NOVICE TEACHERS' PERCEPTIONS OF SCHOOL-BASED INDUCTION PROGRAMMES AT SELECTED PRIMARY SCHOOLS IN WINDHOEK, NAMIBIA

by

ROBERT NGHINAAKUNDAAMA DISHENA

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DECLARATION

Student number: 35002298

I declare that **NOVICE TEACHERS' PERCEPTIONS OF SCHOOL-BASED INDUCTION PROGRAMMES AT SELECTED PRIMARY SCHOOLS IN WINDHOEK, NAMIBIA** 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.

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RN DISHENA   DATE

DEDICATION

This study is dedicated to my lovely wife Lesheni for always being a supportive wife during those long arduous hours of reading, my three boys for always asking what kept me awake during the late night hours, Mrs Amara Sacco for proofreading this document.

ABSTRACT

School-based induction programmes largely focus on informing beginner teachers about the school culture and infrastructure, yet, the core business of education is teaching and learning. A consensus is, however, growing among educators and researchers that despite the positive experiences novice teachers experience during school-based induction programmes, they also experience challenges which affect their perceptions of school-based induction. Despite those challenges in the education sector, hope for the future, as guided by Vision 2030, still remains with one essential human resource: the teachers themselves. Therefore, if novice teachers are to impact profoundly on the learners' academic achievement, then quality induction programmes must be in place in Namibian schools in order to support their instructional growth. A comprehensive nation-wide induction effort with high emphasise on mentoring will accelerate novice teacher efficacy and consequently learner learning. The purpose of this research study was to identify beginner teachers' perceptions of school-based induction at selected primary schools in Windhoek and suggested a framework which may inform future research efforts and improve the application of school-based induction. To do this, a qualitative research methodology was preferred to assess the perceptions of novice teachers at the selected schools. Eight beginner teachers and four Heads of Departments participated in the study. The result draws attention to the professional enculturation of beginner teachers, but notably, compels practical reconsideration on how school-based induction is practised in light of beginner teacher growth and sustainability.

KEY TERMS

Induction, phenomenon, Perceptions, In-service training, Integrate, Policy, Mentor, Novice teacher (beginner teacher), Un-qualified, Professional support, Principal, Head of Department, Protégé

LIST OF ACRONYMS

COI- Classroom Observation Instrument

GES- Ghana Education Service

LCE- Learner Centred Education

MOE- Ministry of Education

NCTAF- National Commission on Teaching & America's Future

NEC- National Education Commission

NIED- National Institute for Educational Development

NNTIP- Namibian Novice Teacher Induction Programme

NPST- National Professional Standard for teachers in Namibia

NQA- National Qualifications Authority

OED- Oxford English Dictionary

OERD- Oxford English Reference Dictionary

SDF- School Development Fund

TSC- Teacher Service Commission

USA- United States of America

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CHAPTER ONE

ORIENTATION AND BACKGROUND

1.1 INTRODUCTION

Today's public education teaching force is facing multiple challenges as the world enters the post no-child-left-behind era. Two of the problems facing this particular sector of the government are attrition and integration of novice teachers into the teaching force at various schools. However, quality schooling depends on the adequate provision of staff in schools. Thus, the point of departure here is that induction is an important factor that is essential to the success of every novice teacher. However, the way that we prepare these novice teachers to enter the field may serve as a common solution to some of the problems. Novice teacher induction programmes have been shown to be effective strategies in reducing new teacher attrition and also as an appropriate mechanism to provide a foundation for professional development and support necessary to prepare beginner teachers entering the field of teaching.

Also, a consensus is growing amongst policy makers, administrators, researchers and professional organizations that educational improvement occurs when schools promote the professionalization of teachers. Schools as institutions of learning are human resource oriented and depend on staff performance for effective and quality service delivery. It is therefore of great significance that as such, schools provide thorough induction to their beginner staff members, in order to ensure effective delivery of the required services to the public. Therefore, the issue of induction becomes crucial in this regard.

Novice teachers, like all other teachers at primary school level, are crucial if the aims and objectives of the education system are to be realised. This is parallel with the call by Wayne, Young and Fleischman (2005) that the schools must ensure that beginner teachers are eased into teaching and that they are given a comprehensive induction package. Several studies alert us to the fact that induction is about developing and sustaining the best in all of us for the good of all of us (Olebe, 2005; Conway, Kruger, Roninson, Hack & Smith, 2002). It is therefore in this context that this study intends to investigate the induction of novice teachers and the perceptions thereof in two selected public primary schools in Windhoek, Namibia.

1.2 BACKGROUND OF THE STUDY

The Namibian Government has a constitutional mandatory obligation to provide free compulsory primary education for all children of school-going age. The Constitution of the Republic of Namibia in article 20 section 2 stipulates that:

> *Primary education shall be compulsory and the state shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining state schools at which primary education will be provided free of charge .*

This provision requires government to improve access to and participation in basic education and to enhance teaching and learning in primary schools. As such, it ties in with the universal aspirations of Education for All and the Millennium Development Goals to which the Republic of Namibia is committed. Adherence to this commitment by the government of Namibia is discernible in the Ministerial announcement and promulgation of Circular Form Ed 1/2013 which prohibits and out-laws the payment of School Development Fund (SDF) by parents at all government primary schools as from January 2013.

The same Form Ed Circular sets the trend that the Ministry of Education, through its fourteen Regional Directorates, will henceforth provide the needed stationary for learners from Grade 0 (Pre-Primary) to Grade 7 in all government primary schools, and will be responsible for the maintenance of the primary school infrastructure. This provision results in an upsurge of enrolments at primary schools which necessitates the availability of an adequate, well-qualified, appropriately competent, stable and thoroughly oriented teacher workforce.

The call for nationally supported, intensive induction for beginner teachers in Namibia begun around 1999 with the Report of the Presidential Commission on Education and Training (NIED, 2009). This call was repeated in the 2005 report which preceded the development of standards for the teaching profession in Namibia. Towards the end of 2007, the approved National Professional Standards for Teachers was mandated as a measure to guide pre-service teacher training as well as for the continuous professional development of teachers to ensure that the national education goals of equity, democracy, quality and access are addressed adequately. This was all done with the understanding that pre-service teacher preparations programmes are designed to provide teachers with general knowledge, attitudes and

organizing skills needed for effective teaching.

It is also generally accepted that many beginner teachers need assistance with adjusting to their new professional environment, managing their classrooms, understanding the curriculum and obtaining teaching resources. Many studies indicate that for many years, there has been an awareness that the transition from student educators to newly qualified educators can be problematic (Turner, 1994; Koetsier & Wubbels, 1995; Boydell & Bines, 1995; Jones, 2002; Capel, 1998; Dowding, 1998; Joeger & Boettcher, 2000; Wong, 2002; Whitaker, 2001). In fact, even the best pre-service programmes cannot totally prepare beginner teachers for many of the specific problems they must deal with during the transition to in-service teaching.

An induction programme is conducted to develop beginning teachers to their fullest academic, social and personal potential. If fairly conducted, an induction programme has the potential to improve the quality of their instructions, reduce the problems they encounter and to help in retaining them. Newly qualified teachers, mostly referred to as beginner teachers in this project, cannot produce their best work and achieve the objectives of the schools which employ them until they have adjusted to the work they are required to do, the environment they have to work in, and to fellow teachers and learners they have to work with on a daily basis. Studies carried out in various countries show that induction of newly qualified educators is often inadequate and ought to be improved (Jones, 2002; Gill, 1998; Wilkinson, 1997; San, 1999). One would argue therefore, that Namibia is certainly no exception to this scenario.

Evidence from researches is that school systems that dedicate themselves to inducting their new entrants lend themselves to creating professional alliances in a supportive and sustained institutional learning culture. In doing so, literature has it on good authority that new teachers tend to become more rationally invested in their status (Goddard Hoy & Hoy, 2004). As such, beginner teachers need to be supported in their initial years of service, as effective research in schools has linked collaborative activities and collegiality amongst teachers with gains in learner learning and teacher retention.

Wong (2002) acknowledges that if quality teaching is required in education, it is necessary to make educator training, support and retention top priority. In doing so, new teachers tend to become more rationally invested in their status (Goddard, Hoy & Hoy, 2004). Whitaker

(2001) therefore indicates that it is important to give beginner educators the best possible start in the teaching profession since their input is vital for promoting learning in others.

Citing a North American example, various academic studies implicitly state that formal and meaningful support for beginner teachers is critical as they move from teacher candidate to teacher professional (Feiman- Nemser, Carver, Schiwillie, & Yusco, 1999; Odel & Huling, 2000; Stansbury & Zimmerman, 2000). Also, studies indicate that comprehensive induction programmes that include mentoring, professional development and school-based support to novice teachers also significantly affect teacher attrition (Guarino, Santibanez & Daley, 2006; Weiss & Weiss, 1999). Although there is considerable limited agreement in the profession about what beginner teachers should know and be able to do, a consensus is slowly emerging about beginner teachers needing to meet institutional standard for practice that will attest to their understanding of essential skills, knowledge and dispositions. The researcher, as a school principal, assumed that stakeholders in any education system want quality teachers because they recognize the relationship between the teacher and the quality of education to be offered by the teacher. Therefore, he further assumed that the quality of education will most probably not surpass the quality of the teacher.

Villani (2002) observed that the idea that beginner teachers require a structured system to support their entry into the profession has moved from the fringes of the policy landscape to centre. The researcher, as a principal of a school, concurs with the above and has a deep-rooted belief that the teacher is the ultimate key to educational change and overall school improvement. All other aspects, such as curricula and text books, are of secondary value if the teacher is not taken into account. As further exposed in various academic literatures, institutional culture has a significant effect on the degree to which individuals aspire to and engage in learning that furthers the capacity of each new teacher to arrive at a functional understanding of his or her identity (Bullough, Knowles, & Crow, 1992; McDermott & O'Dell, 2001; Tan & Heracleous, 2001). As such, the teacher is expected to learn to integrate ways of thinking, knowing, feeling and acting into a principled and responsive teaching practice. This will involve activities such as explaining, listening, questioning, managing, demonstrating, assessing and inspiring inside the classroom. Outside the classroom, the teacher is expected to plan for teaching, collaborate with colleagues and to work with parents and other stakeholders. This is indeed a complex setup which requires thorough integration of beginner teachers into the teaching profession. As a school principal, the researcher believes

that what a teacher experiences, thinks, believes in or does at class level will ultimately shape the kind of knowledge and skills he or she imparts to the learners. Therefore, the importance of preparing those entering the mainstream teaching with the task of imparting valuable knowledge cannot be overlooked when aspects of school management are considered.

It is preferred that for induction programmes to thrive and attain intended objectives, such programmes need to be integrated as part of the education system, rather than separate entities conceived as an afterthought. Many new entrants into the teaching programmes of schools model real class teaching precisely on what and how they were taught or prepared at institutions of higher learning, only to be exposed to the fact that real teaching encompasses more than what is taught at Colleges of Education, or at any other institution tasked with teacher training. They thus find themselves in a difficult predicament at their initial stages of teaching. In sustaining the above assertion, Whitaker (2001) notes that it is important to give beginner teachers the best possible start in the teaching profession since their input is vital for promoting learning in others.

Studies have shown that the quality of preparations and support teachers receive, will determine their effectiveness in the classroom, the confidence they have in themselves as teachers and whether or not they will remain in the profession (Lieberman & Miller, 1999).

Mechanisms to guard against conditions that might compromise the smooth integration of beginner teachers into the school's mainstream teaching programmes should therefore be put in place. Studies show that for many years there has been awareness that the transition from student educator to newly qualified educators can be problematic (Wong, 2002; Whitaker, 2001). One can further argue then that the perceptions about school-based induction formed by beginner teachers at this early stage, due to what is experienced, could lead to a state of serious disillusionment and determine how long these novice teachers will remain in the teaching profession.

Although teachers come from a variety of backgrounds, the majority of new entrants are recent college graduates who are transitioning from a university or college environment to the world of work and professional life. Whitaker (2001) noted that as such, beginner teachers are often confronted with policies, rules, formal procedures, informal rules and customs. As such, many new entrants frequently have to develop their teaching skills through trial and error. To

this notion, the literature points out that new recruits are often left on their own to succeed or fail within the confines of their own class rooms – an experience likened by some to being 'lost at sea' (Kauffman et al ., 2002; Johnson & Birkland, 2003). Freiberg (2002) points out that this haphazard development often takes years, by which time many struggling educators have left the classroom.

Real world teaching and the beginner teacher's embodiment of fantasies might be two worlds apart and for some period of time at the commencement of a career in teaching, it is cardinal to find a smoother mechanism of integrating such fantasies into real teaching. Whitaker (2001) asserts for instance that reality shock stems in part from a lack of preparation for the demand of teaching. This shock has the potential to impede on the new entrant's progress in a classroom situation. Therefore, Khmelkov (2000) noted that teachers who were supported by administration maintain their initial high enthusiasm. This assertion from the literature points to the importance of gradually integrating beginner teachers into the system in order for them to develop overall positive perceptions about what their work entails, notably at an early stage. Forming a particular professional identity in itself is a complex process that fuses past, present and future ideals and realities. This aspect of establishing one as a professional could be made more difficult by the notion that experienced teachers are not likely to offer assistance to beginner teachers, even when the latter clearly experience severe difficulties.

Exacerbating the above assertion, studies show that during the difficult first years of teaching, new teachers will spend a vast majority of their workdays in isolation from colleagues in what many within the profession characterize as 'sink or swim' or 'trial by fire' proposition (Ingersoll & Kralik, 2004).The authors go on to point out the following problems, derived from beginner teachers' perceptions, namely difficult work assignment, unclear expectations, inadequate resources, isolation, role conflict and reality shock.

It is an emerging fact that with time, the institutional context in which teachers are employed is changing rapidly, with more complex professional demands placed on their shoulders. These include self-appraisal, relationship with the wide community constituency, inter-staff relationship for curriculum leadership and change, change in curriculum content, organization and process of teaching and finally assessment arrangements. Whitaker (2001) further noted that novice teachers are confronted with unknown learners and staff, unknown curricular, unknown policies and procedures, unfamiliar norms and traditions in the classroom and

school. It is therefore crucial that appropriate induction activities are identified to meet the needs of novice teachers.

Liu and Meyer (2005) further point out that it is estimated that despite the good intentions and high expectations of new entrants, nearly half of beginner teachers leave the profession within five years. Gordon and Maxey (2000) indicate that teachers who leave the profession early tend to be those who were the best candidates for becoming professional teachers. Amongst those who survive, many will have such negative experiences that they may never reach their full potential as educators. Thus the rate at which teachers are leaving the teaching fraternity is quite alarming, necessitating the education system to thoroughly integrate beginner teachers into the teaching system with less hiccups. In the teaching profession, what goes on inside the classroom is closely related to what goes on outside it. One can therefore safely argue that inducting and orienting new entrants within a strong professional setup will enhance the possibility of teacher retention and gradual teacher learning. In many other professions, in- service training is afforded to new entrants to gradually integrate them into the system and to develop grounded perceptions of what their work entails early in their careers. Induction is therefore then essential for the success of any human oriented institution.

1.3. PROBLEM STATEMENT

Becoming a teacher involves a transition from pre-service training into the profession of teaching. Such a transition brings about a shift in role orientation and an epistemological move from knowing about teaching through formal study to knowing how to teach by confronting the daily challenges of the school and that of the classroom. Novice teachers require the development of a professional identity and the construction of a professional practice. However, for most of the novice teachers, also referred to as beginner teachers, such a transition is seldom smooth. While undertaking their trainings at teacher training colleges or universities as student teachers, they are briefly exposed to real teaching practices referred to in Namibia as School Based Studies. During these sessions, student teachers concentrate mostly on the pedagogy.

Teaching however, goes beyond the management of learners in a class and could include cases of truancy, theft, classroom organization and coping with difficult students to mention just a few. This indicates therefore, that there is a need to take on the study on school-based

induction needs of novice teachers and the perceptions thereof, to establish whether new induction programmes are helpful.

Robert and Sean (1999) points out the uniqueness of the teaching profession in acknowledging the fact that the new entrants are immediately expected to take on the same responsibility as people with ten to twenty years of service. The truth is however, that there is a significant gap of experience between learning about and actually performing the work of a teacher. Such a scenario has the potential to create serious problems for novice teachers in particular, and the schools in general. A person faced with such a dilemma will attempt to seek for answers to enhance understanding in an attempt to arrive at possible solutions. As such, the researcher intends to advance further understanding on the phenomenon of school-based induction and the perceptions formed by beginner teachers during and after its application.

Although there is a recognized need for support for beginner teachers, it is a documented fact that some schools are not structurally aligned in a way that facilitates this. As a result, some beginner teachers encounter difficulties during their first year of teaching, sometimes preventing them from adapting in such environments. Some of these teachers become demoralised, ill, depressed or face teacher burnout, leading to some teachers deciding to abandon teaching as a profession.

However, there are those who maintain an optimistic perspective; they remain resolute in their career of choice, reflect and learn from the challenging experiences they come across while integrating their learning into various teaching approaches and strategies. Factors such as the responsibilities of teaching, inappropriate teaching assignments, curriculum instructional challenges and a non-supportive school culture are liable to make the initial year of teaching difficult. It is often the type of support that teachers receive that's indicative of whether the teacher moves forward and develops his/ her teaching career or chooses to leave the profession.

1.4 RESEARCH QUESTION

It is upon the foregoing exposition that the following general research question emerges:

What are novice teachers' perceptions of school-based induction programmes at primary schools in Windhoek, Namibia?

This general research question finds expression in the following sub-questions.

i. What constitutes an effective induction programme?
ii. What is the nature of induction programmes provided to beginner teachers at primary schools in Windhoek?
iii. What do beginner teachers report on their experiences of the school-based induction programme they receive?
iv. What kinds of support do beginner teachers say they need in an induction process?

1.5 AIMS AND OBJECTIVES OF THE STUDY

This research project seeks to identify and investigate beginner teachers' perceptions of school-based induction at selected primary schools in Windhoek. Although proven to be valuable, thorough induction programmes which include sustained feedback in a collaborative environment, seem to be an elusive experience for most beginner teachers.

To fulfil the above general aim, the following specific objectives of the research are identified.

i. To determine what constitutes an effective induction programme.
ii. To identify and describe the nature of the induction programmes offered to novice teachers at primary schools in Windhoek.
iii. To explore beginner teachers' perceptions towards school based induction programmes.
iv. To identify the kinds of support needed by novice teachers.

1.6   THE SIGNIFICANCE OF THE RESEARCH

This topic might have been over researched elsewhere in the world, but it has hardly been researched in Namibia. The research is particularly important and relevant for Namibia where the education system is undergoing a rapid transformation, as can be deduced from the urgent

education conference under the theme "Collective delivery on the delivery of education promise: Improving the education system for quality learning outcomes" which took place from 27th of June to 1st July of 2011. This is also on the presumption that today's public education teaching force is facing multiple challenges as they enter the post-no-child-left-behind era. However, the way that beginner teachers are prepared to enter the field may serve as a common solution to many of the impediments that they may face. Therefore, information sourced from the study could serve as a basis for sensitizing policy designers and implementers about the significance of a school-based induction in the early career of a novice teacher. Also, it would help school principals, Heads of Department and primary school teachers to understand what is expected of them so that they harness their expertise and resources for the benefit of the beginner teachers. Such findings might also be useful to the Ministry of Education and school principals to enable them to effect proper school-based induction.

The research will therefore assist in deepening our knowledge and understanding about novice teachers' perceptions of school-based induction, and in gaining an insight into the ways that support, assist and affect the quality of the novice teacher's experience and their intention to continue in the teaching profession. This is based on the understanding that it will assist in discovering new ways and means of assisting both the supervisors and novice teachers in order to easily undertake the process of integration of the latter.

The following points further outlined the significance of this study.

i. This study is significant in the sense that it is expected to lighten the tasks of those who are entrusted with the duties of moulding beginner teachers into mainstream teaching at various schools.

ii. Its findings expose the perceptions about school-based induction by novice teachers at selected primary schools and endeavour to assess programme quality and guide educators in the provision of valuable induction for beginner teachers.

iii. At schools in Windhoek in particular, and Namibia in general, where a high premium is set on achieving a range of critical goals such as social and economic transformation, technological and scientific innovations and individual development as envisaged in Vision 2030, it is imperative that new entrants are moulded into the school set-up with little or no impediments to enhance the creation of a conducive

teaching and learning environment.

iv.   The importance and significance of the envisaged research is therefore rooted in the fact that it draws the attention to the professional enculturation, teacher growth and sustainability of novice teachers.

1.7 SCOPE OF THE STUDY

The study looked at the application of school-based induction programmes to beginner teachers at two public primary schools in Windhoek, and the perceptions they form thereof. The interviews were conducted with novice teachers and their heads of department.

1.8 RESEARCH DESIGN AND METHODOLOGY

Building on studies carried out elsewhere in the world, a qualitative research approach was preferred to identify and look into the perceptions of beginner teachers towards school-based induction in selected primary schools in Windhoek. This method is preferred as it is more appropriate in an exploratory, descriptive study that aims at gaining an in depth analysis and understanding of a phenomenon.

Qualitative researchers aim to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour (Creswell, 1998). This will imply that the researcher has an opportunity to get close to the phenomenon and to form a holistic picture. Furthermore, De Vos et al. (2003) articulated that qualitative research is more concerned with observing and understanding than explaining and measuring. Therefore a qualitative method is chosen in this study to aim at describing and interpreting a social group and a system.

1.8.1 Participants in the research

The working sample for this research consisted of eight novice teachers and four Heads of Department. These participants were solicited from two public primary schools falling under the Khomas Education Directorate, in the Khomas Region. One school is considered a town school, while the other is in the suburbs.

1.8.1.1 Sampling

De Vos et al. (2003) equate sampling to taking a portion of the population and considering it representative of that population. In this investigation, a non-probability sampling technique in qualitative research, called purposeful sampling was used. The selection of participants was based on the mere fact that both groups of professionals have direct experiences with the phenomenon to be studied. For the purpose of this study, two public primary schools in Windhoek were selected. These schools were selected on the ground that they are from two distinct historical backgrounds, the schools in town being regarded as formerly advantaged whereas the schools in the suburbs are regarded as formerly disadvantaged schools. In each school, a small sample of four beginner teachers and two Heads of Department were selected for interview. Access to the selected schools was sought in writing from the Director of the Khomas Education Region.

1.8.2 Data collection

Data was collected through structured interviews between the researcher and the novice teachers and also between the researcher and the Heads of Department, both at the two primary schools. Armed with the permission letter from the Regional Education Directorate (APPENDIX F) and that of the school principals, the researcher visited the two public primary schools on different days during the afternoon hours to conduct the planned interviews. All interviews were conducted at the respective schools. This was merely to maintain a school environment and to present an opportunity to observe the working environment of the novice teachers. The interviews were recorded as well as hand written for further references.

Although the research relied on interviews for data, document analysis supplemented the interviews to provide a view of how the beginner teachers progressed as teachers from the perspectives of the Heads of department. The researcher did this in an attempt to understand the progress novice teachers made in their teaching careers. Document analysis in this study involved a textual and content analysis of the Classroom Observation Instruments in which emphasis was placed on the interpretation of underlying meanings documents might possess to cement theoretical arguments. These are instruments used by the Heads of Department to observe, assess, evaluate and determine the development and suitability of beginner teachers in the teaching profession.

With the permission of the Heads of Department, the researcher looked at the Classroom Observation Instruments used by the former during official class visits. These documents were sourced from the interviewed Heads of Department at the two public schools. Marlow (2005) warned that most documents are however not written with a view to research. The researcher has selected these methods of data collection in an attempt to gain as much valuable information as possible about the perceptions of novice teachers towards school-based induction. The reason for choosing a qualitative research method was to purposefully solicit participants who would present chances of best answering the research questions.

