

According to the Department of Basic Education, in South Africa a student may follow one of two routes in becoming a teacher, namely a four-year BEd degree, or a three to four-year Bachelor's degree, followed by a one-year PGCE (education.gov.za 2021b). These degrees include compulsory annual practical training during which the student-teacher observes the current school system and starts with teaching learners under supervision.

The university's course includes a teaching practice module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer. The student needs to complete a prescribed time in the school, taking responsibility for solo teaching in his/her respective specialization courses. The focus is on general classroom practice, school administration, extra-mural activities, and acting as responsible citizens within the school environment.

During this research study the researcher found that the novice-teachers that had a straight transition from being a student-teacher to becoming a novice-teacher lack some key aspects in their training. In contrast, the mentoring that the novice-teachers received when participating in an in-service mentoring program created the foundation that they could use to make a great success of their teaching career and make a positive difference in the education sector.

Future studies in this field may be crucial for the education sector to determine whether students receive the right guidance, mentorship, and training during their practical training.

5.3.2 Induction program in schools

According to the Department of Education, the purpose of a quality teacher orientation programme is to enable new teachers to adjust to, and become familiar with, the school at which they have been appointed, the community in which the school is situated, and the broader education system in which they will be functioning; and to settle into their new responsibilities as quickly as possible (education.gov.za 2021c).

The Department of Education has created a New Teachers Orientation Handbook to help new teachers to adjust.

The main purpose of the orientation is:

- To integrate newly appointed teachers into the school and the profession.
- To acquaint such teachers with their new roles and responsibilities in the shortest time possible in order to minimize disruptions at the school.
- To build the confidence of such teachers; and
- To ensure learning and teaching effectiveness and productivity (New Teachers Orientation Booklet, 2021)

During this research study the researcher found that novice-teachers had a very difficult time adjusting as new teachers. The amount of information and work was overwhelming.

Further studies in the effective implementation of an induction program at schools for novice-teachers will greatly benefit the education sector.

5.3.3 Emotional wellbeing of teachers

Many studies (Harmsen, Helms-Lorenz, Maulana & Van Veen 2018) reveal several causes of stress for teachers, including high job demands, pupil misbehaviour, poor working conditions, poor relationships at work, role conflict,

role ambiguity, lack of autonomy, poor school ethos and lack of developmental opportunities. All these stress factors negatively affect the novice-teacher's emotional wellbeing.

During a virtual seminar on teacher well-being on 23 July 2021, Ms Veronica Hofmeester, Director for Continuing Professional Teacher Education (CPTD) at the Department of Education explained that the welfare of our teachers has been compromised; they are discouraged, anxious, exhausted and suffer from burnout and fatigue. Substance abuse, violence, bullying and Gender-Based Violence (GBV) make it difficult for them to remain resilient in the classroom, intensifying the "depleted teacher crisis" (education.gov.za 2021a). Ms Hofmeester added that, "teachers need to be trained on strategies of self-transformation through counselling to heal themselves firstly, and then to heal others". Schools can be those venues where strategies can be collectively taught to eliminate organisational toxicity and interpersonal conflicts, and to create and develop systems and processes for teachers to become peace carriers instead of trauma carriers. Buddy systems and Professional Learning Communities should equip our teachers with the practical skills required to capacitate each other to breathe effectively, use the counselling opportunities available to them and to empower themselves and others. It is crucial for them to receive orientation and continued feedback on their clearly defined roles and responsibilities. In addition, continued feedback will assist all with holistic wellness (education.gov.za 2021a).

The researcher agrees with Hofmeester (education.gov.za 2021a) and confirms that during this research study the novice-teachers were so focused on their work, and how to get all the work done that they started to neglect their emotional wellbeing.

Further studies and recommendations on the emotional wellbeing of teachers will help novice-teachers to cope and take care of themselves.

5.4 LIMITATION OF STUDY

The research methodology had a few limitations.

- The research had to make use of foreign sources for this study where no local

material was found, and this is regarded as a limitation of the study.