1.8.3 Data Analyses

De Vos et al. (2003) described data analysis as the process of bringing order, structure and meaning to the mass of collected data. Due to the nature of the study to be undertaken, the researcher accumulated a massive volume of information, which was sorted and categorized into smaller meaningful set of themes, through inductive reasoning. This involved an active process of discerning significant information from irrelevant information.

The researcher analysed the data both on site during the data collection interviews, and also at a later stage after concluding the data collection process. The interpretation of the collected data would be made after recurring prominent traits were discerned. The data in this research was collected, analysed and interpreted during the interview session to ensure a close link between what is recorded as data and what actually occurred in the field as true actual perceptions of the participants.

1.8.4 Trustworthiness of the study

To ascertain the trustworthiness of the study, the researcher first and foremost gave a detailed account of the phenomenon studied so that it is understood unequivocally. The researcher also attempted not to entertain pre-conceived ideas or opinions about the phenomenon intended for study. The interviews were recorded and the responses were availed in verbatim form. The validity of the information as sourced from the participants was determined by the willingness of the participants to communicate their experiences freely and honestly to the interviewer.

1.8.5 Ethical considerations

A researcher is bound to play a massive role in this research undertaking. There is need to

ensure that the study is undertaken in an ethical manner. First and foremost, the approval of the selected schools was sought to conduct the research at their premises. Secondly, participants were thoroughly informed beforehand about the aims and objectives and consequently the potential impact of the study for them to make informed decisions. Such information offers the respondents the opportunity not to partake or simply to withdraw from the investigation if they so desire. Also, the participants were assured of anonymity during and after the study and that permission was sought before the interviews were recorded.

1.9 LIMITATION OF THE RESEARCH

It should be explained from the on-set that first and foremost the study was restricted to detailed accounts of eight beginner teachers, their respective Heads of Department and to information sourced from Classroom Observation Instruments at the two selected public primary schools in Windhoek. Although the selected respondents for the interviews were based on purposeful sampling, the limitations created by the small sample suggest a need for future research about perceptions of beginner teachers on school-based induction. However, the researcher took in cognisance of the fact that the population of beginner teachers as well as that of Heads of Department countrywide was vast when considered country wide. Limiting the study to two schools in Windhoek therefore, to an extent, compromised the research findings which resulted in limited generalization of the findings. The researcher opted to restrict the research to the two schools because of logistic reasons and because the selected schools have a significant number of novice teachers. Also, participation by the respondents in this project was by choice.

1.10   CLARIFICATION OF TERMS

1.10.1   Beginner teachers

These are professionally qualified teachers in their first or second year of teaching who are newly deployed to schools from teacher training institutions and have never taught at any other school before his or her current deployment. This would be people who have received either a diploma or a degree in education and are qualified to teach at primary schools in Namibia and are currently employed at such a school.

1.10.2 Induction

According to the Oxford English Reference Dictionary (2002) the meaning of induction is the act or an instance of inducting or inducing. Olebe (2005) noted that induction can be broadly characterised as professional education and developmental tailored for teachers in their first and second years of teaching. Furthermore, Conway et al. (2002) defined induction as a programme provided to beginner teachers that includes professional development that is specific to beginner teachers.

1.10.3 Integration

According to the Oxford English Dictionary (1995) the meaning of **integration** is to bring or come into equal participation in or membership of a society or school.

1.10.4 In-service training

Explaining in-service training, Mothata (2000) noted that these are programmes aimed at upgrading the skills and qualifications and of providing training in new policy directions as the on-going professional development of teaching practitioners.

1.10.5 Perception

According to the Oxford English Reference Dictionary (2002) the meaning of **perception** is an interpretation or impression based on ones' understanding of something.

1.10.6 Policy

In a school set-up, a policy refers to a general plan of action which is designed to achieve a particular goal at school level.

1.11   DIVISION OF CHAPTERS

In this study, every chapter commenced with an introduction to primarily link the current section of the research to previous sections of the study. To form a correlation throughout the study, the data were interrelated to present a holistic whole of the study.
The outline of this exploratory study is as follow:

Chapter one introduces the study and comprises of an introduction, aims and objective of the study, the context of the study, problem formulation and statement, research methodology and

the limitation of the study.

Chapter two focuses on the literature review which put the background of **school-based induction** into perspective. Additionally, it also gives an insight into the practice of school-based induction in Namibia and some other African Countries such as Botswana, Ghana and Kenya.

Chapter three deals with the methodology employed in the research, inclusive of the data collection strategies. This entails the step by step of how the relevant information was sourced, managed and controlled with the ultimate intention of attempting to answer the research questions.

Chapter four presents the findings of the research as collected from the availed body of data with regard to the perceptions of novice teachers on school-based induction.

Chapter five is confined to the summary of the research, the conclusion drawn from the findings as well as the recommendations on how to implement and improve on the applications of school based induction. Also, recommendation for further research in this phenomenon was given.

1.12 CONCLUSION

The first chapter gives a detailed overview of the background to the study, the statement of the problem, the research objectives as well as the significance of study. The next chapter discusses a detailed literature review on induction for novice teachers in Namibia and elsewhere in Africa.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The following sections of this chapter provide the review of literature on induction programmes. The chapter intends to build a conceptual framework for an understanding of the induction of novice teachers. After thorough review of the available literature on this particular topic, the chapter will be concluded by reviewing induction programmes in Namibian schools and schools in other African countries such as Botswana, Ghana and Kenya.

Since the advent of public schools, education commentators and reformers have perennially called attention to the challenges encountered by newcomers to the teaching profession. Although the work of a primary school teacher involves intensive interaction with youngsters, the work of the teacher is done mostly in isolation from colleagues. This isolation can be particularly difficult for novice teachers, who, upon accepting a position in a school, are frequently left to succeed or fail on their own within the confines of their classrooms, often referred to as the 'lost at sea' or 'sink or swim' experience. As such, this scenario is the very kind that affects novice teacher entry, orientation and support, widely understood as induction. Induction for beginner teachers has become a major topic in education policy reform. The theory behind such programmes holds that teaching is a complex work, that pre-employment teacher training and preparation is rarely sufficient to provide all the knowledge and skills necessary to successful teaching and that a significant portion of this knowledge can be acquired only on the job. Therefore, schools must provide an environment where novice teachers can learn to teach, survive, and succeed as teachers.

The issue of teacher attrition/retention has a significant impact on educational systems. To complicate the issue, in spite of decades of research on the matter, many questions are left unanswered. Reasons for teachers leaving the educational field have been identified along with resulting consequences. Appropriate solutions to the reasons teachers leave are what seems to be elusive. States, along with many individual school districts, have made an effort to understand the causes of teacher attrition rate during the early years in the educational

system. Many reasons could be given for high teacher turnover. Amongst these are poor working conditions, ageing teaching workforce and the possible retirement thereof, low salaries and demands for even more complex teaching abilities. Furthermore, inadequate induction programmes, poor working conditions and a growing salary gap between teachers and other graduates could be seen as reasons for high turnover especially among teachers leaving within the first five years of being in the profession (Borsuk, 2001; Chaika, 2000).

Reasons often cited by new teachers for leaving the teaching profession often include little or no administrative support and induction with extra-curricular duties (Harrell et al., 2004). Smith (2007) suggests that beginner teachers feel they receive insufficient guidance about what to teach and how to teach. If an administrator tells a novice teacher that they can deal with a specific classroom management issue but does not provide any resources and tangible support, the administrator fails to cultivate trust and credibility with the novice teacher, thus affecting that teacher's persistence in handling difficult situations (Grant, 2006). When new teachers experience a lack of support and poor working conditions, their commitment to stay in the profession weakens (Kelley, 2004).

Induction is a key factor for workers in different occupational fields and professions. In teaching, induction programmes assist novice teachers to adapt rapidly in their teaching career. This is because induction is a process designed to acquaint newly appointed individuals with the community, the school and with their colleagues. It is of paramount importance to understand that an effective school-based induction programme must have well defined objectives that reflect the needs of novice teachers in specific school systems to integrate them as soon as possible, functionally and socially into the school. Therefore, the induction process for beginner teachers should include all of the steps taken to socialize the teacher in the teaching profession.

Supporting beginner teachers with a comprehensive induction programme could compensate for their assumed inadequate preparation and reduce high turnover. In designing such support programmes, Wong (2004) contends that it is necessary to remember that people crave for connection and therefore they want more than just a job. One of the main policy responses to turnover and inadequate preparation amongst beginner teachers is supporting them with an induction programme. Menchaca (2003) reports that providing adequate training and support for beginner teachers increases the retention of a more competent, qualified, and satisfied

faculty. Wong (2004) observed that structured, sustained, intensive professional development programmes that allow new teachers to observe others, to be observed by others, and to be part of networks keeps a good teacher in the classroom. Liu and Meyer (2005) reported that teacher induction programmes were correlated with high teacher morale and career commitment.

Research in teacher retention indicates that teachers who are highly involved professionally are more likely to remain in teaching (Jorrison, 2002). Professional development opportunities are a key factor in a teacher deciding to remain in teaching (Yost, 2006). It can therefore be suggested that promoting professional integration during a new teacher's induction period is essential to retention of that teacher.

2.2   DEFINITION OF SCHOOL INDUCTION

Until recently, scholars and leaders worldwide believed that attrition was due primarily to the growing number of teacher retirements and to the difficulty of recruiting educated women who have many more employment options than before. But these assumptions changed after the influential studies of Ingersoll and Smith (2004) who demonstrated that more than one million teachers, almost a third of the teaching force in Chicago, USA, are in job transition annually, and that large numbers leave their positions long before retirement. This "revolving door phenomenon" raises questions about who is leaving the profession or transferring to other schools, and why they are making these decisions. Moreover, the data show that beginner teachers, in particular, report that one of the main factors behind their decision to depart is lack of adequate support from the school administrators (Ingersoll & Smith, 2004).

With the new approach to free compulsory primary education in Namibia, the facilities are limited and the teacher learner ratio has sporadically risen from a teacher learner ratio of 1:35 to 1:40, yet the teachers' performance is expected to be of high quality. Any institution may recruit, select and appoint staff, but one cannot expect them to produce their best work and achieve the objectives of the institution until they have completely adjusted to the work they must do, the environment in which they are to work, and the colleagues they have to work with. This will require that the novice teachers be properly inducted to facilitate quality education. Such a programme of induction can only be properly formulated and achieved when the induction needs of beginner teachers are identified, understood and met. Feiman-

Nemser (2001) asserts that the first few days at the institution are crucial to both the individual and the institution. Schools are no exceptions to these assertions. The prominence of organisational learning was increasingly underscored as contributing to their success in meeting the challenges of being a novice teacher (De Geus, 1988; Jashapara, 1993; Rowden, 2008; Senge, 1990; Stata, 1989).

According to Verloop, Van Driel and Meijer (2001), becoming a teacher is far from being a simple process as it involves innumerable complexities and multivalent social and individual dynamics that are not readily quantifiable. Britzman (2007) contends that although faculties of education attempt to prepare teacher candidates for this complexity, students enrolled in initial teacher education programmes often feel that they have not been adequately prepared for their teaching careers and as a result frequently question the validity of such education. Various studies indicate diverse definitions of induction, but it should be understood in earnest that induction is a management function by which a school could contribute to personnel assimilation, personal development security and need for satisfaction of new staff members of a school.

Amos (2000) shows induction as a necessary undertaking meant to enable the novice teacher to acquire important information about the new job and so quickly settle in their work and be productive. Moir and Gless (2001) explain induction as an educational institutions' effort to enable and to assist various categories of staff members to adjust effectively to their new institutional environment with the minimum disruption and as quickly as possible so that the institutions' functioning can proceed as effectively as possible.

The main objective here is to support beginner teachers and provide them with the skills and knowledge they will need as they play their new roles of being teachers. School-based induction is therefore an extension of teacher preparation with the intention to sustain and support teachers who have already completed an initial programme of teacher training. The term induction may also mean introduction, initiation, training and support within the teaching profession.

For the purpose of this research document, induction is defined as the school's effort to enable and assist new staff members to adjust effectively to their new work environment with the minimum disruption and as quickly as possible, so that the school's functioning can

proceed as effectively as possible. Teacher induction programmes have been shown to be effective strategies in reducing new teacher attrition (Wong, 2005). The induction years are meant to rectify the inadequacies of these entry routes by providing additional learning through both experience and guidance whereas the probation requirements are deemed to ensure that such learning is tested and proven. The content of such learning continues to centre on the technical or craft skills of teaching and its proficiency continues to be judged on specified, observable performance criteria. Comprehensive programmes designed around the new teachers to provide a foundation in professional development and supports are necessary to prepare new teachers entering the field (Kaufman, Johnson, Kardos, Liu & Peske, 2002). This is because professional development provided through the means of a teacher learning community affords teachers greater understanding and acceptance (Darling-Hammond & Richardson, 2009).

Induction is an on-going process which begins upon appointment into the teaching profession and continues throughout life. In recent years, efforts were made to ease the transitions from being a beginner teacher to becoming a seasoned teacher. Recently, in support of this, there has been a growing interest in support, guidance and orientation programmes aimed at inducting beginner teachers during their transition into their first teaching jobs (Ingersoll & Smith, 2004; Andrews & Quinn, 2005). Olebe (2005); Andrews and Quinn (2005) assert that transition into teaching would be more difficult if total support rendered to novice teachers does not have a buying–in of all school stakeholders. An induction programme should provide systematic and sustained assistance to the novice teachers. It should relate to the field of education as planned programmes intending to provide some systematic and sustained assistance specifically to novice teachers. Many workers, inclusive of teachers leave their posts shortly after being appointed due to the treatment they receive from within the institutions during the initial phase of employment. Research on induction needs has shown that the induction process is difficult and lengthy, thus beginner teachers require assistance for both extra-curricular and co-curricular activities.

Feiman-Nemser (2001) points out that staff induction programmes combines a personalised programme of support and development with appropriate monitoring feedback and assessment of performance against set criteria. School-based induction programmes are therefore better aligned and tailored according to the needs of the novice teacher. This is due to the fact that schools where these teachers are posted have many challenges ranging from

pedagogical to social and safety needs. The first year of teaching could actually determine whether a novice teacher remain in the teaching profession or not. In this regard, induction is generally characterized as a means to orient, assist and guide beginner teachers so that they remain in the profession and grow into capable practitioners.

Induction programmes are distinct from pre-service programmes that prepare teachers to become teachers and from in-service programmes, which are professional development opportunities to develop teachers' skills after they have settled into their careers. Induction programmes are typically designated to address common challenges associated with being a novice teacher, for instance, managing a class room and getting to know regional or national policy and procedure. As such, induction programmes vary considerably in their goals. Some are designed to acculturate new teachers into their schools, whereas others are geared towards developing their instructional practices. Some others are designed to evaluate, assess, and perhaps even weed out those who are ill suited for the demands of teaching.

Some induction programmes for instance consist only of a single orientation meeting at the beginning of the year, while others are highly structured, year - round programmes which offer a wide range of assistance to novice teachers beyond orientation sessions, including mentoring and professional development seminars. The management and supervision of induction programmes also varies widely, some being administered by individual schools, some by the regional directorates while others are by university based teacher induction programmes or other external institutions. Such differing goals lead to wide variations in the content and organization of induction programmes.

Induction programmes arise primarily from a perceived need to bridge the knowledge/ experience gap. Wang and Odell (2002) state that in some cases, to counter the effects of apparently ineffective teacher education programmes, mentorship/induction programmes are introduced with the intention to standardize the teaching profession. The general assumption of an induction programme appears to be that standardization will ensure success for new teachers and their students. Before any induction begins, it is best that a review of the regional demographics, capabilities and learning strategies will ensure that the induction programme is aligned with other initiatives focused on teacher learning. Such programmes are more effective than those where not all stakeholders are represented in the designing of the programme. Thorough planning, clear goal setting and articulated outcomes will ensure

that induction produces strong returns.

A proper induction programme could accelerate the effectiveness of new teachers, fast-tracking their progress to exemplary teachers with the abilities to positively impact student achievement. There are essentially two teacher induction/ mentorship models: (a) knowledge transmission and (b) knowledge transformation. The first model as Feiman-Nemser (2001) noted is characterised by its focus on knowledge and behaviours being passed efficiently from expert to novice and by an emphasis on mentors shepherding their mentees through the difficult transition from student to teacher, for example with a focus on helping a new teacher to assimilate efficiently into the culture of the school and the school district. This model depends on a mentor's level of skills and knowledge because a mentee is expected to essentially emulate the mentor, usually uncritically. In this type of model of teacher induction, the assumptions that are being made about good teaching are never integrated because this type of model does not allow critique.

The knowledge transformation model is the type of model in which a mentor works with a mentee to create a more equitable and inclusive classroom, and in so doing, by extension, attempts to reform the school and wider community. These kinds of model are reconstructive and dynamic in nature, directly examining and interrogating institutional structures that perpetuate inequity. Barrett and Pedretti (2006) assert that this kind of critical scrutiny is pursued with the belief that this approach to pedagogy is rarely, if ever, contained in curriculum documents. This type of model is located in the dynamic interplay between students and teachers in the classroom, the school community, and the larger social context outside the school. Jones (2006) argues that it balances the particular and individual needs of a mentee with larger societal issues.

In accordance with what the literature has so far pointed out, the role of a mentor will be different depending on whether the induction programme adheres to a transmission-based or transformative model. Educator induction is better understood as an on-going process, which includes both formal and informal elements of socialisation and professional development, extending from pre-service training into the teaching profession. Ingersoll and Kralik (2004) for instance cite that to be successful, today's new teacher entering the field requires an extensive induction programme. This is because such a design could gradually introduce the novice teacher to the professional set up of a learning community. Steyn (2004) argues that

the transition from student teacher to newly qualified teacher can be problematic. This makes novice teachers often feel like strangers in schools even if they have spent much of their lives as students as well as student teachers. Mohr and Townsend (2001); Brock and Grady (1997) and Koeberg (1999) indicate that the first year of teaching is filled with high expectations and often extreme difficulties. Moir and Gless (2001) advocate for induction programmes which support entry into a learning community and utilize external networks supported by online technologies.

2.3   INDUCTION PROGRAMMES

2.3.1   Evolution of induction programmes

The induction of new teachers is a development of art that was practices several decades ago with the growing concern about the teacher attrition rate in schools (Chabaya, 1997). It is argued that Odysseus, the king of Ithaca, trusted the education of his son, Telemachus to a mentor, a counsellor and friend. According to Showunmi and Constantine-Simms (1995), the mentor's duty was to raise the king's son to fit the crown. Showunmi and Constantine-Simms (1995) suggested that mentoring and induction developed as a deliberate pairing of a more skilled or experienced person with one less skilled or experienced. The agreed goal was to have the less skilled person grow and develop specific competencies. A notion of a senior person having more experience and displaying favourable behaviour was the role a mentor was tasked to display (Showunmi & Constantine-Simms, 1995).

The preceding argument is supported by the assertion that the origin of new teacher induction was impelled by the need to improve learning in the classroom by arresting teacher attrition rate and thereby reducing the number of unqualified teachers in the classroom (Tozer, s.d). This indicates that the need for beginner teacher induction was given impetus by the need to integrate teacher professional development with teacher preparation programmes in teacher training colleges.

In the 1980's, teacher induction programmes initially commenced with the aim of getting teachers familiar with the ins and outs of their first teaching assignments. However, over the years, beginner teacher induction programmes have evolved and became a critical component for continuous teacher professional development, with specific reference to beginner teachers. One group of studies tells that novice teachers experience problems during the initial years of

their teaching career, which if not addressed, can lead to negative attitudes, poor instructional performance, and departure from the teaching profession (Moir & Gless, 2001).

According to Johnson and Birkeland (2003) the success of a school-based induction programme is determined by how well teachers work together, as well as the role of the principal in establishing and advancing norms and facilitating interaction among teachers at various levels of experience. Well-crafted and implemented induction programmes may improve practice, help novice teachers to apply the theoretical knowledge acquired during teacher training to the complexity of real teaching. It is crucial to understand that school-based induction programmes are not just general programmes, their designs should be focused and context specific to allow them to be aligned to intended novice teacher needs. As such, these programmes aim at improving the performance and retention of new hires, to enhance skills and prevent the loss of new teachers with the ultimate goal of improving student growth and learning.

It is worth noting that the new approaches towards induction programmes are addressing the needs of both novice teachers and seasoned teachers who have moved either to new grades, schools, clusters, regions or post levels. This scenario calls for knowledge and understanding of the various stages in the career cycle of a teacher. Cherubini (2007) argues that induction should be sensitive to the emerging needs of beginner teachers and should further be tailored to address the true needs of the teachers within individual school divisions. Wong (2002a) argues "that although induction programmes differ from school district to school district, they still share certain characteristics." Such programmes help novice teachers develop effective classroom management procedures, routine and instructional policies. It also develops in novice teachers an understanding of the community and evokes in them a passion for lifelong learning and professional growth. Wong (2002) further contends that successful programmes also promote unity and teamwork among the entire learning community.

2.3.2   Purpose of school-based induction

The main purpose for a teacher induction programme is to assist teachers in moving from the "baptism by fire" of entry stage into the second stage stabilization, aiming to, as Cohen (2005) states, soften the stark contrast between the demands and working conditions of teaching and the neophytes' preconceptions and motivations surrounding teaching. Its main purpose is therefore to integrate newly appointed teachers into the new situation within the

shortest period of time in order to minimize disruption of both the teacher and the school, and hence ensure rapid productivity. This, one argues, are processes made up of a series of well-planned events provided in a supportive environment as teachers learn to practice their craft. Heyns (2000) argues that "the main purpose of staff induction is to integrate newly appointed educators into their new school situation within the shortest time to ensure productivity". This is based on the understanding that the needs of the beginner educators, as well as the needs of the schools, form the basis of staff induction programmes (Heyns, 2000; Dowding, 1998).

Furthermore, an induction and mentoring programme is to develop novice teachers to their fullest academic, social and personal potential. One way to achieve this goal is to help teachers develop their fullest potential as educators through on-the-job, continuous professional development support in the form of induction and mentoring. Firstly, it is understood that a newly trained teacher needs structured support and guidance during probation and his/ her early years in the profession. Secondly, there is no major profession to which a new entrant, through his/ her initial training, can immediately be expected to make a meaningful contribution without induction and mentoring and thirdly, on the presumption that a good induction programme can establish in new teachers positive behaviours and attitudes regarding lifelong and reflected practices.

Frequently, many beginner teachers develop their teaching skills through trial and error, while at the same time attempting to form a particular professional identity. This process in itself is a complex process that fuses the past, present and future ideals and realities. Freiberg (2002) notes that this haphazard development often take years, by which time many struggling educators have left the classroom. To this effect, a well-intended school-based induction should be put into practice to guide the novice teacher during the initial years of teaching. Blasé and Blasé (2002) noted that school contexts with an embedded sense of trust and respect between experienced and beginner teachers share instructional responsibilities and effective pedagogical practices that foster reflective professional dialogue. Therefore, the principal's frame of reference of what constitutes a meaningful induction service often significantly influences beginner teachers' perceptions. In conclusion, school organizational cultures that constructively provoke novice teachers to belong and contribute to the ethos of professional collectivity, improve not only pedagogical practices, but also students' learning (Darling-Hammond, 2005). Olebe (2005) indicates that induction is as much about schools and school culture as it is about supporting individual teachers.

2.3.3 Objectives of staff induction

Darling-Hammond (2003) believes that the value and importance of induction programmes should not be underestimated, as they aim at raising retention rates of new teachers by improving attitudes, feelings of efficacy and instructional skills. Thus teacher induction has a pivotal role to play in the continuum of teacher lifelong learning. The literature on the objectives of an induction programme reveals various opinions on the subject. However, all opinions share a common underlying factor which is that the ultimate aim of an induction programme is to integrate new members of staff into the school organisation by providing personal and professional support with the ultimate aim of improving learner performance and reducing staff turnover.

Induction programmes are meant to accelerate the effectiveness of new teachers, fast-tracking their progress to becoming exemplary teachers with the ability to positively impact student achievement. The development of beginner teachers is therefore the combined responsibility of all role players in the school community. The prime focus of induction programmes should be on the beginner teachers' questions, needs and concerns. By implication, such psychological support caters for the immediate personal and emotional needs of teachers new to the classroom as they need sympathy, advice and assurance that what they are experiencing is normal, so that they are not overwhelmed by failure.

Steyn (2004), in an effort to explain why induction in schools is crucial, summarises the following as objectives of staff induction:

  i.   *Orientation*: Integrating novice teachers into the teaching profession.
 ii.   *Psychological support*: Enhancing the personal and professional welfare of beginner educators.
iii.   *Teaching skills*: Acquiring and developing the necessary knowledge, skills and attitudes for the classroom situation.
 iv.   *Philosophy of education*: Developing reflective practice skills and a commitment to continuous professional development.
  v.   *Fear and security*: Reducing feelings of fear, anxiety, insecurity and stress due to "reality shock".
 vi.   *Staff turnover*: Reducing the turnover which follows when beginner educators fail to cope and have negative feelings towards the profession.

vii.   *Realistic educator expectations*: Assisting teachers in creating realistic expectations of the profession.

viii.   *Job satisfaction and positive attitude towards the school*: Creating a supportive school situation which will contribute to educators' job satisfaction and their motivation.

The foundation of any effective helping relationship is empathy. Empathy means accepting another person without making judgements, meaning the setting aside at least temporarily, of personal beliefs and values. Such an assumption is supported by Keavan (2001) who states that mentors need to hold regular and scheduled meetings with their protégés in order to share feedback.

2.3.4   Key elements of successful induction programmes

Rebore (2007) points out that induction should not be viewed as a "one-time" task but rather an ongoing programme, which meets the concerns of newly appointed teachers. As such, it should involve all staff members and not just be the sole responsibility of the induction tutor. It should be well planned, clear, with an appropriate content and well defined roles and responsibilities for its participants. It should also consist of appropriate activities to involve novice teachers, a programme that allows for evaluation and feedback from participants. The involvement of the school leaders and managers in this programme is well documented in the literature. Wong (2004) for instance argues that a successful induction programme includes a mentoring component and must be aligned to the district's vision, mission and structure.

Wong (2005) further points out that a successful induction programme should exhibit the following:

i.   Have a network that creates learning communities.

ii.   Treat every colleague as a potentially valuable contributor.

iii.   Turn ownership of learning over to the learners through study groups create learning communities where everyone, new teachers as well as veteran teachers, gains knowledge.

iv.   Demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well.

Howe (2006) contends that the most successful teacher induction programmes to be reported on, include opportunities for "experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection and a gradual acculturation in the profession of teaching". Collectively, various researchers affirm the benefits of new teachers' support programmes such as mentoring programmes, in-service training and reduced teaching assignments for beginner teachers (Howe 2006; Glassford & Salinitri, 2007; Feinman-Nemser, 2001). Thus, regardless of the type of induction support, it should be accommodative and flexible in order to address the needs of individual novice teachers and the specific context in which they work. The needs, aspirations, concerns and queries of beginner teachers should form the basis of a successful induction programme. As such, an induction programme should be built on sustainable professional development within a learning community in which both novice and veteran teachers are revered.

Wong (2004) contends that "it is through structured, sustained and intensive professional development programmes that good teachers are kept." It is therefore vital that novice teachers' contributions during the process of induction are valued and accepted. This requires that any planned intervention in the application of an induction programme be hinged on the basis of well thought through needs and assessment strategies and should be implemented with clear aims and objectives. Elements that might determine the goals of an induction programme are inclusive, but not limited to the following:

   i.   The size of the school.
  ii.   The geographical structure.
 iii.   The financial resources of the school.

In an induction programme, the ultimate aim should be the provision of quality education by the beginner teacher and the ability of the school to meet its well-crafted aspirations in the long run. In fact, that is the main reason firstly, for the school's existence and secondly, the employment of the teacher. This, by implication, explains why beginner teachers are expected to be productive and make meaningful contributions to their schools. Therefore, concerted effort should be directed towards the provision of valuable assistance to the novice teacher.

Induction should therefore focus on the integration of the beginner teacher into the school set-up as his/ her new place of work. Whoever is tasked with the daunting responsibility of

drafting an induction programme has to be clear about what the school wants beginner teachers to acquire and from whom. Smith and Ingersoll (2004), Heyns (2000) and Steyn (2004) in summing up the above assertion, stated that the following aspects should form the basis of a successful induction programme:

i.   Matters relating to the school: this aspect includes the school culture, vision, values, policy, resources, and other services offered by the school.

ii.   Matters relating to the staff: these are aspects inclusive of the understanding of the school's organisational structure, work allocated, job requirements for staff and sound interpersonal relationships.

iii. Matters relating to teaching and the school's curriculum: these are amongst others the academic area policies, teaching paradigms as well as effective tuition skills and techniques require attention.

iv.   Matters relating to students: this includes dealing with individual differences in the classrooms, communicating with learners and dealing with learners who have behavioural problems which often create critical challenges to beginner teachers.

v.   Matters relating to teacher-parent relationships: difficulties in working and communicating with parents are common amongst novice teachers, therefore guidance and information on teacher-parent relationships is provided.

vi.   Matters relating to physical and financial resources: this aspect acquaints beginner teachers with school buildings and resources such as teaching materials and equipment. This also provides necessary information and skills in financial management.

vii. Matters relating to administration: the administrative workload, such as the marking of attendance registers, completing assessment forms and checking classroom inventory; often causes frustration and stress among beginner teachers. This aspect provides teachers with ideas, knowledge and skills in administrative matters.

According to Andrews and Quinn (2005), providing support to beginner teachers is essential for staff retention and it also helps beginner teachers to become effective practitioners as soon as possible. A well-grounded induction programme is therefore a response to the beginner teachers' areas of difficulty associated with the first year of teaching, at the same time as it provides talented teachers with a boost and a powerful opportunity to develop leadership skills. A successful induction programme requires the involvement of stake holders

throughout the education region as well as policy makers across the country and incorporates both the passion of beginner teachers and the expertise of experienced teachers to ensure that learners receive the best education they can.

Furthermore, to be successful, any induction assistance programme must involve officials of the state department of education; teacher education faculty members; local school administrators; and members of professional organizations.

Angelle (2006) therefore reported that:

i.   Overseers of induction programmes should be certain that all types of assistance are provided to the novice rather than targeting only one aspect of induction, which is in most cases the final assessment.

ii. State-mandated assistance/assessment programmes should minimize paper work associated with the programmes so that the components of the program intended to support new teachers remain the priority.

iii. Administrators should take an active role in the induction of new teachers.

iv. Fulfilling the minimum requirements as mandated by the state, will result in a minimally proficient staff.

v.   Administrators should refrain from relegating all aspects of new teacher induction to other staff members. Induction activities should have more impact in reducing new-teacher turnover if they facilitate communication, integration, and the new teachers' understanding of their professional roles at the school.

Induction activities with these characteristics should be even more helpful for beginner teachers who enter teaching through alternative routes (Smith, 2007).

Joerger and Boettcher (2000) reported that well designed teacher induction programmes help assure successful entry into teaching when they include the following four elements:

i.   On-going personal support.

ii. Assessment and feedback on teaching performance and progress, including provision for self-assessment and reflection.

iii. Continuing education opportunities that address current needs, while building upon

and enriching pre-service education.

iv.   Positive socialization into the profession.

Yost (2006) reported that self-efficacy has a relationship to a novice teachers' ability to effectively think about, cope with, and solve problems that arise in the classroom setting. Teachers need knowledge of how to reflect on, as well as time to think about their practice, both of which are essential to one's ability to problem-solve and cope with challenges. Teacher efficacy is strongly related to teacher resiliency and persistence (Yost, 2006). Camp and Heath-Camp's (1991) research supported the importance of reflective self-examination for the beginner teacher in vocational education. If teachers feel confident in their ability to manage and problem-solve, they will be motivated to persist in finding solutions. Yost (2006) reported that positive school environments are not enough in themselves to support struggling teachers. New teachers have a need to develop self-reflective skills during their induction so they may discover and develop their own solutions to managing a classroom.

Olebe (2005) reported that more effective induction programmes should include standards-based formative assessments. Formative assessments provide specific information about a new teacher's progress and allow opportunities for adjustment of practices. Teachers' ways of thinking matter, and during induction, beginning teachers' thoughts about their practice and profession should be fostered and respected (Olebe, 2005). Induction programmes that appear to be effective assume that the knowledge needed is close to the classroom, arising from practice.

When it comes to assessing the effectiveness of induction programmes, many of their effects may not yet be detectable, while they may nonetheless still be present and active (Britton et al., 2003). Wong (2004) noted that professional development is effective when it focuses on student learning, promotes collaboration, and ensures sustainability.

2.3.5   Types of induction programmes
Three programmes will be discussed briefly and where possible the views of other researchers will be included.

2.3.5.1 Orientation programmes
Orientation programmes are aimed at introducing the new teacher to the school and the

community. They help new employees to become better acquainted with the community they are going to work in, by providing them with information about the community and the school district (Skinner, 2001). Orientation programmes are aimed at providing new teachers with essential information. These programmes are of short duration and the emphasis is on information dissemination. According to Steyn and Schulze (2005), "the information provided may include a tour of the school, the vision and mission of the school, policies and procedures, roles and responsibilities of the teacher, resources and school activities as well as record keeping." During orientation, the new staff member may be introduced to staff members and have his/her timetable and tasks explained.

2.3.5.2 Performance improvement programmes

Performance improvement programmes aim at improving the instructional effectiveness of beginner teachers. Workshops arranged cover discipline and classroom management procedures, performance assessment procedures, orientation to the district curriculum, conversations with subject-area specialists and assistance in preparing a professional development plan. Mentoring programmes are included in this category and this type of programme often continues over a semester or a full year.

2.3.5.3 Induction for certification

This type of programme operates under state mandate and is primarily evaluative in nature, but evaluation is combined with limited assistance. Beginner teachers are required to demonstrate the mastery of specified teaching competencies in order to receive a permanent teaching certificate. An assessment and assistance team is assigned to work with one or more beginner teachers.

2.3.6   Steps in developing induction programmes

Brock & Grady (1998) identified the following steps as crucial in developing induction programmes.

2.3.6.1 Initial orientation

Newly appointed beginner educators should report to the school two or more days before its opening so that the school principal can discuss matters such as the school culture, its values, vision, mission and other important matters with beginner educators (Heyns 2000; Wong, 2002). Heyns (2000) contends that other personal matters and problems can also be dealt with

on this occasion.

2.3.6.2 The first school day

On this day, novice teachers may be introduced to the other colleagues, and timetables and tasks may be explained (Dowding, 1998; Heyns, 2000). A feedback session at the end of the day may address problems beginner teachers experienced (Heyns, 2000).

2.3.6.3   The first school week

Various school matters can be addressed, such as administrative matters, punctuality, and attendance of school activities, assemblies and the utilisation of free periods (Dowding, 1998; Heyns, 2000; Whitaker, 2001).

2.3.6.4   Induction during the first school term

This step forms part of long term professional development (Heyns, 2000). During this phase, aspects to be dealt with may include an overview of departmental and school policies, time management, classroom management and classroom observations of skilled educators (Freiberg, 2002; Gill, 1998; Heyns, 2000; Hertzog, 2002; Whitaker, 2001; Wong, 2002).

2.3.6.5   On-going assistance and development

Activities in developmental induction are designed to assist beginner educators to develop and refine those skills they perceive as lacking or needing (Black, 2001; Brock & Grady, 1998; Koetsier & Wubbels, 1995; San, 1999).

Khmelkov (2000) contends that teachers who were supported by administration maintain their high initial enthusiasm. This assertion from the research points, to the importance of gradually integrating beginner teachers into the system in order for them to develop overall positive perceptions about what their work entails, notably at an early stage. Studies further show that organizational culture has a significant effect on the degree to which individuals aspire to and engage in learning that furthers the capacity of each new teacher to arrive at a functional understanding of his or her identity (Bullough, Knowles, Crow, 1992; McDermott & O' Dell, 2001; Tan & Heracleous, 2001). Each individual novice teacher would want to be appreciated for the services that he or she offers to the school, and will thus appreciate appropriate assistance unique to his/her circumstances.

Fineman, Sims and Gabriel (2006) complemented a paradigm of organisational learning that considers knowledge to emanate from human action and interaction in the process of being lively and dynamic, subject to developmental, criticism and correction. Conversely, when the collective perceptions of the value of teacher induction are disconnected from the school organisational culture, participants' experiences of the programme could be stagnant, unproductive, and limited. Aldrich and Ruef (2006) therefore point out that organisational learning focuses on the structure of roles in professional relationship and interpersonal networks that create and uphold common knowledge.

2.4   COMPONENTS OF INDUCTION PROGRAMMES

The developmental induction programme comprises a few steps (Brock & Grady, 1998):

   i.   Welcoming the beginner teacher.
  ii.   Initial assistance.
 iii.   Orientation phase.
  iv.   Needs assessment.
   v.   On-going assistance and development.

According to Heyns (2000) and Whitaker (2001), staff induction programmes usually include the following aspects:

   i.   Matters relating to the school.
  ii.   Staff related matters.
 iii.   Teaching and the school curriculum.
  iv.   Learner related matters.
   v.   Educator-parent relationship.
  vi.   Physical and financial matters.
 vii.   Administrations.

Wong (2004) observed that the most successful induction programmes contain the following common components:

i. Begin with an initial four or five days of induction before school starts.
ii. Offer a continuum of professional development through systematic training over a period of two or three years.
iii. Provide study groups in which new teachers can network and build support, commitment, and leadership in a learning community.
iv. Incorporate a strong sense of administrative support.
v. Integrate a mentoring component into the induction process.
vi. Present a structure for modelling effective teaching during in-services and mentoring.
vii. Provide opportunities for inductees to visit demonstration classrooms.

Other factors of a successful induction programme should include such components as consideration of class structure, the size of the class, and the overall teaching load of the first-year teacher. A comprehensive induction programme for beginner teachers will provide instruction in teacher effectiveness; reduce the tribulations of the transition from the workplace into teaching; and increase the retention of highly qualified teachers.

As educational reforms place increasing demands on all teachers, it is more important than ever, that beginner teachers receive assistance in making the transition into teaching. Kelly (2004) observed that evidence to demonstrate how various induction programmes specifically influence the novice teacher's competence, efficacy, or desire to stay in the profession is not adequate. Olebe (2005) reported that focusing on induction is a good thing but we by no means have it all figured out. Conflicts still arise for those charged with designing and implementing induction programmes and largely due to the organizational and legal characteristics of the education system in the United States.

Wong (2002) observed that an induction programme is a district's message that they care about their teachers, teachers are valued, and they want their teachers to succeed and stay. Induction need not be solely about filling gaps or addressing deficiencies. It should not come from a deficit model of either the novices or the educational system from which they emerged, but from seeing the beginner teacher as both a professional and a learner (Britton et al., 2003).

2.4.1   Mentoring as a component of induction

Mentoring programmes have been identified as one of the supports having the greatest impact on teacher retention, provided they are carefully planned and executed. While mentoring should be considered a component of a comprehensive induction programme, the research is mixed as to the importance and effectiveness of a new teacher having a mentor during their induction years. Ruhland and Bremer (2003: 285-302) reported when CTE respondents were asked to rate how important the availability of a mentoring program was to their decision about continuing to teach, 31% responded "not important". Jorissen (2002) reported mentoring has been found to be a critical factor in the professional integration of new teachers, whether they are prepared through traditional or alternative routes. Fluckiger et al. (2006) reiterated this observation and reported that quality mentoring during the first year of teaching is a key factor in why novice teachers stay in the profession and develop expertise.

Smith (2007) reported that, while the induction literature suggests that it is beneficial to match mentors and mentees by grade and subject taught, to train and compensate the mentor, and to have more than a trivial amount of contact between the mentor and mentee. There has been little research as to whether state-level mandates of these requirements are associated with increases in the quality of the mentorship experience of new teachers. It appears that a number of entities depend on the mentor to "pull the new teacher through" the first year of teaching, providing the necessary information to fill the gaps which other areas of induction can create. Too much emphasis might be placed on the mentor/mentee relationship and not enough emphasis on the other important areas of induction.

2.4.2   The role of the school principal in an induction programme

According to Colley (2002), school principals have "three major roles to play in supporting and retaining novice teachers, namely that of an instructional leader, culture builder and mentor coordinator". This would imply that decisions and actions by school principals that promote the ultimate goal of enhancing organizational learning are integral to a successful induction. The principal is a critical agent in the lives of novice teachers and mentors them in a variety of ways, sometimes directly and sometimes indirectly, through the culture established at the school. According to Jazzar and Algozzine (2006), the principal plays an important role in developing an authentic sense of caring among teachers, who are, to the same extent motivated and expected to provide professional care to their students. According to Richards (2004), one of the most frequent reasons teachers give for leaving the profession is the poor quality of support they receive from the school principal. The principal therefore

has a huge responsibility in creating a conducive and stable climate at the school. Angelle (2002) points out that working conditions that include time, observation, subject matter and schedules that principals can influence to a great extend, do make a difference in the lives of novice teachers.

Although a successful induction is a collective responsibility, the principal plays a vital role in creating a structure supportive of the induction process (Wood, 2005). This implies that the principal is the social architect in an induction exercise whose leadership style is developed with a focus on structure, strategy, environment, implementation, experimentation, and adaptation, as indicated by the frame metaphor of Bolman and Deal (2002). The important role that principals play in the induction of novice teachers is further underscored by the fact that novice teachers are more influenced by the context and support in their initial school settings than by the teacher preparation programmes, thus further development in the career of a novice teacher are to an extent influenced by the actions and programmes of the school principal.

As the instructional leaders of their schools, principals are critical components of an induction programme. Decisions and actions by principals that promote the ultimate goal of enhancing organizational learning are integral to successful induction. They are critical agents in the lives of the novice teachers and mentor them in a variety of ways, sometimes directly and sometimes indirectly through the culture established at school. As such they are expected to be skilled at observing and providing feedback. When principals understand the underlying goals of the induction programme, they are more likely to support teacher/ mentor and collaborative grade-level meetings and less likely to schedule conflicting activities. They should set clear expectations coupled with support for the mentor, release time and reduced teaching loads for beginner teachers' mentors.

The principal guides novice teachers to regard teaching not only as grounded in curriculum and technical expertise but also as an engagement in inquiry, critique, caring, and social justice. This assertion is most probably due to the fact that the principal emits the school's values, norms and beliefs to the beginner teacher and help them develop a sense of belonging. Through his actions, as the instructional leader of the school, the principal provides resources, communicates expectations, provides feedback, gives assistance, and notably demonstrates knowledge and skills regarding the curriculum. Since induction is as much about schools and

school culture as it is about supporting individual teachers, Olebe (2005) noted that "frame analysis allows principals to move beyond static understanding of the structure and functions of induction in their institutions".

These frames assist the school principals in understanding that multiple perspectives must be employed to understand the complex and nonlinear organization of schools. They must therefore remain sensitive to the needs and aspirations of the beginner teachers during this transitional period of time. Because of the power of the principal to create either a pleasant or unpleasant workplace, praise or criticise a teacher, offer or withhold resources, provide or refuse support, the relationship between the teacher and the principal is of cardinal importance. This implies that the principal's role of supporting and assisting novice teachers should continue and be part and parcel of an on-going programme of professional development. He/ she should therefore support and treat beginner teachers as competent professionals and encourage them to take reasonable calculated risks whilst on the road to self-discovery.

Some authors report that the real key for the principal is to keep new members of his staff informed. He/she has to communicate the norms, values and beliefs of the school to the beginner teachers to help them develop a sense of belonging. He /she must provide the necessary resources, communicate expectations, provide feedback and assistance, demonstrate knowledge and skills regarding the curriculum. Also, the principal must provide leadership and assistance to beginner teachers in order for the school to attain goals as set out in the school's vision, mission, goals and objectives.

These are some of the crucial roles of the principal with reference to communication:

   i.   Frequent and personal communication between the principal and beginner teachers is most effective.
  ii.   Principals must articulate their expectations to beginner teachers and model collaborative behaviour for them.
 iii.   It is the duty of the school principal to set limits on the extra-curricular activities of the beginner teachers.

Kendyll (2001:19) expresses that "beginner teachers must be protected by the principal from their own enthusiasm in volunteering for additional responsibilities". Thus the principal has the huge responsibility of ensuring that beginner teachers are not overloaded with extra-curricular activities and committee responsibilities. In advancing the above, Kendyll (2001) argues that the principal should allocate relevant workloads and assign a realistic number of students (learners) to beginner teachers. The various authors emphasise the fact that the principal's leadership is a key component in creating a collaborative learning environment that contributes not only to the retention of new teachers but also to nurturing teachers who can meet the expectations of working in a complex milieu of diversity and change (Feiman-Nemser, 2001; Wayne, 2005).

2.4.3 The role of the novice teacher in an induction programme

It is very important to recognize the knowledge, skills, attitudes and assumptions that beginner teachers bring to their working environment. According to Robertson (2006), indications are that most teachers develop a conceptual framework about teaching and learning based on their childhood experiences and that teacher education does not have a significant impact on these assumptions. Based on the literature, one would argue then that even the best induction program may not be successful unless the beginner teachers had something substantive to offer and are willing to change assumptions and attitudes. The assessing of teacher readiness is therefore an important factor in any successful induction.

An ideal induction programme will remain just that – an ideal – due to lack of clear policies, time allocation, lack of resources and other limitations. This is most probably why it is important to recognize the knowledge, skills, attitudes and assumptions that new teachers bring prior to putting into effect an induction programme. Ganser (2002) indicates that "if a new teacher is weak in some essential skills, it is probably unreasonable and unfair to expect mentoring to eliminate the deficiency".

2.4.4 Obstacles to effective induction

Some of the problems and barriers identified by research on the needs of beginner teachers can only be addressed by changing the system and teaching environment (Joerger & Boettcher, 2000). The local school environment can also be a potential problem for a new teacher's success. Some problems can arise which can directly affect the end results of various methods of induction. The amount of time teacher educators have for visiting and

evaluating new teachers in their classrooms is limited by other responsibilities.

Another potential obstacle to the success of teacher induction methods is the interest and attitude of the new teachers themselves. Teachers' learning will be a function of their status on the following three interdependent factors: vision, motivation or commitment, and ability, both cognitive and practical (Shulman, 2004). In spite of what a non-degree teacher was or was not told about the responsibilities of being a teacher, the amount of work beyond traditional working hours is surprising to most new teachers. Managing their time efficiently quickly becomes a necessity and a skill some new teachers are slow to acquire, if they ever do. Ruhland and Bremer (2003b) reported that areas needing improvement in induction programmes included dealing with special needs students, curriculum design, managing budgets, dealing with administration, classroom management and student discipline. Good classroom management skills are most successful in an environment where teachers are supported by school administration.