- Each participant is a unique person with his/her own background experiences and knowledge. It cannot be assumed that this study represents all novice-teachers experiences or viewpoints.
- The small sample size can be seen as a limitation. This was because of the unique set of criteria that was set for this research study.
- The participants were teaching in different grades and phases. This can be seen as a limitation as children develop differently in a school system with varying teaching and learning contexts.

5.5 FINAL CONCLUSION

The aim of this study was to determine the influence between the performance of the novice-teacher who has received effective mentoring in an in-service student mentoring program, and the performance of the novice-teacher who had a direct transition from being a student-teacher to becoming a novice-teacher. The main problem and the sub problems that were formulated in chapter 1 were investigated. All the aims and objectives were met in the various chapters.

Limitations and recommendations for further studies were discussed in this chapter.

The findings indicate that the novice-teacher that has participated in an in-service mentoring program has received more mentoring in teaching, lesson planning, classroom management and the day-to-day operations of a school. This gives these novice-teachers a unique set of skills that the other novice-teachers lack. This background knowledge helps and guides them through the process of being a novice-teacher.

Considering the findings the researcher believes that all novice-teachers should first take part in an in-service mentoring program to develop, teach and guide them to become better teachers. The novice-teacher will be better equipped to handle the scale of work and the pressure of teaching if they participated in an in-service mentoring program. Ultimately, an in-service mentoring program for teachers will benefit education in South-Africa.

Education is the most powerful weapon we have, to change the world.

- Nelson Mandela -

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APPENDICES

Appendix A: Requesting permission to conduct research.

Request for permission to conduct research at _____

Title of your research:

The novice-teacher in context: The exposure to mentoring during an in-service student mentoring program.

Date: _____

Dear Principal

I, Hermie Nell, am researching under the supervision of Dr. H.J. Kriek, a supervisor in the Department of Education towards an MEd at the University of South Africa.

We have funding from DSF: Unisa student funding. We are inviting you to participate in a study entitled:

The novice-teacher in context: The exposure to mentoring during an in- service student mentoring program.

The researcher's primary aim is to evaluate the difference in the performance of novice-teachers who had participated in an in-service student mentoring program versus novice-teachers who had undergone only the necessary compulsory teaching practice.

Your school has been selected because both groups of novice-teachers are available at your school.

Group A is a novice-teacher who, as a direct transitioning student, met the following criteria:

- The student-teacher enrolled in BEd or PGCE coursework at an HEI.
- The student-teacher completed 16–20 weeks of practical training in a school environment.
- The student-teacher received mentoring from an expert-teacher only for the duration of his/her practical training (16–20 weeks).

The student did not receive any additional mentoring of any kind from a teacher.

Group B is a novice-teacher who, as a student, participated in an in-service student mentoring program and met the following criteria:

- All criteria for Group A.
- Additionally, the student-teacher participated in an in-service student mentoring program.
- The in-service mentoring program gave the student-teacher full-time mentoring exposure to all facets of school-based education.

The study will entail semi-structured interviews with six adults (three from each group of teachers, as explained above) who have the following criteria:

- Started working as a novice-teacher between 2019 and 2021.
- Group A: the novice-teacher with only the mandatory practical training
- Group B: novice-teachers that have completed their mandatory practical training as well as the exposure to mentoring in an in-service mentoring program.
- This study is not based on age, gender, gender identity, sexual orientation, race, colour, religion.

The reason for the interviews is to gain insight into the first working year of each participant to explore the initial first day, week, month, and year; the challenges they faced on a day-to-day basis; and the support and mentorship they've received.

These responses from both groups will be compared to reach insight into what the impact was on a student who was exposed to mentoring during an in-service mentoring program.

The benefits of this study are to explore the value of the in-service mentoring program for students.

There are no risks involved in the study.

There will be no reimbursement or any incentives for participation in the research.

The feedback procedure will entail written correspondence to each participant.

Yours sincerely



Me. HC Nell

Researcher

Appendix B: Participant information sheet

Date: _____

Title: The novice-teacher in context: The exposure to mentoring during an in-service student mentoring program.

DEAR PROSPECTIVE PARTICIPANT

My name is Hermie Nell, I am researching under the supervision of Dr. HJ Kriek, a Supervisor in the Department of Education towards an MEd at the University of South Africa. We have funding from DSF: Unisa Student funding. We are inviting you to participate in a study entitled: The novice-teacher in context: The exposure to mentoring during an in-service student mentoring program.