2.5   THE TRANSITION FROM TEACHER TRAINEE TO TEACHER PROFESSIONAL

Brock and Grady (1997) and Mohr and Townsend (2001) offer a pragmatic explanation of the transition of beginner teachers from being a student teacher to being a practicing teacher. They assert that the first year of teaching includes three major phases reflected in most career changes.

2.5.1   Phases of career development

During the first phase, beginner teachers are concerned about the imminent conversion from being student teachers to being professional teachers. During this phase, most if not all beginner teachers would experience fundamental changes as they venture into their teaching career. The behaviour, dress and life style of a beginner teacher should be acceptable for teachers (Brock & Grady, 1997; Mohr & Townsend, 2001). This assertion makes it all the more imperative that the school administration should support beginner teachers as they attempt to establish themselves as professional teachers. Simply put, the beginner teacher should be assisted into becoming a role model for his/ her learners and be comfortable within the new identity.

During the second phase, beginner teachers play their roles as novice teachers with more vigour and confidence. They assimilate the new or emerging situation and hope to succeed as they did when they were students at their tertiary institutions. At this phase they are, however, confronted with many difficulties and problems which they did not anticipate as student teachers. These are challenges related to teaching and relating to other people at school level. It is at this phase that reality sinks in about challenges they cannot deal with, unless supported. Kelly (2004) argues that as a result, "they become shocked and their commitment to stay in the teaching profession weakens". Many beginner teachers are also separated from their families and friends and on many occasions, have to make decisions without assistance and the advice of their families and friends.

2.5.2 Exploratory phase

The exploratory phase is the stage were beginner teachers' transit from being beginner teachers to becoming professionally seasoned teachers. This is the stage after they have just graduated from colleges with supporting friends and lectures to the stage of professionalism with its profound realities and responsibilities. During this phase, the beginner teachers are expected to look, behave and speak as professionals.

Irrespective of where beginner teachers find themselves, they are all bound to experience dramatic changes in their personal and professional lives. As a result of these multi-faceted challenges, they will need continuous support to guide them through this transitional period in their lives for personal and professional needs. Accordingly, novice teachers who are supported and satisfied will do a better job in teaching than their discontent colleagues.

2.6 BEGINNER TEACHERS' NEEDS

According to Heyns (2000) "the many needs experienced by beginner teachers could be categorised as personal or professional needs". The difference is explained below.

2.6.1 Personal needs

The novice teacher, understandably, enters the teaching profession with a lot of excitement and expectations. They want to be accepted by their colleagues and to feel that they are valuable members of the team (Wong 2004). Personal needs of novice teachers thus relate to the cultivation of the novice's positive self-esteem, confidence and development of feelings

of effectiveness. According to Joiner and Edwards (2008), if beginner teachers are left to survive their first year of teaching, they will create the same environment for incoming teachers. This could create what the literature refers to as the "sink or swim" syndrome which will allow for attrition rates to continue rising.

2.6.2   Professional needs

The Alabama Teacher Induction and Mentoring Manual (2004) points out that professional needs of new teachers focus on developing an understanding of school and district policies, procedures, and priorities. These could be inclusive of formal policies and procedures such as the understanding of the teachers' code of conduct, learners' code of conduct, evaluation policy of the school or the dress code policy of the school. Beginner teachers who do not go through this system of assistance and policy orientation would lack the necessary knowledge and tools to operate effectively within the school and district. Both personal and professional needs could be met through mechanisms such as formal orientation to the school, workshops, mentoring, informal contact and sustained professional development opportunities. Some of the mechanisms can be completed in a shorter period of time, whereas some could be completed within a longer period of time.

The needs of novice teachers can be categorised into two types of assistance, namely instructional assistance and psychological assistance. Instructional assistance refers to supporting novice teachers with the skills, knowledge and strategies necessary for success whereas the latter relates to the development of a teachers' positive self-esteem, confidence and development of feelings of effectiveness. Providing these types of assistance to novice teachers is better done equally and concurrently.

2.7   TEACHER INDUCTION PROGRAMMES IN SELECTED AFRICAN COUNTRIES

Governments around the world, through their line Ministries responsible for education, are responding to the demands of fast tracking novice teacher integration into school set-ups. Academic literature in Samuels et al., (2001) states that many states have developed sophisticated induction programmes to support teachers in their first and second years of teaching. Strides undertaken by four of these countries in this regard are outlined below.

2.7.1 Botswana

Motswiri (2003) explains that Botswana does not have a formal induction programme for addressing the needs of newly qualified teachers. Teachers in Botswana serve for a two year probation. During the probation period, there is no mandatory induction programme. At the end of the two year probation period, newly qualified teachers are confirmed to their teaching posts.

A doctor's certificate of fitness and a letter of recommendation written by the school head are sufficient to warrant the confirmation of a novice teacher into permanent employment. Extension of probation can be considered only when the teacher behave in an extremely unprofessional manner or is deemed not to meet the basic expectations of the task at hand. There are therefore no mandatory conditions of induction prior to confirmation of employment.

Newly qualified teachers who are not confirmed may have strong grounds for appeal to the Director of Teaching Service Management in Botswana if it can be proven that their confirmation was unjustly delayed. The two years probationary period of novices is noted as a haphazard affair. The application of induction at any school in Botswana is at the discretion of the school management team and in accordance with the needs of the particular school. According to Motswiri (2003), the mandate to induct newly qualified teachers into the teaching profession has not been set by the Teaching Service Management which is the teacher employment body in Botswana. Instead, according to Motswiri (2003), the employer carries out some activities, like in-service workshops for teachers, geared towards making teachers' service more effective.

Accordingly, the Ministry of Education and the University of Botswana may provide in-service training programmes to benefit teachers in their efforts of improving and learning how to teach. The purpose of the University of Botswana's involvement is to undertake regular follow-up on their graduates in order to determine their continuous professional development needs and to undertake the development and implementation of programmes to satisfy such needs in collaboration with schools. The University's involvement is therefore more of a provider of in-service training programmes to benefit teachers in their efforts of learning how to teach. However, in some schools, the principal may assign someone like the Staff

Development Coordinator or any seasoned teacher to guide and support beginner teachers.

2.7.2 Ghana

Ghana has a constitutional mandate to provide free compulsory universal basic education for all school going children (Government of Ghana, 1992). This provision requires Government to improve access to and participate in basic education, and enhanced teaching and learning in basic education schools (MOE, 1994). Pursuing this goal ties in with the global aspirations of education for all and the Millennium Development Goals to which Ghana is committed. However, induction is not mandatory in the Ghanaian education system. Hedges (2002), in his qualitative study of experiences of beginner teachers in Ghana, throws more light on the country's specific situation by stating that there is no stated policy on induction in Ghana. It is encouraged at the College, district and school level, but provision is patchy. It is noted that those who had not received any form of induction or orientation, but knew of others who had gone through it, sees it as an entitlement that they had been denied. Therefore, there appears to be a need felt by beginner teachers for induction. This assertion point to the need to see induction as a continuum of teacher development and to extend support for new teachers beyond their initial training into the first few years of teaching through some form of structured, rather than merely episodic, early professional development.

Current teacher education policy in Ghana provides for pre-service preparation of teaching candidates and in-service training for practising teachers. The aspect of pre-service training of teachers is located in the universities and teacher training colleges, which offer fulltime diploma and degree-level courses in education for prospective teachers. On the other hand, in-service training takes place in two ways. These are one mode which provides for knowledge and skills upgrading through further study at the universities and leads to higher qualification. Teachers who undertake to upgrade their qualification through this mode will normally be granted study leave on full pay. The other mode is a non-qualification updating of knowledge and skills through periodic workshops and seminars which has been implemented on an ad hoc basis (Ghana Education Service, 2000).

Newly qualified teachers are assumed to be certified on the basis of only their final college or university examinations and do not go through a further process of credentialing and licensing. In basic schools, head teachers have the responsibility of introducing the new teachers to the class assigned to them and the materials available in support of them, helping

to settle the new teacher in the community, finding housing for new teachers and ensuring that his or her salary is paid on time or making arrangements for a stop gap measure if there is some delay in salary payment (Ghana Education Service, 1999). However, some districts, according to Hedges (2002) organise a one day orientation programme to introduce key district officers and explain their roles to new teachers.

Cobbold and Hedges (2002) contends that although the issues attended to during the one day orientation are relevant in the Ghanaian education system in view of the peculiar problems faced by beginner teachers, support for new teachers ought to go beyond these matters to include a programme that is systematically planned and implemented to offer new teachers support and assess entry to full professional teacher status so that they survive, succeed and thrive in their professional practices. Such a programme is yet to be incorporated into teacher education policy in Ghana for beginner teachers to be integrated into the routine practices of the school and district.

In Ghana, one result of the lack of a systematic induction and mentoring programme in the current teacher education policy is that many beginner teachers feel neglected by the system. It in fact breeds a sense of professional isolation and lack of commitment to teaching. This is on the premise that in Ghana, the beginner teacher is granted full teacher status based on his/ her final university or college examination as the only requirement for granting them certified and tenured status. Where such socialization is potent, the predispositions of newcomers become less important through time, meaning that the selves of participants tend to merge with the values and norms built into the occupation. The opposite holds where socialization experiences are weak and in that case, the attitudes, values and orientations people bring with them continue to influence their thinking and the conduct of work.

Moreover, according to Johnson and Birkeland (2003) planning and implementing induction programmes in Ghana should be a coordinated and collaborative endeavour between the Ghanaian Education Service, the teacher organizations and relevant stakeholders at the school level where the key factors influencing new teachers' experience converge. Above all, it is noted as being important that mentoring is organized to benefit both the new and experienced teacher, to further teacher interaction and reinforce interdependence in an atmosphere where both novice and veteran teachers respect each other and share the responsibility for professional growth. Sayed, Akyeampong and Ampiah (2000) found that under the whole

school development programme, head teachers who tried to organize professional development activities at school level were often faced with the problem of no or limited resources provided to schools, and experienced difficulties in motivating teachers in the absence of rewards and incentives. Sayed et al (2000) found that in Ghana, "structures for supporting and training teachers have been established but have not developed an active and visible set of training and development activities".

Similarly, Akyeampong (2002) further noted that Ghana's capacity to maintain an adequate supply of teachers while simultaneously ensuring that they will be prepared to teach effectively lies in the education sector's investing heavily in improving in induction and on-going professional development as part of a retention strategy. Retaining highly qualified teachers, especially at the basic level of education, is an important challenge for Ghana's school system. In their research into teacher education policy in four low-income countries (Ghana, Malawi, Lesotho and Trinidad and Tobago), Lewin and Stuart (2003) observed that none of these countries has a formal policy for induction of newly qualified teachers and that any decision to orient new teachers was left to the discretion of head teachers to implement how they thought fit, with varying degrees of support from class teachers. Lewin and Stuart (2003) further commented on how "such a conspicuous gap in teacher education policy could render the outcome of pre-service preparation ineffective and possibly induce teacher attrition as the lack of systematic arrangements for guidance and support in the first year of the job was striking".

2.7.3 Kenya

It should be stated from onset that although an induction policy exists in Kenya, it is not mandatory and comprehensive as it should be and its application and practice seems determined by the districts and schools. The process begins when the teacher signs a work contract and ends sometime in the future when the teacher becomes established in the profession. This system of induction recognizes the unique needs of schools where the beginner teachers are posted to. For instance methods of discipline management have not been clearly stipulated by the Ministry of Education with the outlawing of corporal punishment which was thought as the main means of disciplining learners.

Beginner teachers were thus to be inducted by the mentors, on how to maintain discipline, change attitude and increase performance without the use of the cane. Within the free

education setup in Kenya, (Republic of Kenya, 2003), the facilities are limited, classes are larger than ever and yet the teachers performance is expected to be of high quality. Such high expectations will require that beginner teachers be properly inducted to offer quality education. Where induction is practiced in Kenya, it is done by head teachers, deputy head teachers, subject heads, senior teachers and experienced teachers, and encompasses elements such as time management, legal issues, classroom management, co-curricular issues, ethical issues and school rules.

As noted above, the induction of beginner teachers in Kenya centres around areas such as school rules, handling of difficult cases, classroom management, time management, assessment procedures, record keeping and handling of text books. The Teacher Service Commission Charter (T.S.C) is a very important role player for beginner teachers in Kenya. Beginner teachers are inducted on the T.S.C. service charter to be acquainted with the T.S.C. vision and mission, the core functions of T.S.C. and employee conduct. In this regard, the beginner teachers are expected to know the vision and mission of their new schools to assist them in setting their targets. They are also expected to know the core functions of the T.S.C. to acquaint themselves with the officers and offices to go to when such needs arise.

2.7.3.1 The provisions of the T.S.C. code of regulations

The provisions of the T.S.C. code of regulations are regarded as an induction need of beginner teachers as they are expected to know the following:

  i.   Relevant regulations pertaining to school counselling.
  ii.   Children's Act of 2001 that stipulates management of children's discipline by use of other means such as counselling and reward, other than corporal punishment.
  iii. Legal issues pertaining to accidents in schools such as fire outbreaks, landslides, injury of pupils during sport and games, heavy rainstorms, explosions in laboratories during experiments and food poisoning.
  iv.   Legal issues pertaining to conditions and terms of employment of a teacher and support staff. In this regard, the beginner teacher needs to know recruitment processes, transfer, termination, sacking and summary dismissal.
  v.   Legal rights of workers such as types of leave.

All the above mentioned legislations may at one stage affect the teacher directly or indirectly,

therefore it is important to induct the beginner teachers on the T.S.C. code of regulations.

In the Kenyan education system, induction is advised to be taken seriously regardless of its importance to the beginner teachers. Therefore, appraisal of induction programmes is a very important aspect of induction of beginner teachers. For it to be effective and efficient, the head teachers, deputy head teachers and the senior teachers need to appraise beginner teachers on Continuous Assessment Tests, end of term examinations, and the final Kenyan Certificate of Primary Examination. The aspect of the culture of the community around the school neighbourhood, including their economic lifestyles, community relationships with the school, whether it is cordial or harsh and where to rent a house, are all considered in this induction system to assist the beginner teacher to familiarize him/herself with the school environment in earnest and further assist him/her to settle down and begin teaching immediately.

In the Kenyan education system, the beginner teacher is expected, through induction, to know procedures for travelling outside the school and outside the country, procedures for taking pupils for curricular and co- curricular tours. Also, forming professional support inside and outside the schools is regarded as an induction need of beginner teachers. Therefore seminars and workshops and in-service training are also part of the induction strategies in public primary schools in Kenya. In this induction programme, the principal has a degree of involvement as head of induction at the specific schools and gives beginner teachers both formal and informal measures of support. Appraisal as an induction strategy for beginner teachers in Kenya is conducted in the first three weeks of reporting for duty and at the end of the induction period.

2.8 TEACHER INDUCTION PROGRAMMES IN NAMIBIA

As the focus country, Namibia is treated as a discrete item as a means of discerning it from the other countries it is being compared to. Namibia, like Ghana, has a constitutional obligation to provide free compulsory primary education as enshrined in article 20 of the Constitution of the Republic of Namibia. This provision obliges the government of Namibia to improve access to and participation in primary education in the country. This provision ties in well with the universal aspiration of Education for All and the Millennium Development Goals concept to which Namibia is committed. To effect this, the government of the Republic recently promulgated Circular Form Ed 1/2013 which prohibits and outlaws the payment of School Development Fund at all government primary schools as from January 2013. The said

circular also cites the governmental commitment to these aspirations of providing basic stationary for all learners at primary schools and to construct and maintain the needed physical infrastructure. One result of the provision of free primary education is an upsurge in learner enrolment at primary school level, which requires an availability of a well-qualified, competent, stable and a well oriented teacher workforce.

In Namibia, the call for nationally supported, intensive training for newly appointed teachers began in 1999 with the Report on the Presidential Commission on Education and Training. This call was echoed again in the 2005 Report on the scoping study which preceded the development of standards for the teaching profession in Namibia. Furthermore, the 2007 approved National Professional Standards for teachers in Namibia (NPST), mandates through the Namibian Qualifications Authority (NQA) as part of the Education and Training Sector Improvement Programme, the introduction of standards as a measure to guide pre-service and in-service teacher training as well as the professional development of teachers. These are aimed at ensuring that the national goals of equity, democracy, quality and access to quality education are addressed adequately.

Aspects of the programme which are addressed include amongst others: general goals and content, length of training, out-of-school training, in-school training using professional developmental schools, the use of mentor teachers to mentor the newly appointed teachers and propose the roles to be played by various educational bodies and stakeholders. In Namibia, as possibly elsewhere in the world, extant research shows, as noted in Shakwa (2001) and Gordon & Maxey (2000) that pre-service teacher preparation programmes are designed to provide teachers with general knowledge, skills and attitudes needed for effective teaching. The emphasis in this regard is put on the organizing and managing of classrooms, understanding the curriculum and obtaining teaching resources by beginner teachers and their adjustment to their professional environment.

The successful delivery of an induction programme requires personnel with clear divisions of labour at different levels including but not limited to: site-based, cluster centre, Regional Offices of Education, National level and also at the University of Namibia.

2.8.1 The goals and objectives of the Namibian Novice Teacher Induction Programme

The goals and objectives of the Namibian Novice Teacher Induction Programme are to:

   i.   Improve the teaching performance of the novice teacher by enhancing effective teaching skills.

  ii.   Increase the retention of promising novice teachers in the teaching profession.

 iii.   Promote the personal and professional growth of novice teachers.

 iv.   Orientate novice teachers to the school and the surrounding community.

  v.   Instil a spirit of reflective practice and continuous professional development in novice teachers.

 vi.   Mould and inspire professionalism among novice teachers.

 vii.   Create ownership and passion for the teaching profession.

viii.   Enhance capacity building through an induction and mentoring process.

2.8.2 The components of the induction programme in Namibia

2.8.2.1 Orientation

As part of the induction programme at school level, orientation in Namibia is provided within the first weeks of a novice teacher's employment at three levels, namely:

2.8.2.2 Introduction to the school

At this level, the novice teacher will undergo a familiarization process with regard to the school faculty and staff, school board, physical facilities, resources and school procedures. This process intends to leave the novice teacher with a sense of belonging to his/ her immediate environment including possibilities for involvement and interaction.

2.8.2.3 Introduction to the cluster/ circuit

After the orientation to the school, the novice teacher will be introduced to basic information about his or her new cluster and circuit. They will then be informed about the available resources within the circuit and cluster and to the procedures for dealing with colleagues or supervisors at each level.

2.8.2.4 Introduction to the community

At this level the novice teacher will be introduced to points of interest in the community.

Areas of interest include, but are not limited to, shops/markets, hospitals/clinics, places of worship and places of social gathering. This process aims at familiarizing the novice teacher with the unique school culture and community atmosphere by welcoming him or her to the new post.

2.8.2.5 Mentoring

At the heart of Namibia's Novice Teacher Induction Programme is the vital component of mentoring. In this regard, each beginner teacher is expected to be given a mentor teacher with whom they will interact closely throughout the two years. The mentor will normally be matched to the beginner teacher(s) at the same school on two levels, namely phase level and subject level. In this relation, the mentor is expected to be a resource for the beginner teacher in order for the mentor to coach him/her towards finding his/her own solutions and best practices. Furthermore, through this relationship between the mentor and the mentee, the following tasks would be performed: needs assessment, goal setting, administrative support, portfolio co-planning time, feedback from observations, face to face meetings and content specific issues.

2.8.2.6 Classroom observation

These aspects provide an opportunity for both formal and informal observation as observation and feedback can be a wonderful and an insightful tool for both the beginner and seasoned teacher. In this regard, both the beginner teacher and the mentor or seasoned teacher would observe each other's classes with a focus on constructive communication and feedback between them as colleagues.

2.8.2.7 Professional development

One of the objectives of the NNTIP is to instil a sense and spirit of on-going professional development in beginner teachers. Accordingly, these types of professional development programmes are connected to the work of teachers in the classroom and seek to strengthen the beginner teacher's subject matter knowledge, pedagogic content knowledge, technological pedagogical content knowledge or the use of various teaching and learning methods, including the use of technology both modern and conventional. The professional development programme to be provided should be linked to the National Standards for Teachers in Namibia and National External Schools Evaluation NIED (2010).

2.8.2.8 Monitoring and reporting on induction

In Namibia, the implementation of the induction programme is monitored at all levels. At school level, every principal who supervises a novice teacher is expected to submit a one year training plan to the Regional Office of Education at the beginning of the school year. Also, at the end of the year, the principals are required to submit a report on how the induction programme was implemented, inclusive of comments and reflections from the newly appointed teacher and the mentor teacher. Such reports are also inclusive of data on the number of newly appointed teachers, the characteristics of the school where the teachers are appointed, the backgrounds of the mentors, subject specialists and supplementary teachers. Additionally, NIED will collect brief evaluations from participants after each training session. Such information will be used to determine whether the programme as such, is a success and what other elements could be inserted to fully meet the prevailing challenges.

The Ministry of Education in Namibia has outlined the fullest academic, social and personal potential development of novice teachers as the primary goal of the induction and mentoring programme in the country. It has identified on-the-job continuous professional support in the form of induction and mentoring as one way to achieve the stated goals. Research tells us that novice teachers experience problems during the initial years of their teaching career, which if not addressed, can lead to negative attitudes, poor instructional performance and departure from the teaching profession (Harris, 2000; Gordon, & Maxey, 2000; Brewster & Railsback, 2001). Therefore, one would argue that novice teacher induction and mentoring programmes can solve or reduce the problems faced by novice teachers, improve the quality of their instruct0ion and their learners' learning and help retain promising teachers. Furthermore, Namibia has embarked on the implementation of a new National Curriculum, based on Learner Centred Education (LCE, 1998).

Pretorius (2002) explains that "new schools and classroom realities have been created that require teachers to reconsider existing teaching practices". The demands made on teachers with regard to the radical curriculum changes, as well as the desegregation of schools, have already taken their toll on teacher morale. According to Farrell et al.; (2000), the findings gained from numerous investigations show that supervisor teachers or mentors have a considerable influence on the development of student teacher orientation, disposition, conceptions and classroom practices.

2.8.2.9 Evaluation

In the Namibian context, evaluation is built into the beginner teacher induction programme in five ways, namely Novice Teacher Formative Evaluation, Mentor Teacher Formative Evaluation, Principal Evaluation of the Novice teachers, Principal's Self-Assessment and Summative Programme Evaluation.

2.8.2.10   Assessment

In the Namibian induction programme, assessment as a formal goal of teaching in induction appears to have little bearing on programme success. It is perceived to be non- threatening, generally supportive and often successful. It is therefore not a significant component of teacher induction.

2.8.2.11 Portfolio

In the Namibia induction programme, a portfolio is a purposeful collection of artefacts about the novice teacher's work that exhibits the teacher's efforts, progress and achievements in several key areas of development in terms of teaching competencies and progress being made towards becoming a competent professional teacher. This is done in line with the National Professional Standards for Teachers and National External School Evaluation frameworks.

When contrasted with the important components of an induction programme according to the literature, the Namibia National Teacher Induction Programme seems endowed with most of such requirements. Wong, section 2.3.4, expressed that a successful induction programme should posses a mentoring aspect which is a vital element in the NNTIP as indicated in section 2.8.2.5. The NNTIP, advises that the beginner teacher be introduced to the cluster or circuit activities whereas as author Wong (2005) explains that a good induction programme must be aligned to the district's vision, mission and structure.

Rebore (2007) indicated a key element that induction should not be viewed as a 'one time' task, but rather as an ongoing programme which meets the concerns of newly appointed teachers. The NNTIP on the other hand attempts to instil in beginner teachers a sense and spirit of continuous professional development. It advocates for on-the-job continuous professional support for the beginner teacher in the form of induction and mentoring.

The NNTIP also meets crucial elements in successful inductions as pointed out by Smith & Ingersoll (2004):

Matters relating to the school which are covered under section 2.8.2.2

Matters relating to the staff which are covered under section 2.8.2.2

Matters relating to parents or community which are covered under section 2.8.2.4

Matters relating to teaching and the attainment of the curriculum which are covered under section 2.8.2.6

Matters relating to assessment and feedback which are covered under section 2.8.2.6 and 2.8.2.10.

The NNTIP is also vocal about the continuous development of the beginner teacher and put the aspect of on-the-job training and monitoring of beginner teacher development at the fore-front at all levels.

However, the NNTIP seems not to be vocal on matters relating to financial resources and on matters relating to administration as found in the literature.

2.9 COMMONALITIES AND DIFFERENCES WITH REGARD TO INDUCTION PROGRAMMES IN THE FOUR AFRICAN COUNTRIES

Table 2.1

Country	Organization/ Person	Programme type(s)	Participation	Financing	Point of interest
Namibia	The Namibian induction programme is designed by the National Institute for Education Development (NIED). Its application is the responsibility of individual Regional Educational Directorates or	Mandatory systematic induction programmes, informal meetings, classroom observation and advice by the principal or the Head of Department, formal orientation by the Head of Department and	All beginner teachers are mandated to participate in an induction programme, generally during the first few days or weeks of a 12 calendar month probationary period. This is done both formally and	Varying, no funds availed/allocated at school level for induction. The Educational Regional Directorate fund their induction programmes at regional level.	Fairly extensive and include welcoming the novice teacher, building his/ her confidence and integrating the new teachers into the school. Its ultimate point is the realization of academic, social and

	schools. Workshops and seminars are also organised by the Regional Education Directorate.	principal. Meetings, workshops and seminars mostly by the Regional Directorate. Has an element of probation.	informally.		personal potential. It also aims at introducing beginner teachers to the school, cluster, circuit and regional establishment
Botswana	It is the responsibility of the Ministry of Education and the University of Botswana. Also, the school principal may assign a Staff Development Coordinator to conduct an induction exercise.	Informal, sporadic guidance, observation and orientation by the employer. Induction in Botswana is more in-service oriented. Has an element of probation.	It is not mandatory and is determined by individual schools. Participation is during the first two years of teaching.	Neither the national, nor the local schools allocate any of their budget for induction activities as induction is informal in nature.	It aims for teacher effectiveness and improvement in how to teach.

Ghana	It is encouraged at University, College, district and school level by head teachers.	No stated policy on induction in Ghana, thus it is an informal, sporadic, induction through workshops and seminars on an ad hoc basis. Orientation is an element in beginner teacher induction	Induction in Ghana is not mandatory. The education policy in Ghana provides for pre-service preparation and in-service training. It is sometimes a one day orientation	Neither the national, nor the local schools allocate any of their budgets for induction activities as induction is informal in nature.	In Ghana, induction puts emphasis on the role of a teacher.
Kenya	In Kenya, teacher induction is school-run and is the responsibility of the head teachers, deputy head teachers, subject heads, senior teachers and experienced teachers.	Its seminars, workshops and in-service training, informal guidance, attachment to career teachers, uses of appraisal methods and discovery methods . Induction in Kenya is done both formally and informally.	Induction is not mandatory and its application and practices are determined by the districts and schools. Appraisal is done in the first three weeks after reporting for duty and at the end of the induction period.	Neither the national, nor the local schools allocate any of their budgets for induction activities as induction is informal in nature in the Kenyan education setup.	In Kenya, induction is based on the Teacher Service Commission Charter and also focuses on teacher discipline, attitudes, increase in performance, conduct, administrative, legal and ethical issues.

2.10 STRENGTHS AND WEAKNESSES PERTAINING TO INDUCTION PROGRAMMES IN THE FOUR AFRICAN COUNTRIES

Table 2.2

Country	Strengths	Weakness
Namibia	A systematic mandatory induction system which is inclusive of a self-reflective system for beginner teachers, forms part of a continuum.	Lack of identification mechanisms for the needs of beginner teachers. Monitoring of the implementation part of the induction programme needs further attention. No records of induction required prior to permanent appointment. Inadequate financial resources and time for the programme.
Botswana	The involvement of the National University for follow-up. The utilization of Staff Development coordinators. School Management Teams induct beginner teachers using own discretion.	Lack of a formal structure for induction. Lack of consistency of implementation across schools. No records of induction required prior to permanent appointment. Induction is not mandatory. Lack of training for mentors. Lack of nation-wide policy for induction.
Ghana	Although there is no specific formal policy on induction, the practice of induction in Ghana consists of both pre-service and in-service modes.	Lack of a formal mandatory nationwide induction programme. Roles and responsibilities not clearly defined and not owned by all stakeholders. Sporadic induction and mentoring programme. Participation varies from district to district, thus the system lacks uniformity. Its application varies and is mostly through periodic

		workshops arranged on an ad hoc basis. No records of induction required prior to permanent appointment. Lack of training for mentors. Lack of finances.
Kenya	Involvement of both district as well as policy makers across the country. It attends mostly to legal matters in the Kenyan education system. It also attends to administrative and academic matters at school level.	Induction in Kenya is not mandatory and lacks the necessary comprehensiveness. Lacks policy programmes. Lack of monitoring mechanisms for the induction programme. Lack of financial and material resources. No records of induction required prior to permanent appointment.

When contrasting and comparing the induction programmes in these different countries, it became clear that the concept of induction is implemented and practised differently in different countries and also within the different regions and provinces of the countries studied. Also, where such programmes exist, such induction programmes may be voluntary or compulsory, localised or nationwide. Such programmes are sometimes, but not always linked with the procedures to evaluate and moderate the novice teacher's suitability to enter the teaching profession. Conversely, not all probationary periods include induction.

It is important to note that through perusal of the different induction programmes, the local context and objectives of each induction programme have a bearing on whether the induction of a novice teacher should include a formal assessment, whether it should be linked to further formal accreditation or whether it should independently provide support and additional improvement in the novice teacher's professional development.

2.11 SUMMARY WITH REGARD TO INDUCTION PROGRAMMES IN THE FOUR AFRICAN COUNTRIES

The academic literature reviewed about teacher induction in the four countries has high-lighted that novice teacher induction policies do exist in some of the countries listed in this chapter and that induction as an education reform has emerged as an important aspect in education. The application thereof however, seems to be a daunting task in most of these countries. The commonalities with regard to policy issues, finances, duration of the induction programmes, induction programme implementers and the intensity of the induction programme all points to systems in infancy stages. This makes the application of the induction programmes sporadic at times and at the mercy of the availability of funds and other resources. Also, induction in all the listed countries seems not to be what one will call an intensive contextual induction element, which includes both strong mentorship and strong levels of other support that addresses the individual, classroom, and other school related factors that influence novice teachers.

Although in all these countries there are entities or people responsible for the implementation and success of an induction programme, the aspects of accountability and compliance are poorly attended to, rendering the implementation of the programmes susceptible to being incomplete and the process of induction to be a haphazard affair. Thus, if education is to influence the long term future of these nations, a dominant position must be allocated to the training and professional development of novice teachers.

In Namibia and Kenya, where formal induction policy exists, headmasters and other programme leaders need to ask themselves if their induction efforts are making a difference to the instructional practices of beginner teachers and the academic lives of children, regardless of the state policy context. In Botswana and Ghana where the induction programme is rather casual, the programme would require the involvement of stake-holders throughout the district to the policy makers across the country. This is on the premise that successful induction programmes incorporate both the passion of new teachers and the expertise of experienced teachers to ensure that all learners in these countries receive the best education possible.

Although induction is practiced on different levels of intensity in these four countries, an emerging implication is that a consensus is slowly emerging about beginner teachers needing

to meet standards for practice that will attest to their grasp of essential skills, knowledge and dispositions. Also in all practices, the systems imply the need to instil a collaborative culture in both novice and seasoned teachers to enable them to communicate ideas and work together on real problems, put their collective knowledge base into action and experience the reciprocal relationship between theory and practice.

2.12 CONCLUSION

In conclusion, the chapter brought to light the inherent aspects of the phenomenon of induction with specific reference to its origin, what it entails, its practices, role players and its purposes. Also, a comparison of school-based induction in four different countries is made. The literature review provided in this chapter attempts to strengthen the rationale outlined in the previous chapter. Furthermore, the crucial role of the school principal in an induction exercise is also looked at. Thus, as deduced from the academic literature, positive and negative perceptions on induction gained by beginner teachers during their initial years of teaching are attributable to factors concerning the teacher training, consistency between theory and practice, the relationship between the beginner teacher and the mentor, critical issues in contemporary education, communication and the teaching content. In essence, it is of cardinal importance that mentees and inductors are aware of factors that militate against successful induction programmes and the creation of positive perceptions on school-based induction during initial teaching experience. The next chapter will focus on the research design and methodology. This is inclusive of the rationale for the choice of methods.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

This chapter focuses on the research approach and the methodology applied in the study. It therefore covers the step by step procedures of how the relevant information was sourced, managed and controlled. To fulfil this purpose, a qualitative research approach was considered most suitable because this is an exploratory study aimed at gaining an in-depth understanding of beginner teachers' perceptions towards school-based induction. Due attention was given to components such as the research approach, data gathering instruments, population and sampling, validity and reliability of instruments and data analysis. A qualitative research is an interpretive research and as such, matters such as values, ethical issues and permission which are vital to the data collecting process are all considered.

3.2   DEMARCATION OF THE STUDY

The study was conducted at two selected public primary schools in Windhoek, Namibia. Windhoek is the capital city of Namibia and has 46 public primary schools with a total number of 47737 learners and 1363 teachers. Classroom Observation Instruments which are used by Heads of Department or any other assigned senior teacher to evaluate beginner teachers' progress were also used to support research findings.

3.3   RESEARCH DESIGN

McMillan and Schumacher (2008) refer to the research design as a plan and structure of the investigation used to obtain evidence and to answer questions. The researcher has selected the qualitative research approach to collect data. The rationale for selecting this approach is discussed in the next section.

3.3.1   The qualitative approach as a method of research

This study used a qualitative approach in order to gain appropriate data to answer the research questions. Qualitative research relies on the collection of non- numerical data, such as words

and pictures, therefore a qualitative research approach is considered to be the most appropriate for this research. This approach is important in this study because the information collected is to be in the form of words and behaviours as they occur in their natural environment (Shank, 2006).

A case study in a qualitative approach is used for this research to make an in-depth investigation of a group of individuals and allow the researcher to learn as much as possible about the phenomenon of beginner teachers' perceptions of school-based induction. Therefore, focusing on few cases within their natural setting enabled the researcher to understand these perceptions in greater depth and to gain a new insight about these perceptions, develop new conceptual perspectives about them and possibly discover the difficulties which exist within. A case study is a phenomenon that is inherently bounded, with a finite amount of time for data collection or a limited number of people who could be interviewed or be observed (Merriam, 1998).

Data sources for this study included unstructured interviews, document analysis and observations. The interviews were conducted on an individual basis between the researcher and the novice teachers and also between the researcher and the Heads of Department. Each interview was scheduled to last for a period of forty to sixty minutes. For both sets of interviews, the researcher arranged through the respective principals to as far as possible conduct these interviews at the premises of the respective schools. These methods were able to facilitate the identification of similarities and differences within and between the beginner teachers. Also, the researcher intended to have a prolonged human to human involvement in the life of the respondents as he conducts these interviews as part of the observation of the respondents.

The researcher also analysed classroom observation instruments to generate partial empirical data from which the researcher would ultimately derive study results. The classroom observation instruments were obtained from the Heads of Department.

The participants in this study included eight beginner teachers and four Heads of Department from two public primary schools. Participants were requested to create own identifications which cannot be traced back to them by others so that they could remain anonymous throughout the process while at the same time affording the researcher a possibility to

conduct a retest for reliability measures.

Purposive sampling was used to identify the participants at the two public schools. In order to make the data collection process more effective and to have maximum rate of return, the Regional Education Director was contacted by the researcher (Appendix E) in order to get a support letter to collect data in the sampled public primary schools. The permission was granted (Appendix F) by the Director of Education on the conditions that all the information gathered be used exclusively for research purposes and that the interviews would not interfere with the teaching programme of the researcher and that of the respondents. Armed with such a permission letter from the Regional Education Directorate, the researcher then approached the principals of the sampled schools to solicit their permission for the study to be undertaken at their schools (APPENDIX C and APPENDIX D).

Interviews were conducted during the afternoon hours to avoid interfering with day to day school programmes at the selected schools. Both sets of interviews were recorded for further analysis and reference. The researcher set the questions for both interviews. This instrument of data collection was designed in such a way that respondents, as outlined, felt comfortable and as much at ease as possible to enable them to respond fairly to the questions as posed. These instruments were expected to highlight the attitudes, feelings, facts and opinions about the perceptions of beginner teachers on school-based induction. It is therefore of paramount importance that tactics and skills were used in the process of designing and applying this instrument.

Data analysis procedures were carried out simultaneously with data collection, reduction, interpretation and transcription. The researcher thereafter construed information reflecting the meaning and the experiences of beginner teachers. In qualitative research, the researcher collects data from several individuals and depicts their experience of a phenomenon (Johnson & Christensen, 2000).

3.3.2 The researcher as an instrument of research

The researcher was directly involved in the setting of this research and the collecting of data and interacted directly with the participants. This is mainly because of the researcher's awareness of the complexity of the environment in which educators function and the awareness of the emotional burdens and problems that beginner teachers face. This enabled

the researcher to interpret events and conversations made it easy to construct meanings and understanding of such events and conversations. It was also likely to enhance the researcher's insight into the interpersonal behaviours and motivations and relationships of the beginner teachers as noted in Shank (2002). The extent to which a researcher plans his/her participation in the study or outlines their role will determine the extent to which their own perceptions will be reflected in their reports.

3.4   DATA COLLECTION

3.4.1 Sampling

According to Mothata (2000), data refer to information collected through research. In this study, the data was collected by means of face-to-face semi-structured interviews which according to De Vos et al. (2011) are the most prominent modes of data collection in a qualitative design. Three types of data collection techniques were found to be relevant for this investigation. Firstly, the study was based mainly on interviews supplemented by observations and the analysis of Classroom Observation Instruments to support emerging findings from the interviews.

The researcher used two sets of interviews, one for the novice teachers and another one for the Heads of Department. It was anticipated that through the personal encounter during the interviews, respondents were likely to disclose crucial information. The document analysis involved the textual analysis of the classroom observation instruments of sampled beginner teachers by their Heads of Department as a primary document. Observation notes were taken as the researcher conducted the semi-structured face to face interviews. According to Merriam (1998), observations are a major means of collecting data in qualitative research.

3.4.2   Research instruments

Research instruments, as noted by Bell (2005), refer to the best tools the researcher used in an effort to collect information from the sources. These instruments are the means by which different approaches to research are operationalized.

3.4.2.1 In-depth interviews

In this study, the primary methods of collecting data were semi-structured pre-arranged

interviews. Therefore a series of semi-structured in-depth interviews, envisaged to last between 40 to 60 minutes, were conducted with each respondent at their respective school to gather information on the beginner teachers' perceptions on school-based induction. The locale in this regard presented an opportunity to observe the working environment of the respondent.

During the interview sessions, a semi-standardized interview format in which deviations were allowed in order to adapt to the context and to gather as much information as possible, was used. These open-ended interviews were used not to put words in the participants' minds, but with the purpose of accessing the perceptions of the beginner teachers being interviewed. All interviews were recorded, transcribed and became the primary data sources. The tape-recorder was to verify the data later. The role of the researcher in this research is that of an interpreter making sense out of the interaction of the participants and the researcher himself by collecting data and presenting the meanings thereof.

The following principles recommended by De Vos et al. (2011) were adhered to during the interview process:

Respect and courtesy;

Acceptance and understanding;

Confidentiality;

Integrity and;

Individualisation.

For the purpose of this study, the researcher conducted semi- structured interviews with the assistance of an interview schedule. The interview schedule armed the researcher with prompts and probes to use when greater clarity or in-depth information was needed from the participant. The interview schedule constitutes a guideline for the interviewer and contains questions and themes important to the researcher (De Vos et al., 2011).

3.4.2.1.1 Purpose of interviews

The main purpose of an interview is to derive interpretations from the respondents and to understand the social context of learning in an organisation or unit within an institution such as a school or classroom. In this inquiry, the main purpose of the interviews was to allow the readers a direct insight into the lives and experiences of the beginner teachers. Gubrium and

Holstein (2002) note that "interviews are conducted with the aim of understanding the setting, the relationships between the components, of as well as members of, particular institutions(s) or group(s) from the respondent's viewpoint". Another reason for interviews is to obtain meaningful descriptions of a given social world.

3.4.2.1.2 Document analysis

Another source of data collection used in the study were the Classroom Observation Instruments (COI) which were used to evaluate the beginner teachers' progress in the profession and to assist them wherever necessary. These were useful sources of information which guided in framing interview questions and later conducting analysis. According to Ritchie and Lewis (2003), documentary analysis involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage. Marlow (2005) contends that most documents are however not written with a view to research.

3.4.2.1.3 Observations

During the sets of interviews, the researcher observed attentively and made notes of characters such as the body language of the participants, gestures such as facial expressions, fiddling with fingers, crossing arms, uneasiness, hesitations in answering the questions and sometimes a certain degree of hostility. These observations were noted and taken into consideration as appropriate categories. Thereafter, their properties were formulated from the participants' actual responses.

3.4.3 The interview schedules

The interview schedules (Appendix A and Appendix B) were meant to assist the researcher in ensuring that the core areas of inquiry were pursued with each participant. De Vos et al. (2011) assert that the main advantage of an interview schedule is that it provides for a relatively systematic collection of data and at the same time it ensures that important data is not forgotten. The interview schedule constitutes a guideline for the interviewer and contains questions and themes important to the researcher (De Vos et al., 2011). The main advantage of an interview schedule is that it provides for relatively systematic collection of data and at the same time it ensures that important data is not forgotten (De Vos et al., 2011). The audio recording has a purpose of authenticating the research finding. A recording ensures that accurate data is collected by tape and stored to be transcribed later (Blaxter et al., 2004)

3.4.4 Conducting and recording the research

As noted in 3.6.1.1, the semi-structured interviews involved the researcher, the beginner teachers and the Heads of Department. To an extent data collection and analysis occurred concurrently during the interview with the respondents. These interviews were recorded for further reference. Blaxter et al. (2004) noted that recording ensures that accurate data is collected by tape and stored to be transcribed later. This in no way implies that the recorded data is accurate; it would only mean availing raw data for further reference. This is mainly due to the fact that transcriptions would consist of verbatim written records from the taped interviews. Bell (2005) points out that a skilful interviewer can follow up ideas, probe responses and investigate motives and feelings which questionnaires can never do. However, the researcher also took notes during the interviews.

3.5 ETHICAL MEASURES

The researcher played a huge role in this research as the main research instrument, thus he needed to ensure that the study was undertaken in an ethical manner. First and foremost, written approval of the selected schools (Appendix C and Appendix D) to conduct the envisaged study before any form of data was collected, was sought and granted. Secondly, the participants were informed about the aims of the study, the steps that were followed, both advantages and disadvantages of partaking in the study and how the result would be used. This was done in this way to enable the participants to freely agree or disagree to participating in the envisaged exercise.

According to Johnson and Christensen (2000), these are the three areas of ethical concern:

i.   The relationship between society and science.
ii. Professional issues.
iii. The treatment of participants.

As aliases were used during the interviews, participants determined what they wanted to be called during the interviews. This ensures that a high level of confidentiality is maintained.

Accordingly, Johnson and Christensen (2000) identified the following as the relevant guidelines to follow to ensure ethical acceptability:

i.   The researcher obtained the consent of the participants.

ii.   No deception is justified by the study's scientific, educational or applied values.

iii. The participants are free to withdraw from the study at any time.

iv.   The participants are protected from physical and mental discomfort and any harm and danger that may have arisen from the research procedures.

v.   The participants remain anonymous and the confidentiality of the participants is protected.

vi.   Moreover, the participants select the times and places convenient to them for the interview.

As a gesture for their participation, the participants will be informed about the findings of the study.

3.6   MEASURES TO ENSURE TRUSTWORTHINESS

Trustworthiness refers to the level of believability of a researcher's findings. As this is a qualitative study, to ensure its trustworthiness, the focus will fall on four elements which according to the author, are vital in studies of this nature:

i.   Credibility which demonstrates that the research was conducted in such a way that the phenomenon, in this case the perceptions about school-based induction, are accurately described.

ii.   Transferability which demonstrate the applicability of the findings to another context.

iii. Dependability which ascertains as to whether the findings would be consistent and reliable if the enquiry is replicated with the same subjects or in a similar context. Simply put, dependability could be identified as the qualitative parallel to reliability.

iv.   Conformability which focuses on whether the results are a function of solely the informants and not of the biases and motivations of the researcher. This implies that the data and their interpretations are not figments of the researcher's imagination.

Therefore, to ascertain the trustworthiness of the research, a detailed account of the problem to be studied was discussed with the participants so that it was understood unequivocally, and that the findings of this study could be relevant if a similar study is redone with the same subject or in a context of the same nature at a different set up.

As a researcher, an attempt was made not to record and rely on preconceived ideas or opinions related to the phenomenon that may be held by the researcher prior to, and during the study, to influence the outcome of the study. By doing this, a high level of conformability and neutrality was maintained throughout the study. As the interviews were recorded and the questionnaires were availed in verbatim form, a low level of inference was maintained as the pattern to attain reliability was certainly literally found in the data from the said sources, as understood by participants. Occasionally, the researcher quoted from the data to avoid diluting the view(s) of a participant or simply to denote the tone of the participant's point of view.

The researcher was able to ascertain participants' meanings through casual conversation with the respective participants(s) or simply to request the participant(s) to modify any misrepresentation of meanings sourced from the interview. The researcher requested a participant to review a synthesis of data obtained from him/ her if necessary. As the interviews were conducted at the selected schools, it ensured that the setting where the beginner teachers are, was as natural as possible, which reflected the realities of the sourced perceptions as obtained from the participants.

As alluded to in paragraph 1.8.2, a letter of request was sent to the Regional Director of Education as the overall relevant authority in the region, requesting permission to conduct the research at the schools under her jurisdiction. Upon receiving permission from the Regional Director, the principals of these schools were then informed in writing (APPENDIX C and APPENDIX D), requesting permission to have the research done at their schools.

3.7   SAMPLING

3.7.1   Selection of informants

In this study, two primary schools were purposefully selected. These schools resembled other schools in the Region. The population was the novice teachers who are hired and currently

employed at the selected public primary schools in the Khomas Education Region and the Heads of Department who are their immediate supervisors.

3.7.2   Sample size

The notion in sampling theory is that a small set of observations can give an idea of what can be expected in the total population of the intended study (Royse 2004). Careful sampling ensures that the researcher draws his cases so that the sample accurately reflects the composition of the population of cases in general. This contributed to the validity of the generalization the researcher wished to make on the basis of the sample. This study involved eight novice teachers and four Heads of Department at two primary schools. The novice teachers were the main source of needed information as it was their perceptions on school-based induction which were being studied whereas the opinions of the Heads of Department were sought for the mere fact that they were the immediate supervisors of the novice teachers. Obviously this small sample was not rigorous enough to allow for broader generalisation, and transferability was a concern in a qualitative study of this dimension. However, Patton (2002) expresses that there are no rules for sample size in qualitative inquiry. The sample comprised both sexes.