WHAT IS THE PURPOSE OF THE STUDY?

The researcher's primary aim is to evaluate the difference in the performance of novice-teachers who had participated in an in-service student mentoring program, versus novice-teachers who had undergone only the necessary compulsory teaching practice.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you meet the criteria of the research. The researcher has identified two groups of individuals for the research program:

Group A is a novice-teacher who, as a direct transitioning student, met the following criteria:

- The student-teacher enrolled in BEd or PGCE coursework at an HEI.
- The student-teacher completed 16–20 weeks of practical training in a school environment.
- The student-teacher received mentoring from an expert-teacher only for the duration of his/her practical training (16–20 weeks).

The student did not receive any additional mentoring of any kind from a teacher.

Group B is a novice-teacher who, as a student, participated in an in-service student mentoring program and met the following criteria:

- All criteria for Group A.
- Additionally, the student-teacher participated in an in-service student mentoring program.

- The in-service mentoring program gave the student-teacher full-time mentoring exposure to all facets of school-based education.

I obtained your contact details from_____. There will only be six participants in this research program.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves observation in the classroom, semi-structured interviews, and a questionnaire. The observation will be no more than an hour, followed by an interview. The questionnaire can be completed at your leisure.

The interview questions will focus on your experience as a novice-teacher. The questions can be supplied to you beforehand.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

None

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research **OR** Your name will not be recorded anywhere and no one will be able to connect you to your answers. Your answers will be given a code number or a pseudonym and you will be referred to

in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study unless you permit other people to see the records.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat the information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personal sensitive information in the focus group.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

All information will be scanned and saved in a secured Microsoft OneDrive cloud storage for five years, for future research or academic purposes. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years the electronic copies will be permanently deleted from the hard drive of the computer using a relevant software program.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no reimbursement or any incentives for participation in the research.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee. (2020/10/14)

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Hermie Nell on 0836599034 or email 35575379@mylife.unisa.ac.za. The findings are accessible for 6 months.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Hermie Nell on 0836599034 or email 35575379@mylife.unisa.ac.za

Should you have concerns about how the research has been conducted, you may contact Dr. HJ Kriek on 012 429 6964 or email kriekhj@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.



Me. HC Nell
Researcher

RETURN SLIP

CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications, and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree with the recording of the semi-structured interview.

I have received a signed copy of the informed consent agreement.

Participant Signature
Researcher's Name & Surname (please print)
Researcher's signature

Appendix C: Request for Adult participation

Letter requesting adult participation in an interview

Dear _____

This letter is an invitation to consider participating in the study that I, Hermie Nell, am conducting as part of my research as a master's student, entitled **The novice-teacher in context: The exposure to mentoring during an in-service student mentoring program** at the University of South Africa. Permission for the study has been given by the Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. In a school environment, we can identify two groups of novice-teachers. Group A is the novice-teacher with only the mandatory practical training given by universities. In group B we see the novice-teachers that have completed their mandatory practical training as well as the exposure to mentoring in an in-service mentoring program in a school environment. I would like to know how you have experienced your entry as a new teacher in a school.

Your participation in this study is voluntary. It will involve a class observation that will not be longer than 30 minutes. It will take place at your school and classroom at a time convenient to you. You may decline to answer any of the interview questions if you wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate the collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to allow you to confirm the accuracy of your conversation and to add or clarify any

points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collection during this study will be retained on password-protected cloud storage for five years.

The benefits of this study are to highlight the impact of the high demand on novice-teachers in schools. You will not be reimbursed or receive any incentives for your participation in the research.

If you would like to be informed of the final research findings, please contact Dr. HJ Kriek on 012 429 6964 or email kriekhj@unisa.ac.za. The findings are accessible for five years.

If you have any questions regarding this study or would like additional information to assist you in deciding on participation, please contact me at 0836599034 or by e-mail at 35575379@mylife.unisa.ac.za.

I look forward to speaking to you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form.