3.8   PROCESSING OF DATA

3.8.1   Data analysis

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (Bogdan & Biklen, 1998; Merriam, 1998). Data analysis began during data collection. The process of qualitative data analysis takes many forms, but it is fundamentally a non-mathematical analytical procedure that involves examining the meaning of people's words and actions. There are several ways to approach the analysis of qualitative data that vary in the level of interpretation engaged in by the researcher. There are also several specific techniques that can be used to search for meaning in data. This could involve coding, categorising and clustering.

In this study, the researcher, to an extent simultaneously undertook data collection and data analysis procedures together were he constructed themes reflecting meanings and experiences of novice teachers. Analyzing and gathering data simultaneously allowed for structuring subsequent data collection efforts based on emerging themes and hunches, while avoiding

collecting unfocused, repetitious, and voluminous data (Merriam, 1998). The themes which emerged were coupled with the background in which they occurred and the drawing of conclusions from the data obtained from the field was purposefully avoided. This process also allowed the researcher to use the participants' first-hand knowledge of the phenomenon under investigation to create a two-way dialogue about the meaning of the emerging data (Toma, 2000). Each interview was transcribed to find meaning(s).This allowed the researcher to use inclusive reasoning to discover relationships or patterns through further close scrutiny of the data.

According to Johnson and Christensen (2000), the researcher collects data from several individuals and depicts their experience of a phenomenon in qualitative research. In this study, data collected from the interviews was audio-taped and transcribed whereas data collected from the Classroom Observation Instruments and observation notes was together, repeatedly studied and categorised into themes. The data was then organised in categories. Verbatim quotes of participants were used as low inference descriptors to support the categories identified. This was done simply for the readers to hear how participants felt and perceived school-based induction.

According to Henning (2004), the true test of a competent qualitative researcher comes in the analysis of the data. This is a process that requires analytical craftsmanship and the ability to capture an understanding of data. The process of data analysis involved both narrative reconstruction of the participants' accounts and the categorisation of personal accounts into themes that emerged. The researcher then linked the facts that were observed with the background in which they occurred.

An abstinence from making the claims of triangulating data was observed because in a qualitative study of this nature, notions of validity and reliability have to be conceptualized differently. Richardson (2000), as paraphrased in Goodnough (2001), argues against the notion of triangulation of data, claiming that this assumes that there is a fixed point of object that can be triangulated. Therefore, in this research, content analysis was used to capture meaning(s) from the data collected. The researcher then divided the data into meaningful inductive categories guided by the research questions and the interview theme. This involved both narrative reconstruction of the participants' accounts and the categorisation of the personal accounts into themes that emerged. The main categories were brought together into a

whole followed by interpretations of the data where the researcher explained the findings, attached significantly to particular results and placed pattern into an analytical work. Creswell (1998) noted that qualitative analysis is an on-going process involving continual reflection about data, asking analytical questions and writing memos throughout the study.

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3.9 SUMMARY

The main purpose of this chapter was to present an overview of the research design used in this study**.** Therefore several issues regarding a qualitative research design and methodology in this study are highlighted. They are inclusive of the selection of participants, data collection instruments, validity and reliability of research instruments and procedures used in this study.

The next chapter covers the findings of the research project. It will deal with the data collected, data analysis, the interpretation and the result thereof. The researcher sought permission from the relevant authority to conduct a research study at the two government schools.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The previous chapter presented a description of the methodology employed in this study. This chapter begins by presenting the profiles of the selected schools, the novice teachers and that of the Heads of Department. It presents the findings of the study on the perceptions of beginner teachers at two selected primary schools in Windhoek. Besides presenting such findings, the chapter also analyses and discusses the findings of the study with particular focus on the perceptions of novice teachers on school based induction.

The chapter therefore discusses such results in understandable concepts to aid the reader in making sense of information found in the field. One of the major goals of the study was to capture the perceptions of novice teachers on school-based induction at school level, and the impact thereof. The main purpose of the researcher in this regard is therefore to bring the information to the readers as it was found in the field. Although the findings are sourced from only two primary schools, its implications are not limited to these primary schools.

The semi-structured interviews between the researcher and novice teachers and that between the researcher and the Heads of Department provided raw data on the perceptions of novice teachers on school based induction. The findings are presented in a narrative form. For the purpose of this study, data analysis presented main findings and reports only on what the researcher deemed appropriate within the realm and objectives of the study.

4.2 PROFILING THE CONTEXT OF THE SELECTED SCHOOLS

The two schools are both located in urban Windhoek and are similar in that they are both state aided schools but dissimilar in the sense that one is viewed as a formerly advantaged school whereas the other is considered as a formerly disadvantaged school. As state schools, both schools receive a certain amount of money per child per annum to run their affairs as prescribed in circular Form Ed 1/2013. Parents at school A are assumed to be financially middle income earners and were able to previously financially assist the school in the form of school development fund until 2012. Towards the end of 2012, the Minister of Education promulgated that no more School Development Fund be paid by parents. School B is located

in the area inhabited by assumed low or middle earners who were not able to contribute towards school development fund.

Table 4.1 Characteristics of the two schools

Characteristics	School A	School B
Medium of instruction	Khoekhoegowab	Afrikaans
	Afrikaans	English
Number of learners	1435	786
Number of teachers	40	23
Number of classrooms	39	23
Number of HOD (s)	5	3
Principal	1	1
Administrative staff	2	1
Suburb: rural/ urban	Urban	Urban
Class room: own/ shared	Shared	Own
Age of school	25 years	40

4.3 PROFILING THE PARTICIPANTS

4.3.1 Profiling the novice teachers

The questionnaires in this study were part of a broader picture of the research aimed at investigating the influence of and the interplay between contextual and the biographical aspects of the respondents on the questions in the interview. The significance in profiling the novice teachers and the Heads of Department was to assist the readership and the researcher in understanding the context and the background of the novice teachers and their Heads of Department. The data so far has pointed out that the conditions of work and the context of the schools were quite similar.

It should be pointed out that the study does not aim at dwelling too much on the biographical nature of the participants. However, such aspects are considered when they present some degrees of relevance to the meanings of the findings. For instance that the perceptions of the participating novice teachers are partially influenced by the locale, gender, age, qualifications and amount of work allocated to them.

After the completion of the questionnaires by the participants, the researcher compiled a biographical summary into the table below. The information depicted on table 4.2 on the next page will serve as easy reference in assisting the readership with the information of the participants as referred to throughout the chapter. Participants were coded to maintain a high level of confidentiality and privacy in the undertaking of the study. The same codes were also used in the transcription from the interviews.

Table 4.2 Profile of the novice teachers

Name of school	Pseudo name	Gender of respondent	Qualifications	Phase level	Subject(s) taught	Months of experiences
School AA	A	F	BETD	UP	Class teaching	22
	B	F	BETD	UP	Class teaching	22
	C	M	BETD	UP	Social Studies	12
	D	F	BETD	LP	Class teaching	23
School BB	OPS-A	M	ACE	UP	Social Studies & Mathematic	20
	OPS-B	F	BETD	LP	Class teacher	22
	OPS-C	F	BED	LP	Class teaching	10
	OPS-D	F	BETD	UP	English	16

The eight novice teachers, four from each school, were purposefully selected to participate in this undertaking. All of them were either in their first or second year of teaching. Their subjects were selected from across the spectrum of the curriculum offered at their respective schools. The study revealed that, the majority of the respondents in this category were graduates who obtained undergraduate studies.

The biographical information indicated that the novice teachers were either in their first or second year of teaching and that the teaching subjects were Mathematics, Natural science and Health education, English, Afrikaans, Khoekhoegowab, Social Studies and Art and some are doing class teaching. The ages of these teachers ranged between 23-29 years of age.

The findings also revealed that the participants all have different educational backgrounds and it was clear that they also have different amounts of work allocated to them at the different schools. The various educational backgrounds of these novice teachers were: Basic Education Teacher Diploma and Bachelor of Arts.

In the case of the Basic Education Teacher Diploma, two distinctive areas of specialisation were noted as being either a major in specific subjects or a minor in specific subjects. The novice teachers who are teaching at the Lower Primary phase do class teaching, meaning that they teach all subjects in their respective classes.

There was a significant difference in the teachers' workload. It was also found that the number of classes that novice teachers had to teach ranged from three to five, except in the case of the Lower Primary teachers who had to teach all the subject in their classes. Such findings revealed that the participants did not have an equal teaching load. Besides the academic responsibilities of the novice teachers, they also had to execute other functions such as being class teachers, sport coaches, club organisers, scholar patrol group leaders or tour organizers.

4.3.2 Profiling the Heads of Department

Only four Heads of Department from the selected schools were chosen to participate in this study. At the end of the field work, the researcher compiled the information in table 4.3 on the next page. The consent of the selected Heads of Department was sought before a final selection was made. The researcher assumed that the males and females would approach the phenomenon from different perspectives; gender is viewed as one variable which would influence the respondents' views and actions. As a result of the above scenario, the researcher attempted to strike a balance, although without success, by that close to half the respondents were either male or female. To observe complete confidentiality and to provide privacy, code names were used and recorded on the biographical data questionnaires and also on the transcriptions of interviews.

Table 4.3 Profile of the Heads of Department

Name of school	Pseudo name	Gender of respondent	Department	Phase level under his/ her supervision	Subject(s) taught	Years of experiences as a head of department
School AA	HOD-A	M	UP	UP	Afrikaans	4 years
	HOD-B	F	LP	LP	Class teaching	3 years
School BB	HOD-C	M	UP	UP	Mathematics	1 year
	HOD-D	F	UP	UP	English	2 years

The gender composition of the Heads of Department participating in this study was cross-tabulated with their qualifications as reflected in table 4.4

Table 4.4: Gender composition and qualifications of the respondents

Qualifications	Gender		Total
	Male	Female	
Diploma	2	0	2
Degree	0	2	2
Totals	2	2	4

The researcher observed that there was an insignificant disparity between the Heads of Department with diplomas and those with degree qualifications with references to the gender aspect. The Heads of Department with degrees were all females whereas the diploma qualifications were prevalent among the male Heads of Department. This information was a necessary variable in this research as the educational level of the respondent could determine

how the respondents view certain concepts such as the need for in-service training and staff induction. The researcher also found out that all the respondents were qualified to teach and to lead departments respectively considering their teaching experience.

4.4 FINDINGS

The raw data from the face to face interviews was studied, analysed and the findings are presented in the sections below. The data was obtained as a result of responses on the interview questions as reflected in the problem statement. This data was obtained in the same way but from sources at two different levels of teaching, namely the eight novice teachers and four Heads of Department. Certainty and understanding of the reality surrounding the perception on school-based induction of novice teachers at the selected primary schools was obtained through the perceptions of the novice teachers and their Heads of Department.

4.4.1 The outline of the categorisation of raw data

The categorisation and analysis of raw data into various themes commenced right at the beginning of the interviews. The interview sessions provided thorough evidence and informed knowledge on the phenomenon of perceptions of novice teachers on school-based induction.

The outline above will hopefully aid the reader to comprehend that the general perceptions and remarks of participants are hinged on deep rooted concepts. The findings of the interviews were presented according to the research sub-questions and themes which were mostly initiated during the interviews. The researcher compiled the raw data as obtained from the participants into specific themes as outlined below.

4.4.1.1 The concept of induction.

In response to question one on Appendix B, the findings of the study indicated the seriousness and vitality of the phenomenon of school-based induction on novice teachers and to an extent also uncovered the level of knowledge and understanding about this phenomenon among novice teachers. The researcher asked the participants what they perceive as school-based induction.

To this, Novice teacher MVBB explained that:

"School-based induction is the support and guidance provided to novice teachers by the school administrators in their early years of teaching to encourage them to learn new skills they need to become effective and knowledgeable teachers. This is in line with what novice teacher MVBC alluded to in noting that school- based induction is a process of sustained training and support for new teachers".

The majority of the participants were able to show their understanding of the concept of induction and their definition of this phenomenon was mostly in line with the literature. For instance, Novice teacher OPSC explained that:

"Induction is a type of early career support and training given as an initial preparation upon taking a post to gradually bring a new teacher on par with the necessary guidance and assistance in order to enable the new teacher to meet the new challenges confidently".

In their responses, all novice teachers recognised induction as a crucial administrative element and an on-going process in their orientation which started upon appointment into the teaching profession with the aims of acclimatizing the new teacher to his/her new environment. Although the faculties of education attempt to prepare teacher candidates for this complexity, students enrolled in initial teacher education programmes often feel that they have not been adequately prepared for their teaching careers and as a result frequently question the validity of their education. To an extent they therefore saw school-based induction as a means of supplementing what the teacher colleges or universities commenced with. This has demonstrated that the understanding of this phenomenon amongst the novice teachers is well vested and in line with literature on novice teachers.

The novice teachers pointed out that co-operation between entities is vital for the process of novice teacher induction to thrive and meet its intended objectives. They alluded to the fact that the teachers need to be further developed in a holistic manner to become competent professionals to meet the ever changing needs of the profession. Such vital conclusions by the novice teachers have asserted that they understand the phenomenon of induction. This also pointed out that irrespective of whether these teachers themselves were inducted or not, they are aware and asserted that for any person to fully understand his boundary of responsibility, he or she has to be inducted at one or the other juncture to fully assert his/her influence.

Novice teacher OPSA contended that:

"Induction to me is a means of bringing a new person in a specific job on a preferred standard".

Novice teacher OPSB commented that:

"School-based induction is a guide that leads novice teachers to perfection or to introduce new teachers to skills and knowledge needed to survive in the teaching profession".

Furthermore, novice teacher MVBA explained:

"School based induction is a means of explaining to the new teacher about the school set up, code of conduct, rules of the school, dress code and the subject to be taught".

These assertions from the novice teachers indicated that they recognized that a newcomer to a system needs be inducted in order to get the best out of him/her and that school-based induction should be introduce gradually in a systematic manner. The respondents therefore affirmed that introducing new teachers to the school structure provided opportunity for novice teachers to quickly settle in the teaching structure of the school.

Novice teacher MVBC went further to comment that:

"The ultimate aim of the induction programme of a school is to settle the teacher in such a way that the school gets the best out of him/her in the shortest possible time, to avoid a state of confusion in the early years of a novice teacher".

The above assertion points to the fact that school-based novice teacher induction has an element of attempting to settle the new teacher in a given setup and that the ultimate aim is to get the best out of the beginner teacher in a specific time frame. This validates the current notion that there is an upsurge in interest by policy makers and educationalists in the value and impact of induction schemes for new teachers, especially in their ability to contribute to raising standards and improving teacher retention rate. It is therefore cardinal to introduce novice teachers to the regulations, school policies and to all channels of communication as

early as possible during the initial years of teaching. It was worth noting from the novice teachers perceptions that all novice teachers that were interviewed did not receive the best school-based induction, therefore some of their answers had elements of their pedagogical understanding of the phenomenon of induction.

4.4.1.2 The task of school-based induction

The general perception in this regard is that school-based induction is the responsibility of the school itself. In this area, all novice teachers, with the exception of one, responded almost in unison in recognising that school-based novice teacher induction is the responsibility of the school administration. The school administration as noted by the novice teachers is inclusive of the principal, the Head of Department, subject heads, phase heads, the school mentor and other selectively appointed veteran teachers.

This accordingly, is because the needs of schools are generally not the same. Therefore if induction is to be successful, it should speak to the specific needs of a particular school. They felt however, that both the University were the novice teacher studied and the regional office could be involved in educational matters at their specific levels.

Novice teacher MVBA stated that:

"The University of origin should prepare the student teachers for the real world of teaching so that as far as induction of new teachers is concerned, new teachers are ready to assimilate the guidance given without preconceived ideas".

Novice teacher OPSA further expressed that:

"Relevant matters which are dealt with at regional level should be brought to the attention of the novice teachers by direct representatives of the regional office, by the inspector or the personnel officer, for example the application of the standardised test for grade 5 or even staff leave matters".

Novice teacher MVBB, like most of the other respondents, explained that:

"Induction is the sole responsibility of the school principal, the Heads of Department, the phase heads and the subject heads at the particular school. Their involvement would ensure that what is inducted in the new teacher is systematic as everyone involved will have a role to play".

Novice teacher OPSB in addition, stated that:

"All the above role players must play their roles as this will indicate to the novice teachers their interest in the development of the novice teacher".

This notion by the novice teachers indicated that induction as such, could be applied at both the school, the university and at Regional Office level. All will just depend on the topic or theme to be inducted. The novice teachers also noted that induction is better applied at specific levels of administration and by those who are directly linked to the theme or topic being inducted.

Novice teacher MVBC in summing this up, stated that:

"The person practising the induction process should be an expert of sort in order to ensure that the theme being inducted is done so thoroughly".

4.4.1.3 Current induction programmes practised in schools

According to the study, most respondents attested to having received good school-based induction, with the exception of novice teacher MVBA, who explained that his induction was not so systematic and had no obvious mentor. This conclusion could be linked to the novice teachers' level of understanding of the concept of induction, as experienced.

Novice teacher OPSA further expressed:

"I would describe the induction programme at his school as being good with a sense of motivation which is important to avoid novice teachers becoming average. Furthermore, to be average is a recipe for disaster with the following in mind: live to learn, keep good company, find a mentor and be the best".

Accordingly, novice teacher MVBA described her school induction programme as being very good depending on how you behave towards everybody in the school. She stated that behaviour and respect always plays a big role as far as professional behaviour is concerned. Novice teacher MVBA described the induction as being very encouraging and motivating. She concluded that the school-based induction she received encouraged an everlasting love for teaching, and aimed for total success in this profession.

Novice participants in this study are of the opinion that the current induction programmes at schools are not fully comprehensive to meet the aspirations of the novice teachers and to help them to settle in their new jobs. They also expressed that the programme was not holistically relevant to the needs of beginner teachers. To express the magnitude of providing effective staff induction as part of a school programme, novice teacher OPSA opined that school-based induction should be comprehensive to ensure that novice teachers do not start their careers as average teachers.

Novice teacher MVBA noted that she received support ranging from how to discipline learners, how to follow the syllabus, how to monitor time with the scheme of work, subject integration and on cluster level. Contrary to the above scenario, novice teacher OPSC stated that the kind of support she received was very limited and that she has practically taught herself survival skills in order to make it in teaching.

She stated that:

"I was visited in class by a now retired teacher to listen to my lesson presentations and that was it".

The notion above gave the impression that staff induction in their school did not contribute enough in their personal and professional development as it was practised in a non-systematic manner. Such a scenario closely relates to the literature that new recruits are often left on their own to succeed or fail within the confines of their own classrooms.

Novice teachers learn a great deal from observing each other, from observing experienced teachers and from interpreting classroom experiences.

Novice teacher MVBB for instance noted that:

"The induction programme is not as effective, as some senior teachers assumed novice teachers to know it all and that the novice teachers do not need to be schooled on how things are done in the real world of teaching. It is true that as student teachers we were taught to be teachers, but in teaching there are some things that you can only learn at school rather than at the training institutions".

The researcher observed a lack of self-evaluation which could give rise to self-criticism and self-upgrading from the side of the teachers.

Novice teacher MVBC also felt that he did not receive the necessary assistance. He had to find out things himself and there were no clear guidelines, specifically during the first few months. The novice teacher emphasised here that such a predicament had the potential to derail the progress in his career.

Novice teacher MVBA however noted that:

"The support I received so far has been limited to administrative matters only. I have to figure things out for myself occasionally".

It is worth noting that novice teacher MVBB explained that her Head of Department supported her in coping with bigger classes, the rules of the school, dress code and all the informal codes of the school.

The above noted status quo in the teaching fraternity is not encouraging or enough for novice and veteran teachers to appreciate and assist each other. To aggravate matters, the depicted scenarios of novice teachers fending for themselves appear to be deep rooted in the teaching profession. According to this study, a huge percentage of respondents attest to having induction in their schools. It is with this notion that some of the respondents attributed their successes to the presence of proper induction programmes.

4.4.1.4 Characteristics of the current induction programmes at the selected schools

According to the findings of this empirical research, indications are that induction is a necessary element for the smooth socialisation of novice teachers into the teaching profession. Accordingly, a novice teacher's induction is a period of supported development which builds on what the novice teacher has acquired or learned during initial teacher training.

Also, according to some respondents in the novice teacher segment of this study, induction carried out in schools differs according to needs identified by the particular schools. A careful study of the responses of the beginner teachers indicated that not all novice teachers are taken through thorough, proper induction. This could lead to the conclusion that little or less attention is apportioned to the practice of induction at the selected schools.

Novice teacher OPSA noted that he was mostly inducted about school policies, procedures of obtaining necessary equipment, rules and other regulations necessary at school. Although some of these were already known to him, they assisted him in being able to refer specific issues to specific teachers.

According to the respondents in the novice teacher segment, induction is practiced differently by their schools. It was therefore clear that induction activities varied with the school management's concept of school-based induction. The induction features mentioned by beginner teachers in response to the question of who is responsible for school-based induction at their schools, were mostly the same, and the practice of induction seemed only to differ in sequence and occurrence at their schools. These could be construed, to an extent, as a haphazard affair at school level which led to novice teachers learning through osmosis. According to findings not all novice teachers were deprived of school-based induction.

Novice teacher MVBA noted that:

"Schools should have comprehensive induction programmes to cater for the needs of novice teachers". She stated further that: *"the main aim of an induction programme is to allow the novice teacher to settle easily into his/ her new place of work"*.

Accordingly, the novice teachers also experienced the application of induction differently at their respective duty stations and some did not experience a fully-fledged induction programme. For this reason, some novice teachers attributed their success in their first year to taking chances and risks. This scenario would lead to these novice teachers feeling inadequate and being of no use to the education setup at school. It is crucial that novice teachers develop confidence in decision making which could in return lead to the attainment of self confidence in them.

The researcher observed that the welcoming and introduction of novice teachers by school principals to the rest of the staff members, learners and cleaners plays a role in stabilising novice teachers into their new working environments. Most novice teachers noted that they were welcomed and introduced to their new staff members and learners by their school principals. They are however, of the opinion that this process should be extended to the rest of the stakeholders such as the school cleaners, school secretaries, school board, the school inspector, school patrons and to any other officer linked directly or indirectly to the school, as novice teacher OPSA continued:

"It feels good to be introduced to your new staff members, you feel appreciated at once but you need to be introduced to all role players at school level otherwise you could be mistaken for an intruder. It will feel more comfortable if all people knew me on my first day at work".

This novice teacher further noted that the school-based induction directed him to the reality of teaching and life-long learning in a classroom set up with different pupils from different cultural beliefs.

Some novice teachers claimed to have been taken on a mini tour at their schools, to be introduced to the role payers at school. This they viewed as a noble initiation period for them to gauge the school as a whole through the lenses of a novice teacher. This they said made their immediate environment familiar to them at once:

"Meeting people busy with what they are doing on a daily basis at school was marvellous as it gave me a sense of what would be expected of me. At the assembly, novice teachers are presented in a more general way and one does not have a minute or two to talk to your new colleagues on a personal level" noted novice teacher *MVBB*.

Such a notion by novice teacher MVBB asserts that novice teachers require a structured system to support their entry into the teaching profession. As such, a structure would afford the novice teachers the opportunity to engage in professional dialogues with colleagues which is crucial for novice teacher growth.

4.4.1.5 Relevancy of the current school-based induction programmes

As to whether the school-based induction received was relevant, novice teacher OPSD had this to say:

"Yes, it helped me to settle into a difficult environment where I had to learn to survive. It made me feel at ease, especially the introduction in the staff room and at the assembly where instruction were given on how I should be treated by the teachers and the learners alike. I was later taken on a tour through the school to be introduced to the rest of the administrative members of staff and to the school cleaners. I was told by the Head Of Department responsible for stocktaking where to collect cleaning materials and other necessary equipment".

Novice teacher OPSA had this to say about the relevancy of the school-based induction:

"Through school-based induction, I managed to settle easily in my school system. I was inducted together with another new teacher because we started the same day and did not struggle to settle because I could relate to the other new teacher and together we formed a good professional relationship which enabled us to settle into the school set-up easily. I therefore strongly believe that I needed the assistance I received since I was going to work with innocent children who needed the best from me".

Novice teacher MVBD noted that the assistance she received through school based induction was relevant as she is still applying the knowledge accumulated during the said programme. She noted that it consisted mainly of structured supervision and collegial support from all in the department.

Most novice teachers appeared to perceive the school-based induction as being relevant to their situation as novice teachers. They alluded to the fact that school based induction made

them settle into their school set-up easily and also made their relationships with other teachers viable.

The above was confirmed by novice teacher MVBA who said that:

"*Yes, very relevant for example if there had been no induction from my Head of Department, work would not have been easy, since he is the one who informed me about where things like subject files can be found*".

4.4.1.6 The impact of the current teacher induction

Induction, through school-based induction programmes appears to hold promise as a possibility to encourage learning amongst novice teachers and in improving leadership opportunities at schools. School based workshops are also cited as very helpful in solving problems and answering question raised by beginner teachers. Through school-based workshops, participants relate freely with each other and get an opportunity to learn how things are done in a more relaxed atmosphere.

 Novice teacher MVBD noted that:

"*For me workshops were the best opportunities to mingle with other teachers freely and to speak and listen on an almost equal footing. Workshops were really effective for me. I gained a lot of confidence in speaking freely to new colleagues at work about relevant issues*".

Novice teacher OPSC was very frank in noting that the current programme at her school left an impression on her of being appropriate to an extent. She noted that it is because of the school-based induction she received that she now enjoys her teaching career.

"*The school-based induction at my school thus left me with an impression and willingness to assist others as a senior teacher.*" She concluded.

As such, induction programmes are new for teachers as noted by the beginner teachers and must be taken seriously. Also, innovative ideas must be tried within the phenomenon of induction so that improvements can be made. Induction workshops for novice teachers work very well, as both seasoned and novice teachers eventually get to know what they are supposed to do.

Novice teacher MVBC noted that meeting the senior teachers on a social level, in a relaxed atmosphere such as during extra mural activities of the school had a positive influence on him. According to him, this more informal and relaxed environment apportioned a high level of confidence to novice teachers.

Novice MVBB explained that:

"I mostly enjoyed working in association with other teachers as a team. It opened up opportunities for me at the school as I will feel confident to ask in future when I need assistance".

Novice teacher OPSA commended that:

"The school-based induction programme at my school infused confidence into me as it made me aware of things I might not have known without it. For instance I would have struggled with the roll call book, class register and the assessment procedures, was it not for my Head of Department who inducted me timeously on administrative documents".

The impact of school-based induction on novice teachers seems to be mostly positive and significant in the sense that most novice teachers have a positive outlook on their respective schools. Its application made a positive impact on most of the novice teachers. This assertion points to the urgency needed in focusing on induction programmes as part of broader educational reforms initiatives.

4.4.1.7 Challenges faced by novice teachers

Table 4.5 Challenges experienced by novice teachers

Challenge	Frequency
Classroom management	6
Learner discipline	6
Learner assessment	2
Learner motivation	7
Classroom organisation	6
Relationship with all teachers	1
Relationship with parents	3
Implementing the curriculum	2
Lack of teaching materials	0

Table 4.5 shows that learner motivation, classroom management as well as learner discipline are top concerns amongst the beginner teachers and that attention is better paid to this aspect to maximize the novice teacher output at an early stage in a teaching career. Lack of teaching materials presented the least challenging aspect for novice teachers.

The information above is vital in this study because it presents the challenges faced by novice teachers and the school-based induction programme's aims should be to assist novice teachers to manage these challenges. A well inducted novice teacher will most probably have a different perception on the issues presented in the table above.

The crucial aspect of learner motivation could have implications if no attention is paid to it. This will suggest that if novice teachers are not taken through the stages of school-based induction, it could create a snowball reaction scenario for the learners. For instance if novice teachers are not motivated through school-based induction, they will find it difficult to motivate their learners. Difficulties experienced in working and communicating with parents are common amongst novice teachers.

4.4.1.8 Formal support within the school-based induction programmes

More than half of the novice teacher participants affirm the fact that, most of their induction was done by their school principals, the Heads of Department and by the subjects head. Only

novice teacher OPSA claimed to have been inducted by a senior teacher as well as by a specifically appointed mentor teacher.

In response to question seven, this novice teacher noted that:

"I received formal induction from all the above mentioned persons and on the odd occasion my principal served as a mentor to me".

*"*Novice teacher MVBB noted*:*

"The support I received was in the form of workshops and necessary materials whenever it was needed".

Novice teacher MVBA noted that:

"The activities during the induction were more to do with administrative matters and the disciplinary system of the school".

Almost all novice teachers who received induction appeared to have received this from most of the following officers: the school principal, the Head of Department, the subject head, the phase head, the mentor and a specifically appointed senior teacher. There appeared however, to be less involvement from the side of the mentor teacher. One novice teacher (MVBC) noted that in his case, there was no obvious mentor.

4.4.1.9 The context of the school-based induction programmes
Some respondents from the novice teacher segment noted that the induction they received had a high element of school policies that need to be understood and followed, procedures that were important in meeting certain targets and not really about meeting the immediate needs of novice teachers. Some of the novice teachers understood these more as issued instructions on what to do and what not to do at their schools. Some novice teachers felt that members of the school management teams sometimes did not pay due attention to the needs of beginner teachers, for example on orientating them upon appointment. The novice teachers noted for instance, that they were influenced by the organisational factors at their schools which had an influence on classroom experience, which also affected their adaptation to real classroom life.

Novice teacher OPSA observed that:

"Learner Centred Education and the aspect of lesson preparation were central themes in her initial school-based induction".

Novice teacher OPSB stated the following:

"The themes that were covered during my initial teacher induction were issues of time management, issues of HIV and AIDS in education, human rights in education, technology in education and classroom management".

Novice teacher MVBC noted:

"The aspect of work ethic was central in the school-based induction apportioned to me".

Novice teacher MVBA expressed that:

"The themes which were covered during her school-based induction include lesson preparation and presentation, CASS, extra-mural activities and the general environment".

The above expressed opinions by the novice teachers showed that the induction exercised in the selected schools covers quite relevant grounds, even though they covered more administrative matters, which should in actual fact give the novice teacher direction. This assumption is on the understanding that school-based induction is meant to be a structured learning programme that supports the professional growth of new teachers from the level of competencies and skills attained at the completion of a teacher education programme, to that required for ongoing employment as a qualified teacher in a public school. It was evident that out of the two schools under study, a school-based induction consisting mainly of a welcoming, an introduction and a short orientation programme, was practiced.

4.4.1.10 Time frame for school-based induction

The novice teachers gave various answers to the question about the time allocated to school-based induction. According to the responses from the novice respondents, some novice teachers were inducted for a few days whereas some were inducted for close to a year or more.

Novice teacher MVBD for instance stated bluntly:

"I was only part of a school-based induction programme for two days".

This could mean that after two days the novice teacher was left on his or her own to chart a way into the teaching profession. This scenario gives an obvious indication that the application of induction is not practised in the same way at all schools, or even differently in different departments at the same school. This also added to the notion that school-based induction is still in its infancy stages at some of Namibia's schools. This is in partial agreement with what novice teacher MVBC attempted to explain that the application of school-based induction is sometimes determined by the level of experience of a teacher and also partly his/her level of maturity.

Novice teacher MVBC noted broadly that:

"I can say it is still on-going because once in a while you come across something new that you are not familiar with and have to ask for clarity. Sometimes even before a planned event, your supervisor will call you in to explain what needs to be done and also what is expected of you as a teacher, in this case a new teacher".

The novice teacher expressed that her school-based induction is still continuing because in the process of this induction, there are still elements which she required to be inducted on for her to produce the best result she can.

Novice teacher MVBA stated:

"My school-based induction was approximately a year".

Novice teacher OPSA explained that his induction exercise was across the whole year or across the three terms with a formal discussion with the Head of Department or the school principal at the end of each term.

According to the responses of the novice teachers, the time frame seems to be determined by the intensity, or lack thereof, of the specific school-based induction programme or simply by

the importance attached to it by the particular school or department. This is perhaps why some school-based induction programmes continue for a year, whereas some only last for two days.

4.4.1.11 Links between teacher training and the practice of school-based induction

Novice teachers felt that to an extent, there is a level of discrepancy between what is learnt during teacher training and the programmes practised during school-based induction at school level.

Novice teacher MVBB for instance, expressed that:

"I sometimes doubt the way I am prepared as a teacher. To an extent what I learned at the college and what I experienced is quite different, sometimes with little anticipation I find myself feeling inadequate to teach and misplaced".

In line with what novice teacher MVBB stated, novice teacher OPSA expressed that some of the themes and aspects he had been inducted on at school were absolutely new and strange to him. Thus he sensed a certain level of discrepancy between what he learned as a student and the real practical situation at school level. He however noted that although there is a discrepancy between what he was taught as a student teacher and what he is experiencing as a novice teacher, he sees the link between the two.

Novice teacher MVBC also explained that he detected discrepancy between the experience he obtained from college and the reality at his new school. He explained that the college prepared him very well theoretically but practically he struggles to meet some of the tasks given to him at the new school. He also felt that some of the senior teachers took it for granted that since he is a qualified teacher, he knows it all.

He stated:

"The college had prepared me very well academically but administrative wise, I struggled. To make matters worse, some senior teachers took it for granted that I knew all, even though I had never taught anywhere before".

He went further and commented that:

"I struggled for instance to get well acquainted with the registers and to control some bigger classes".

The experiences of novice teachers with regard to the handling of learner discipline and monitoring seemed to be a common concern across this spectrum as novice teachers with different qualifications experienced this dilemma in almost the same way.

Novice teacher MVBA noted *that:*

"During the initial teacher training, it was more theory and the practice that we got was too short for us to get the experience we really needed. At school almost everything is practical".

Novice teacher OPSD explained that there was quite a great similarity between what was taught during initial teacher training and the activities of the school-based induction. He went on to state that the things he went through during teacher training are almost the same things he encountered at school, therefore to him induction is just the reality part of the process.

One respondent complained about a complete lack of support at her school. Novice teacher OPSB noted that although she received such support, it was rather unsystematic and sporadic in nature. She concluded that without the support of the school establishment, many beginner teachers struggled in meeting the specific needs of their schools. This is on the assumption that when novice teachers are unsettled in their relationship and experiences with other role players, it negatively affects the way they work and consequently their work output.

4.4.1.12 Changing support towards novice teachers

Responding to the time they received support varies. Novice teacher MVBC had this to say:

"Yes, as time goes by as a novice teacher, you also get used to the environment of your school and to that of your work, therefore the needs also change, but in a while you meet new challenges and you ask your colleagues to assist you".

To the same question, novice teacher MVBB noted that it most definitely does, hence you learn how things are done and later you are entrusted to do things without any direct supervision.

Almost all novice teachers, with the exception of one, claimed to have undergone a fantastic initial year of teaching at their respective schools.

To confirm this, novice teacher MVBC had this to say:

"My initial year of teaching was informative and turned me into a professional person".

Novice teacher OPSD added that her initial years of teaching were fantastic as she has gained valuable experience, knowledge and a sense of accountability.

Novice teacher MVBA expressed that:

"The support I received during the school-based induction exercise did not really change
with time, the same topic and themes were repeated but with more information and intensity".

4.4.1.13 Motivation to take part in the school-based induction programme

Almost all novice teachers claimed to have been motivated to be part of a school-based induction programme. Most of them noted that they were motivated to be part of this programme because they saw it as an opportunity to acquire knowledge and to help other novice teachers in the future. Even so, some novice teachers explained that they were not motivated to partake in the school-based induction at their schools.

Novice teacher MVBB for instance, stated that she was not motivated to be part of the school-based induction programme at all. She did however not elaborate further on this.

Novice teacher OPSB also stated that:

"I did not have a formal school-based induction at all as it was not systematic in its
application".

She went further to state that her school did not orientate her. She was simply thrown in a pool and she had to learn to swim by herself.

In response to the same question novice teacher MVBA also noted that he was not motivated to take part in the school-based induction of the school. He also did not elaborate further on why he was not motivated to partake in the school-based induction.

Novice teacher MVBC however, expressed that he was motivated to undergo his school-based induction programme as he would one day like to help someone about what is expected of him/her at school who is beginning his/her career.

He stated:

"Yes, I would also like to help others when I am an experienced teacher".

Amongst the eight interviewed novice teachers, two were motivated to be part of the school-based induction programme at their school, whereas the other six novice teachers were not as they stated, motivated to undergo this exercise. None of those novice teachers who were un-motivated were able to present reasons why they were not motivated to partake in the school-based induction exercise. The ones who were motivated to partake in their respective school-based induction were both able to advance reasons why they were motivated to take part in this exercise.

4.4.1.14 The influence of school-based induction on decisions to stay in teaching
Novice teacher MVBC alluded to the fact that she would like to grow within the teaching profession, therefore induction has an influence on her outlook. Novice teacher OPSD noted that it is due to good induction that she is still in teaching.

However, novice teacher MVBA expressed that:

"An induction programme being bad or good does not have an influence on me because as an individual, I know what I want and what is good for me. It is actually up to me to decide whether to stay longer in teaching or not".

Novice teacher MVBB noted with certainty that:

"With all the positive remarks received, I will not look back. I really received the necessary basics to enable me to stay in the teaching profession for the near future".

Novice teacher OPSA also explained that her stay in teaching is not in any way linked to whether an appropriate induction was given to her or not, it all depends on other opportunities to grow within the profession.

She stated that:

"It is about being relevant to the job you do and the opportunities to grow professionally, which come along as one picks up enough experience".

The novice teachers presented an array of reasons whether they will stay in the profession or not as a result of the school-based induction they received. Novice teacher MVBA for instance noted that the school-based induction does not have any influence on her staying in the teaching profession. Novice teacher OPSA also expressed that her stay in the teaching profession is in no way based on the school-based induction she received. It appears that the induction received has very little to do with the novice teacher's decision to stay in this profession.

4.4.1.15 The role of the school principal in a school-based induction programme

Although the novice teachers presented an array of mixed opinions about the role of the principal in a school-based induction programme, most of them concurred that the principal plays a welcoming role to the novice teacher as soon as he/she enters the school. The respondents were also of the opinion that the school principal should arrange for the orientation of the novice teachers within the shortest possible time. He/she also has to ensure that structured supervision, collegial support, mentoring and professional networking is practised for the sake of the novice teacher to acclimatize and for that of the school as an institution to fully benefit from the novice teacher.

The novice teachers expressed that the principals are responsible for managing the resource allocated within their respective schools to fully benefit both senior and beginning teachers.

Below is a list of other expectations which novice teachers expected the school principals to fulfil during the process of school-based induction:

i.   Be able to introduce and orientate novice teachers to the community.
ii.   Be capable and willing to explain both school and ministerial policies to the novice teachers.
iii.   Be able to appropriately allocate duties to the novice teachers.
iv.   Be an open and approachable person.
v.   Possess the ability to notice good deeds by the novice teachers.
vi.   Possess the ability to link novice teachers with their mentors.
vii.   Be able to encourage networking with other teachers.
viii. Be available and willing to provide support to novice teachers.
ix.   Be a caring and to an extent, a less strict manager to the wishes of the novice teachers.
x.   Be of great integrity in the eyes of the novice teacher.
xi.   Be sensitive to the challenges faced by the novice teachers.
xii.   Be impartial, organised and professional in dealing with novice teachers.

Through this, the novice teachers have expressed their perceptions of what they think the responsibilities of school principals are in the induction programme. Through this, they have also recognised the crucial role the principal will play in ensuring that the induction programme at his/ her school is a success or a failure.

Novice teacher OPSA summed this up in commenting that:

"The principal monitored the application of the school-based induction throughout the year as this process is part of the school leadership programme. He led the school directly or indirectly through his actions".

Through thorough scrutiny of the above information, the researcher discerned a level of powerlessness and vulnerability amongst the novice teachers when the school principal is not fully involved in the induction programme of the school. The conclusions here are that the school principal should be giving the school-based induction direction and portrays a leading

role in making sure that the programme fully reaches and professionally improves the lives of novice teachers for the benefit of the school.

Accordingly, the assistance and support given by the principals to the novice teachers appears to vary and the effect of this support also appears to reflect the involvement level of the school principal.

The above responses however showed that in the eyes of the novice teachers, the school principals must do something about the phenomenon of school-based induction. In doing so, they expressed their perceptions of the school principal's role as a leading figure in the school-based induction of their schools and to the effect that their tasks as novice teachers are made easier and more bearable by his or her involvement. The assistance given to novice teachers by school principals varies according to the respondents and the effect and motivation on the novice teachers also differs.

The novice teachers suggested the following, amongst others, to lessen their plight.

i.   Lessen the tasks or load of the novice teachers and gradually increase them as they get accustomed to the workload.
ii. Allocate novice teachers to groups with specified tasks in order to learn from other members of the group.
iii. Encourage classroom assistance to novice teachers through Heads of Department.
iv. Workshop the novice teachers on the ins and outs of the school.

Most novice teachers in this study recognised the vital role that principals play in their professional growth at their respective given schools through school-based induction. A great segment of the novice teachers were satisfied that their principals fulfilled their roles fairly well. Novice teacher MVBA remarked:

"I feel appreciated by the school principal as she treats everyone fairly. I feel comfortable in her office because of the way she treats me".

Research here shows that a lack of proper induction could lead to a state of confusion among novice teachers and also shows that the principal could be the strong link between the professional development of novice teachers or the lack thereof. This also shows that a

supportive leadership spearheaded by the school principal has a positive impact on the novice teacher's attitude and the perceptions that they will adopt towards school-based induction.

4.5 RESPONSES FROM THE HEADS OF DEPARTMENT

4.5.1 Constitution of the induction programme

According to Head of Department HODC, the school-based induction consists of policies, procedures, duties and responsibilities, annual activities, resources and facilities available, the school establishment and different structures.

Head of Department HODD added that the goals, culture and values of the school are part and parcel of the school-based induction programme.

Head of Department HODA stated that at his school the school-based induction is used to narrow the gap between what the new teacher learned at the institution of higher learning and what the actual school programme and activities are.

He Stated that:

"New teachers are not familiar with the set-up at the school and there are possible gaps between what they were taught at University or College and the actual educational programmes at school".

Head of Department HODB stated that the school-based induction at her school constitutes the following: the values encouraged at the particular school, the priorities of the school, the ethics which are encouraged at school and the professional expectation of their roles.

4.5.2 Main role players in the school-based induction programme

Both Head of Department HODC and Head of Department HODD alluded to school management, subject heads, and assigned Heads of Department, associate teachers and co-workers as being key role players in an induction programme at the school. Head of Department HODA noted that depending on the subject field, the principal, the specific Head of Department, subject heads and grade heads are also partly responsible. He added that grade teachers can also get involved to assist where subjects are shared

4.5.3 The role of the school management in a school-based induction programme

In an attempt to draw a line between the involvement of the Heads of Department and that of the subject heads, Head of Department HODD expressed that:

"The school management is involved in designing the school's induction programme and in implementing and monitoring it. The management is more responsible for the managerial issues whereas the subject heads focus on subject specifics".

Head of Department HODC added that the management is also responsible for the availing of resources needed in this exercise. This he said, is because material allocation towards school-based induction is decided at management level, therefore they have a say in what is given.

Head of Department HODA commented that:

"Under normal circumstances, the school principal will introduce the new teacher to the school management members and the Head of Department for that department will thereafter take care of the novice teacher. This includes the introduction to the rest of the people in the department, the availability of material resources and a formal introduction to the rest of the teachers in the department".

He added that:

"The principal is responsible to introduce the beginner teachers to the structure of public education, the rights and obligations within which the teacher will operate, the career opportunities which exist in education and the professional services available to him/her as a new teacher".

4.5.4 Necessary conducive environment

Head of Department HODC alluded to a generally peaceful, calm and inviting environment as being a prerequisite for an induction programme to thrive.

He summed it up in stating that:

"A general introduction will set the tone for the teacher to feel welcome and at ease, which will enable the new teacher to assimilate into the school system".

To the same question, Head of Department HODA added that:

"A tour through the school during which the new teacher is informed about the infrastructure and the resources of the school and supplying him with a duty sheet will also add to the creation of a conducive environment".

He concluded that a first day for the new teacher to observe only will also serve as a good platform to create a conducive environment for the novice teacher to thrive in.

Head of Department HODB alluded to the following as being necessary elements in creating a conducive environment:

"A professional set-up where the respect of structure, the respect of others and the respect of rules prevail should really be vital elements in creating a conducive learning environment for novice teachers to thrive in. This is because it will allow the novice teacher to learn how things are done at a particular school from almost everybody around him/her".

Almost all Heads of Department spoke with clarity about what a conducive environment entails and the elements which are at play in creating an enabling environment for the novice teachers to thrive in and attain success in their initial years of teaching.

4.5.5 Main purposes of an induction programme
Head of Department HODA explained that:

"The main purpose of induction is to make the transition for a new teacher to his new job as smooth and as trouble free as possible, to improve teaching among novice teachers and to increase the retention of promising teachers".

The Heads of Department were all clear on what the purpose of an induction is. They listed the following as the main purposes of an induction programme at their respective schools:

  i.   To familiarise the novice teacher with their new environment and responsibilities.
  ii.   To enlighten the novice teacher about the expectations, duties and responsibilities.
  iii. To equip the novice teacher with relevant rules, procedures and policies.

iv. To equip the novice teacher with the knowledge of the basic operation of an institution.

v. To settle the novice teacher into a new environment.

vi. To establish new relationships with co-workers and supervisors.

vii. To orientate the novice teacher on the ideal ways of how things are done in order to accomplish set school goals.

viii. To reduce the adjustment period of the novice teacher.

ix. To promote personal and professional growth of novice teachers.

x. To instil in novice teachers a spirit of reflective practices.

xi. To instil in novice teachers a sense of continuous professional development.

Head of Department HODA concluded by stating that:

"A new teacher must know exactly what is expected from him/her and what the standard is that he/she is expected to maintain at his/her respective school".

Head of Department HODB stated that:

"The main purpose of induction at her school is to officially welcome the novice teacher to the fold, to ensure that the novice teacher grasps the main or core information about his/her duties and to assist the novice teacher in settling into their new job and work environment, developing a sense of ownership and passion for the teaching profession".

The above listed purposes of a school-based induction indicate that the Heads of Department understood the main purposes of a school-based induction programme and do implement it, keeping in mind what it could yield if thoroughly implemented and managed. It is crucial to note here that most Heads of Department unambiguously understood their roles and responsibilities in providing assistance to novice teachers through the school-based induction programme at school level and also through other staff development programmes.

4.5.6 Role of the Head of Department in a school-based induction

Head of Department HODC identifies introducing new teachers to colleagues, enlightening them about their duties and responsibilities and also to monitor the application of the school-based induction.

Head of Department HODA noted that during the school-based induction programme at his school, his role is to provide guidance, share information and help the school principal in creating a conduce environment.

Head of Department HODB stated that:

"My main role in the school-based induction is to generally assist the school principal in settling the novice teacher in his/her new working environment but more particularly making sure that the novice teacher understands what is expected of him or her in my department".

The bold answers from the Heads of Department above indicate that they are quite aware of their responsibilities in the discharging of their duties as Heads of Department. They clearly indicated that they have a role to play during the school-based induction processes at their schools in making sure that the novice teacher reaches acceptable standards in their school related activities.