Yours sincerely

Researcher's name (print):

Date:

Researcher's signature:

CONSENT FORM

I have read the information presented in the information letter about the study in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that

excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant Name (Please print): _____

Participant Signature: _____

Researcher Name: (Please print) _____

Researcher Signature: _____

Date _____

Appendix D: Observation schedule

OBSERVATION SCHEDULE

Name of practising teacher :
Date :

Observation in the classroom:

Topic:	Not achieved:	Some aspects achieved:	Most aspects achieved:	Achieved:	Comments:
Classroom Management:					
Administrative Duties:					
Lesson Planning:					
Time Management:					
Discipline in the classroom					

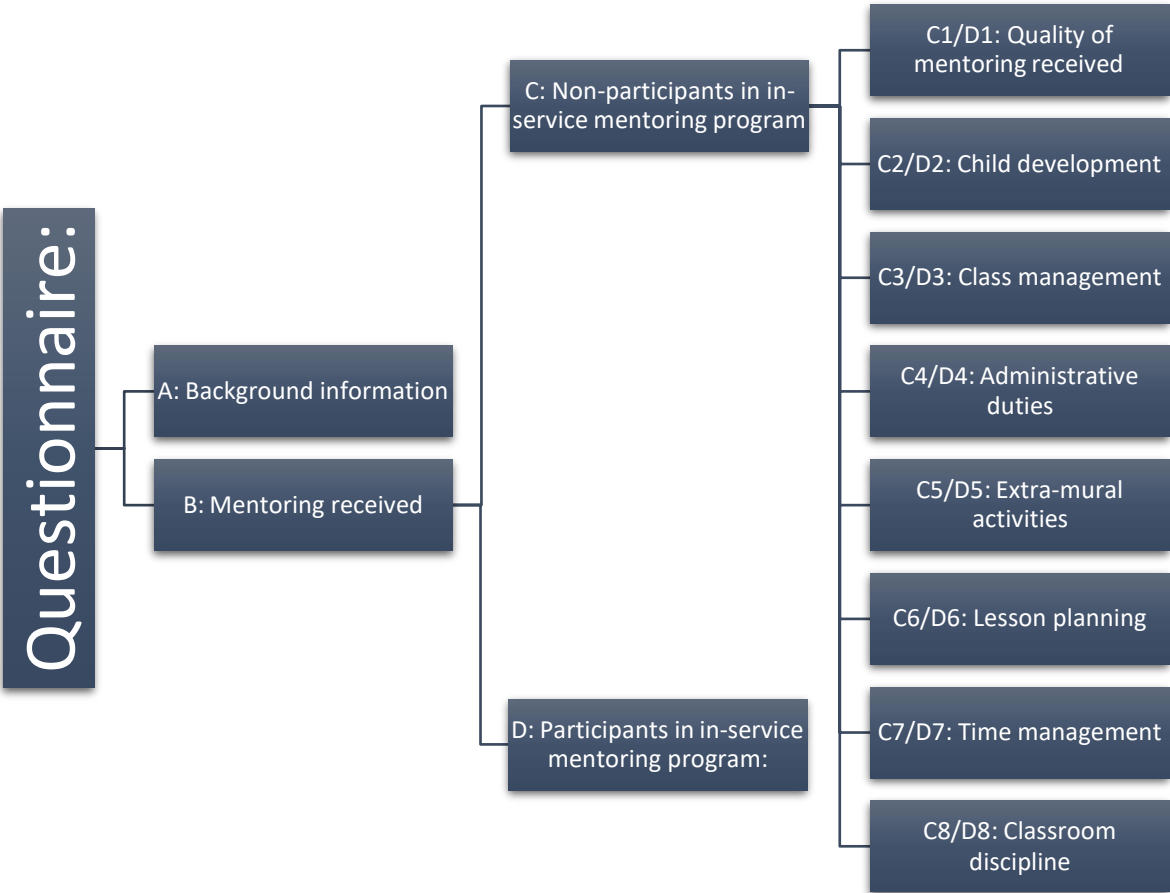
Appendix E: Interview Questions

TEACHER INTERVIEW QUESTIONS:

1. In what year did you graduate from university?
2. Have you completed post-graduate studies? If yes, in what?
3. Have you received your mandatory teaching training from the university?
(For how many weeks?)
4. Did you participate in any other in-service mentoring program at a school, while studying? Explain.
5. How long was the extra in-service mentoring training for?
6. When did you start at your current school?
7. What grade do you teach?
8. How many periods do you teach? (Teach and total)
9. Do you have extramural responsibilities?
10. How many hours do you do extramural activities per week?
11. Describe your first experience in the classroom? (First week/month)
12. What was difficult for you?
13. Time management: How did you manage your time?
14. Explain your relationship with other teachers in your first year.
15. Describe your first teacher-parent interaction. (Meeting)
16. Explain the lack of mentoring in your first year.
17. Explain what things you felt comfortable doing because of good mentoring.
18. Give your first year a rating out of 10. (10 for Excellent, 1 for Poor)
19. What was different from your expectation of school?
20. Can you see yourself as a teacher for the next 10 years?
21. Can you see yourself as a teacher for the next 20 years?
22. What advice can you give new teachers for their first day/week/month.

Appendix F: Questionnaire

Outline of Questionnaire:



Copy of online Questionnaire:



Section 1 of 4

Research Questionnaire

I, Hermie Nell is doing research under supervision of Dr. H.J. Kriek, a senior lecturer in the Department of Education Foundation towards a Masters degree in Education at the University of South Africa.

Research Topic:
The novice teacher in context: The exposure to mentoring during an in-service student mentoring program.

- Group A: A Direct transitioning student
Group A is a student-teacher with the following criteria:
- The student-teacher is enrolled in BEd or PGCE coursework at an HEI.
 - The student-teacher completes 16 – 20 weeks of practical training in a school environment.
 - The student-teacher receives mentoring from an expert teacher only for the duration of their practical training (16 – 20 weeks).
 - The student does not receive any additional mentoring from a teacher of any kind.

- Group B: A student participating in an in-service student mentoring program
Group B is a student-teacher with the following criteria:
- All criteria for Group A.
 - Additionally, the student-teacher participates in an in-service student mentoring program.
 - The in-service mentoring program gives the student-teacher full-time mentoring exposure to all facets of school-based education.

Section 1:

Name and surname:

Your answer

How many year have you been teaching?

This is my first year

1 - 3 years

4 - 5 years

More than 5 years.

How many kids are in your class?

Less than 20

20 to 30

30 to 35

more than 35

On average, how many hours a week do you have extra mural activities?

5 hours (1 hour per day)

5 - 10 hours (2 hours per day)

10 - 15 hours (3 hours per day)

More than 15 hours a week.

Section 2:

Mentoring received during studies:

Scale 1: No mentoring was given to the student. The student had to do all tasks on his/her own.

Scale 2: Little mentoring was given with almost no effective and constructive remarks.

Scale 3: Mentoring was given but the mentor did not make any additional effort to help the mentee develop and excel.

Scale 4: Good mentoring was given to the mentee. Effective and constructive remarks help the mentee to excel.

Scale 5: Excellent mentoring was given. The mentee and mentor had a trust relationship. The mentor help the mentee by going beyond the call of duty to help the mentee excel.

Quality of mentoring received during my mandatory practical training by the university: *

Poor 1 2 3 4 5 Excellent

Quality of mentoring received during my mandatory practical training by teachers * at schools:

Poor 1 2 3 4 5 Excellent

Section 3: (Only for mandatory training)

Mandatory practical training by an university:

- Child development:** Help mentee to understand the different phases of development. To handle each phase effectively and with compassion.
- Classroom management:** Good classroom management leads to good classroom discipline. Help the mentee to manage the classroom, children, and administrative duties.
- Administrative duties:** Help the mentee to understand all the administrative duties including learner attendance, learner marks, mark schedules, learner reports.
- Teacher-Parent interactions:** Give the mentee exposure to a teacher-parent interactions. Give helpful ideas and methods to communicate effectively with parents.
- Extracurricular activities:** Effective teaching also takes place outside of the classroom. Effective planning of an activity, creating joyful experience for the children and effective coaching.
- Lesson planning:** Effective lesson planning creates an atmosphere of learning. Help the mentee to create effective, fun and interactive lessons. Not only to teach but also to unlock the information.
- Time Management:** Help the mentee to understand the importance of effective time management.
- Discipline:** Discipline in the classroom will create an effective and safe space for learning to happen. Effective discipline is not a rude and angry manner but a soft, strict, and effective manner. The mentee must learn to handle a class with effective discipline.

Section 3: (Only for In-service training)

In-Service mentoring program:

- Child development:** Help mentee to understand the different phases of development. To handle each phase effectively and with compassion.
- Classroom management:** Good classroom management leads to good classroom discipline. Help the mentee to manage the classroom, children, and administrative duties.
- Administrative duties:** Help the mentee to understand all the administrative duties including learner attendance, learner marks, mark schedules, learner reports.
- Teacher-Parent interactions:** Give the mentee exposure to a teacher-parent interactions. Give helpful ideas and methods to communicate effectively with parents.
- Extracurricular activities:** Effective teaching also takes place outside of the classroom. Effective planning of an activity, creating joyful experience for the children and effective coaching.
- Lesson planning:** Effective lesson planning creates an atmosphere of learning. Help the mentee to create effective, fun and interactive lessons. Not only to teach but also to unlock the information.
- Time Management:** Help the mentee to understand the importance of effective time management.
- Discipline:** Discipline in the classroom will create an effective and safe space for learning to happen. Effective discipline is not a rude and angry manner but a soft, strict, and effective manner. The mentee must learn to handle a class with effective discipline.

Section 3 questions: Both groups received the same questions

Have you received mentoring in: Child development?

1 2 3 4 5

None Excellent mentoring received

Have you received mentoring in: Day-to-day management of your class?

1 2 3 4 5

None Excellent mentoring received

Have you received mentoring in: Administration duties?

1 2 3 4 5

None Excellent mentoring received

Have you received mentoring in: Teacher-parent interactions?

1 2 3 4 5

None Excellent mentoring received

Have you received mentoring in: Extra mural activities?

1 2 3 4 5

None Excellent mentoring received

Have you received mentoring in: Extra mural activities?

1 2 3 4 5

None Excellent mentoring received

Have you received mentoring in: Lesson planning?

1 2 3 4 5

None Excellent mentoring received

Have you received mentoring in: Time management?

1 2 3 4 5

None Excellent mentoring received

Have you received mentoring in: Discipline?

1 2 3 4 5

None Excellent mentoring received

Appendix G: Ethnics approval form



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/10/14

Ref: **2020/10/14/35575379/27/AM**

Name: Ms HC Nell

Student No.:35575379

Dear Ms HC Nell

Decision: Ethics Approval from
2020/10/14 to 2023/10/14

Researcher(s): Name: Ms HC Nell
E-mail address: 35575379@mylife.unisa.ac.za
Telephone: 0836599034

Supervisor(s): Name: Dr. HJ Kriek
E-mail address: kriekhj@unisa.ac.za
Telephone: 012-429 6964

Title of research:

The novice teacher in context: The exposure to mentoring during an in-service student mentoring program.

Qualification: MEd Socio-Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/10/14 to 2023/10/14.

*The **low risk** application was reviewed by the Ethics Review Committee on 2020/10/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2023/10/14**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/10/14/35575379/27/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Appendix H: GDE Research approval letter



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	10 June 2021
Validity of Research Approval:	08 February 2021 – 30 September 2021 2019/610 A
Name of Researcher:	Nell HC
Address of Researcher:	450 Ronald Street Garsfontein Pretoria
Telephone Number:	083 659 9034
Email address:	Hermie.nell@lscp.co.za
Research Topic:	The novice teacher in context: The exposure to mentoring during an in-service student mentoring program
Type of qualification	M Ed Sosio-Ed
Number and type of schools:	1 Primary School
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.**
4. **The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 11/06/2021

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpp.gov.za

Appendix I: Turn it in report



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

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Assignment title:	Complete dissertation/thesis for examination
Submission title:	Dissertation HC Nell Final
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File size:	2.25M
Page count:	114
Word count:	25,577
Character count:	144,064
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