4.5.7 Context of a school-based induction: perspective of the Heads of Department

Head of Department HODC noted policies, procedures, duties and responsibilities as being central in the school-based induction at her school whereas Head of Department HODD identified and added the aspect of familiarisation with the school culture and objectives as central to the school induction programme.

Head of Department HODA noted that central in the application of the school-based induction at his school are the introduction to all stake holders at school, the issuing of a proper job description and the assurance that the new teacher is capable to fulfil activities efficiently.

In addition to the issuing of job descriptions, Head of Department HODB commented that:

"The novice teacher is also introduced to the history of the school, values and the culture of the school. Thereafter, an outline of the roles, requirements and the expected standards of performance are introduced to him/her".

In addition to the policies and other directives, Head of Department HODC explained that the terms and conditions of employment are also explained to the novice teacher, usually during the first days of employment to ensure that the novice teacher starts on the right note as early as possible.

4.5.8 Time frame of school-based induction

Head of Department HODD stated that the time frame for the induction of a novice teacher will depend on the level of experience of the novice teacher being inducted, or on the themes being inducted about.

Head of Department HODB stated that there are many reasons why the time frame of an induction exercise is never the same. He mooted for instance the general level of the novice teacher being inducted as a determining factor in determining the time frame, but insisted that intensive induction can be completed in as short a period as for instance one to four weeks.

Head of Department HODC expressed that it could take up to a month for induction on policies and procedures and a number of days for the induction on duties and responsibilities. Head of Department HODA noted that induction during the first week is intensive at his school but asserted that it is a continuous on-going process.

He however concluded that:

"The time frame does not really matter, what really matters is the successful completion of the school-based induction to benefit the novice teacher".

The aspect of time frame in school-based induction at the selected school seems to cover far less than what an induction programme prescribes.

Head of Department HODA was perhaps the closest in stating that the time is not the real issue in an induction programme, it is about the job at hand being completed.
The Namibia Novice Teacher Induction Programme (NNTIP) states that:

"Upon deployment into the profession, after graduating from colleges and universities, novice teachers shall undergo a two year period of induction and mentoring. Every novice

teacher shall participate in the Namibia Novice Teacher Induction Programme within a specific context".

4.5.9 Offered facilities in a school-based induction programme

Head of Department HODC stated that policies, procedure and documents are offered to all beginner teachers whereas Head of Department HODA stated that an own classroom, supply of needed materials, files and other needed equipment, which is applicable at the particular stage are all offered. Head of Department HODB noted that the school principal is responsible for managing the resources which are allocated within the school. She further noted that an outline of the activities and the indicative time allocated for them are all managed by the school principal.

4.5.10 Main task of a mentor

Both Head of Department HODC and Head of Department HODD concurred that the main task of a mentor involves the following:

i.   To guide and facilitate the induction process.
ii.   To advice on proper ways how things are done at the particular school.
iii.   To demonstrate to new teacher ideal ways of doing things to achieve the objectives of the schools.

Head of Department HODA noted that:

"The mentor is a supportive person in whatever the novice teacher should be guided on and should support the novice teacher with the setting of goals, co-planning time, administrative support and feedback from observation amongst others".

4.5.11 Preparation for mentorship

Head of department HODD explained that she prepared to be a mentor through the acquisition of relevant experiences as she is in the system for quite a period of time whereas Head of Department HODC explained that his preparation involved determining the induction activities, planning induction activities, schedules and determining appropriate methodology for each activity.

However, Head of Department HODA asserted that:

"To prepare for a school-based induction programme, the Head of Department should study the curriculum vitae of the novice teacher, check for previous experience and character and the interests of the novice teacher. As a Head of Department it is important to know whom you are inducting".

Head of Department HODB explained that:

"In preparing for the mentorship, all I need to do is to understand what I need to do and be doing that in as exemplary a manner as possible. Mentorship is about leading by example, therefore sometimes I simply do things so that others can follow, especially novice teachers".

He concluded that he needed to tell others to do things the way he did them.

4.5.12 The need for an effective school-based induction programme

All Heads of Departments were in agreement in stating that induction settles the novice teacher with less or no hassles and that it gives the novice teacher a holistic picture on how the school functions as a social unit. They also noted that it is needed to smoothly integrate the novice teacher into a system and familiarise him or her with the set-up so as to feel comfortable and empowered.

Head of Department HODA summed it up in stating that:

"The novice teacher must know exactly what is expected of him/her as a professional at school level".

Head of Department HODB concluded that:

"School-based induction is actually meant to adjust and acclimatise the novice teacher in their job and in their new environment, therefore it needs to be effective if the novice teacher is to attain success in his or her initial career years".

4.5.13 Level of success of school-based induction programmes in the selected schools

All Heads of Department answered to this question in affirmative. This gave an indication as to how the school management team view the school-based induction programme at their schools.

Head of Department HODB viewed the school induction programme at her school as a success but explained that the school-based induction programme is a continuous process that requires proper updating to meet the needs of the particular moment.

Head of Department HODD noted for instance that the induction that their beginner teachers receive is deemed appropriate and sufficient to integrate and settle the new teachers into a teaching system at a school.

Head of Department HODA, although in agreement that the school-based induction at his school is a success, reaffirmed that there is always room for improvement.

4.5.14 Personal goals in the pursuance of support for beginner teacher
Head of Department HODD stated that her main goal is to continue with the programme and to urge for more involvement by the school management.

Head of department HODA noted that the goals he set himself are:

"To uplift the novice teacher's abilities, to ensure that the novice teachers receive the best available guidance, to be firm in applying the said school-based induction and to create a conducive and enabling environment in the school".

"If all is done by management members, led by the principal, the issue of school-based induction would be an enabling programme for novice teachers to excel in their early stages of teaching", stated Head of Department HODD.

This expression by the Heads of Department has far reaching implications as it gave an indication as to what should be done, and by whom, to impact the professional development of novice teachers.

4.5.15 The role of the principal from the perspective of the Head of Department

In attempts to explain the role of the school principal in the application of school-based induction, the Heads of Department had this to say.

Head of Department HODB explained that the main purpose of the school principal in a school-based induction is to provide orientation to the novice teacher, managing the school environment for the novice teacher to flourish within the school and to build a relationship between him/her and the teachers.

Head of Department HODA added that:

"At my school, the school principal also provides formal guidance needed to direct the novice teacher in the process of discharging his or her duties".

On the other hand, Head of Department HODC stated that at her school, the principal is responsible for welcoming and nurturing a collegial school environment conducive to the success of the novice teachers. Also, the school principal is responsible for providing the direction the school should move in through his/her actions in the discharging of his/her duties.

Head of Department HODD stated that:

"I am not absolutely sure as to what the documents are saying about the responsibilities of the school principal in the exercise of school-based induction. But at my school the principal has to create a conduce environment necessary for the survival of the novice teacher".

Gauged from the responses of the Heads of Department, the indication is that they rely on the school principal to take lead in the process of conducting the school-based induction programme at their respective schools. Except for Head of Department HODD who explained that she could not say with absolute certainty what the role of the principal was in the application of school-based induction, the other three Heads of Department all stated what their school principal ought to do in a school-based induction programme. They are however, all in agreement that the school principal should give direction to the school in general and in the school-based induction programme in particular.

4.6 CONCLUSION

Throughout chapter four, the researcher presented analysed and interpreted data that was collected from the field during the semi-structured interviews. The said data was analysed and interpreted and conclusions were drawn. The topic and sub-topic were discussed as presented through the feelings, opinions, needs, concerns and perceptions of the novice teacher participants and their Heads of Department.

The next chapter concludes the study with a summary of the findings, recommendations and conclusions. A possibility for future research on this topic will also be presented in the next chapter.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter presents conclusions based on the research findings in this study. The purpose of the study was to establish perceptions of novice teachers on school-based induction. These conclusions were deduced from information obtained from the respondents and addressed the research problems, namely the induction typology and the perceptions of novice teachers developed as a consequence of participating in school-based induction programmes at selected primary schools in Windhoek. The study explored and gave an insight into the perceptions of novice teachers on school-based induction at these selected public primary schools. The ultimate aim was to determine the nature of the current induction and consequently the perceptions that beginner teachers construed about the school-based induction offered.

A description, rich in content, of the research design and data gathering procedure in chapter 3 prepared the readership for the data brought forward by the interview sessions in chapter 4. The report ended with a summary of the study to draw conclusions and make recommendations for further research as noted in this chapter. Towards the end, brief concluding remarks are made with the purpose of summarising the perceptions of the participants found in the field.

5.2 SUMMARY

The central purpose of this study was to investigate the perceptions of beginner teachers about school-based induction at selected primary schools in Windhoek, with a view of assisting those tasked with the responsibilities of inducting novice teachers. The point of departure is that induction is an important factor that is essential to the success of every novice teacher. In order to fairly pursue the central purpose of this study, the views of both novice teachers and those of their respective Heads of Department about the phenomenon of

school-based induction were sought and examined. This problem was investigated by means of a literature study and an empirical investigation using a qualitative approach.

An attempt was also made to ascertain possible manners to assist beginner teachers and also as to who has direct or indirect tasks in integrating novice teachers into the teaching profession. To achieve this, the phenomenon of induction was studied from the perspective of three different African countries.

These perspectives outlined the modes of operation in the implementation of this phenomenon in these African countries, the various role players in the implementation of induction and the factors which determine the content of the specific induction programme in these countries. The

5.3 MAIN CONCLUSIONS

Novice teacher induction in the teaching fraternity will always be a crucial element in realizing short and long term objectives at various schools. How its application is managed and controlled will determine the long term influences it will have on novice teachers and the quality of service they provide. This study will assist in identifying a variety of elements to aid policy makers and implementers in the discharging of their duties, inclusive of school-based induction.

5.3.1 Conclusions from the literature

School-based induction is perceived as an important aspect necessary in the acclimatisation of a novice teacher at his/her new school.

School-based induction should be commenced as early as possible rather than waiting for the novice teacher to blunder.

If school-based induction is not well taken care of, it could enforce a certain dominant view which could create a perception of how things should be done.

Planned and well oriented school-based induction with senior teachers and administrators should be afforded to novice teachers to ease their transition from novice teachers to experienced teachers.

The perception from the study is that a good and well-structured school-based induction could be effective in decreasing the feeling of isolation and lack of support novice teachers experience.

The extent and intensity to which novice teachers receive professional guidance in the form of school-based induction is low.

Through collaboration with other experienced professional teachers, novice teachers develop necessary skills to apply to issues which deal with the curriculum, learner discipline and the aspects of socialising with other teachers.

Novice teachers are occasionally caught up in academic situations where their knowledge is restricted to books whereas the real school conditions require more than that.

The school-based induction exercise has the potential to develop personal and professional etiquettes amongst novice teachers.

5.3.2 Conclusions from the empirical studies

Induction exercises must be varied and appropriate according to the needs of the school and must be carried on through-out.

Indications from the studies show that inductions carried out focus more on welcoming and on the introduction of beginner teachers.

Findings reveal that departmental meetings and lesson observations provide support to novice teachers.

School principals and Heads of Departments can organise school based workshops in order to offer instructional practice.

Novice teachers from schools which have comprehensive induction programmes have higher perceptions compared to schools where the induction exercise is unstructured.

Novice teachers are not involved in the identification and analysis of their needs.

Novice teachers bring a different strength and perspective that the school can gain from. They for instance have new and sometimes modernised teaching methods which could benefit all teachers.

Open communication with the school principal is vital because through this the novice teacher acquires more knowledge about school policies and the general ethos of the school.

Novice teachers' survival skills in a demanding profession determine the extent to which novice teachers develop new skills and knowledge at the end of their initial years of teaching.

The perception and experiences of novice teachers vary in the schools studied, the more the intensity of the school-based induction the higher the perceptions.

The current challenges faced by novice teachers and their needs to acclimatise in their new profession make the application of a school-based induction programme imperative.

Participation by novice teachers in other school-based events created an opportunity to meet other teachers on an unofficial level.

The school-based induction practised in the studied schools, although far from being perfect, does partly meet the requirements.

5.3.2.1 The conclusions in 5.3.2 brought to the fore these main arguments

5.3.2.1.1 Learning while teaching
School-based induction affords novice teachers with an extension of knowledge and skills as it offers chances to learn, consult and collaborate with experienced teachers.

5.3.2.1.2 Commitment to school improvement and to the teaching profession
Unlike in many professions, the teaching profession has a high turnover rate which makes it very costly. Due to the specific contextual variety of needs amongst novice teachers, diverse kinds of support would be needed in return, during their initial years of teaching, to bring them in line with the needs and aspirations of their respective schools.

5.3.2.1.3 Acquisition of new skills and knowledge
The phenomenon of school-based induction is a process through which the novice teacher acquires the cultural, social and practical skills which will ideally result in the change in knowledge and skills. The acquiring of new knowledge is ideally expected to result into a collective improvement of the school. This work demonstrates that school-based induction does matter as far as a teaching career is concerned. It also demonstrates that initial teaching in a teachers training institution is just one step in a teaching direction and that teacher education is continuous. School-based induction therefore has a long lasting effect on teacher

quality and retention. Thus policy makers and implementers should use this and other related research to craft and refine their specific school-based induction programmes.

5.4 RECOMMENDATIONS

This study has offered an insight into the phenomenon of school-based induction of novice teachers and the perceptions thereof. The findings have long term implications in the areas of orientation, support, adaptation and management of novice teachers. It was necessary in this study to link the novice teachers' previous knowledge and experiences gained during teacher training to the particular school-based induction programme in order to drive this study to a conclusion.

The answers to key questions in the research are listed below:

i.   That a novice teacher be inducted thoroughly by trained mentors or assigned teachers.

ii. That orientation training should be made a compulsory component of the hiring process at the school.

iii. That training programmes for new teacher mentors be instituted and funds be allocated.

iv. That school principals identify teachers with high teaching competencies and use them as novice teacher mentors.

v.   That school principals release mentor teachers and novice teachers to observe and discuss teaching experiences for the development of the novice teacher.

vi. That material resources be made available and be at the disposal of the novice teacher.

vii. That school principals be encouraged to have planned inductions at their schools.

viii. That school principals should check at least once a week to monitor and determine the success of the school-based induction programme at their schools in cases were induction is delegated.

ix. That the state, through the respective regional directorates, avail funds to be utilised during school-based induction programmes.

5.4.1 The involvement of the school principal

According to the Namibia National Teacher Induction Programme, the school principal is responsible for coordinating and supporting continuing professional development. Among these responsibilities lies the aspect of ensuring that the induction documentation is available

to both mentors and novice teachers and maintaining and implementing the school-based induction programme for all novice teachers according to policy. For these particular reasons, the recommendations are as follows:

i. That school principals should welcome novice teachers in their new working environments.

ii. That school principals should initiate orientations and long term school-based induction.

iii. That school principals identify and assign the most appropriate mentors for the school-based induction.

iv. That school principals should anticipate novice teachers' expectations in order to appoint mentors who will guide the new teachers.

v. That school principals should involve the novice teacher in the process of identifying and planning for the needs of the novice teacher.

vi. That the school principals should adopt an open door policy and be accommodating of the novice teachers' plight.

vii. That their presence in their capacities as school principals is necessary and crucial at all times

viii. That school principals ensure that an atmosphere conducive to the induction programme in his/her school prevails.

ix. That school principals apportion appropriate duties and responsibilities to the novice teacher.

x. That school principals accept responsibility and accountability for the quality, standard and success of the school-based induction at their schools.

5.4.2 The involvement of other teachers

The study revealed that experienced teachers do play a role in the professional maturity and development of a novice teacher. This is probably why one novice teacher was disappointed in noting that some experienced teachers saw novice teacher as those who know it all and do not need to be taught anything. For the above reason, the recommendations are as follows:

i. Experienced teachers should assist in welcoming by appreciating, orienting and moulding novice teachers into the professional set-up of teaching.

ii. Experienced teachers should be willing to assist in mentoring novice teachers when so

assigned by the school principal.

iii.   Experienced teachers should treat novice teachers as fellow professionals, but recognize that novice teachers still have to accumulate the appropriate experience to fully make their meaningful contribution.

iv.   Experienced teachers should explain academic and administrative matters in great detail to novice teachers and provide constructive feedback.

v.   Experienced teachers should be willing to learn from novice teachers.

5.4.3 Effective school-based induction programme

The point of departure here is that for the school-based induction programme to be effective, the induction providers should be experienced teachers who have listening ears for novice teacher needs. This is to enable teacher education systems and programmes to meet their challenges, in particular with regard to school-based induction programmes. Better coordination is required between the various strands of teacher education from initial education, through additional early career support to in-service professional development. Therefore, school management should spend more time on planning and searching for better methods of school-based induction.

The initial years of school-based induction determine the teaching career of a novice teacher. Therefore school-based induction should receive more priority in a school set-up. Continuous studies on how to create an enabling environment conducive to the novice teacher's needs should be followed. School leadership should provide a collaborative collegiality at their schools.

5.5 FURTHER RESEARCH

The topic of school-based induction covered in this study does not include the perceptions of all the role players such as that of the school principals, subject heads or phase heads who are directly involved in the orientation and initiation of novice teachers. Another research covering the perceptions of the novice teachers' supervisors and implementers of school-based induction could be undertaken to complement the findings of this study. Since this study was limited to two schools in Windhoek only, studies in other areas of the country will be necessary to complement this one.

It will be of great interest to gauge the perceptions of novice teachers on school-based induction in rural areas, therefore this topic is open for further research in other regions of Namibia.

Both the novice teachers and the Heads of Department interviewed were employed at public schools. It will therefore be of great interest to have a comparative study of the perceptions of novice teachers at public schools and those of the novice teachers at the private schools.

As school-based induction is an on-going process, it would be proper to find out how on-going assistance would be given to novice teachers upon appointment.

It will also be appropriate to know how training for mentoring teachers on school-based induction would impact both the novice teachers and their mentees.

As no financial allocation is apportioned to school-based induction, it would be interesting to research on how such assistance would impact on the operation of the said programme.

As the data collected is of limited predicative value and does not allow for a broader generalisation, it demonstrated that more has to be done through research on how various school-based induction programmes possibly influence novice teachers in areas such as efficiency, competency and professionalism. Also the importance of studies of this nature is to advance support to novice teachers in view of retaining the best teachers amongst them for the benefits of the education system.

5.6 CONCLUSION

In view of attaining Vision 2030, the education sector in Namibia is seen as an important cog in ensuring that the country reaches that stage at a preferred educational level. Needless to say, if the education sector influences the long term future of the nation, a dominant position should than be allocated to the professional development of the teaching force. This will require that those who are involved in this sector value and appreciate the principle of on-going training and development in this sector. The initial teaching stage of novice teachers and the school-based induction thereof is therefore of cardinal importance.

If novice teachers are made to feel appreciated at an early stage, they will find their adaptation very smooth. An awareness of this effect is highlighted in this study. It is therefore

hoped that those who are involved in the deliverance of the phenomenon of school-based induction to novice teachers will play their roles to promote excellence in school

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INTERVIEW GUIDE: HEADS OF DEPARTMENT

TITLE: THE PERCEPTIONS OF NOVICE TEACHERS ON SCHOOL-BASED INDUCTION: A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN WINDHOEK, NAMIBIA.

This guide is to be used in the interview with selected teachers of two selected public primary schools. The information sourced during the interview will be treated with absolute confidentiality and will be used for research purposes only. Your participation in this exercise is vital.

---

1. What constitutes the induction programme at your school?

2. Who are the main role players in the induction programme for novice teachers at your school?

3. What role does the school management play during the induction programme?

4. Describe a conducive environment where induction of a novice teacher(s) will succeed.

5. What do you consider to be the main purpose of an induction programme?

6. What is your role in the induction programme?

7. Among the activities covered during induction, which activities are central for the school?

8. How much time do novice teachers spend on these activities?

9. What are the facilities allocated to novice teachers during their induction period?

10. What is the main task(s) of a mentor during an induction programme at your school?

11. As a mentor for the novice teacher(s) in your department, how were you prepared for this task?

12. Why do you think it is important to have an effective induction programme at your school?

13. In view of the progress you have seen in your beginner teachers, would you describe your induction programme as being successful. If answer is in affirmative, please elaborate?

14. What main goals have you set yourself in pursuance of support for beginner teachers?

15. In your opinion, what is the role of the principal in an induction programme at your school?

Thank you very much for participating in this exercise.

INTERVIEW GUIDE: NOVICE TEACHERS

TITLE: THE PERCEPTIONS OF NOVICE TEACHERS ON SCHOOL-BASED INDUCTION: A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN WINDHOEK, NAMIBIA.

This guide is to be used in the interview with selected teachers of two public primary schools. The information sourced during the interview will be treated with absolute confidentiality and will be used for research purposes only. Your participation in this exercise is vital.

INTERVIEW GUIDE: NOVICE TEACHERS

1. What do you understand by the term induction of novice teachers?

2. Which of the following administrators do you think should be responsible for the induction of novice teachers?

   o The school administration

   o The regional education officials

   o The University of origin

3. Who is responsible for inducting novice teachers at your school?

4. Which activities form part of the support for you as a beginner teacher?

5. Was the said support relevant to your needs then?

6. What changes did the application of a school-based induction bring you as a novice teacher?

7. What are the challenges that you face as a novice teacher?

8. What kind of support did you receive during the application of school-based induction when you started working at this school?

9. How did you perceive the support you received from your school?

10. For how long did you receive your school-based induction at your school?

11. How do the induction activities relate to your initial teacher training?

12. Did the support you received during the induction programme at your school change as time goes?

13. As a novice teacher, were you motivated to participate in your schools' school-based induction programme?

14. Does the way in which you were inducted have an influence on your decision to stay longer in teaching?

15. What role did the school principal play during your school-based induction programme?

Thank you very much for participating in this exercise.

APPLICATION LETTER TO SCHOOL AA REQUESTING PERMISSION TO CONDUCT INTERVIEWS

<div align="right">
P.O. Box 96412

Windhoek (WIKA)

E-mail: dishenarobert@yahoo.com

28, June 2012
</div>

The principal

Moses v/d Byl Primary School

Private Bag 10369

WINDHOEK

28 June 2012

Dear Sir/ Madam

Re: Permission to conduct interviews at Moses v/d Byl Primary School

This communiqué serves to humbly request your most respected office for permission to conduct a research study at your school. This is part of my studies as a Masters of Education student at the University of South Africa (UNISA).

The Title of my research is: **Perceptions of beginner teachers on school- based induction: a case study of selected primary schools in Windhoek, Namibia**. I intend to collect the needed data through interviews which I plan to undertake with beginner teachers and their Heads of Department at schools in Windhoek, in the Khomas Region, during the first or third trimester of 2013.

This study means a lot to me as a school principal entrusted amongst others with the responsibility of mentoring and grooming novice teachers to fully settle in our schools and meaningfully produce quality work.

You support in this endeavour will be highly appreciated.

If you need more information in this regard, please do not hesitate to contact my supervisor , Dr Sello Mokoena at the University of South Africa at this number: 0 12 429 4606 or 0826756155.

Yours sincerely

………………………………….

Mr Robert N Dishena

Student number: 3500-229-8

APPENDIX D

APPLIATION LETTER TO SCHOOL BB REQUESTING PERMISSION TO CONDUCT INTERVIEWS

<div align="right">

P.O. Box 96412
Windhoek (WIKA)
E-mail: dishenarobert@yahoo.com
28, June 2012

</div>

The principal
Orban Primary School
Private Bag 14003
WINDHOEK

28 June 2012

Dear Sir/ Madam

**Re: Permission to conduct interviews at Orban Primary School**

This communiqué serves to humbly request your most respected office for permission to conduct a research study at your school. This is part of my studies as a Masters of education student at the University of South Africa (UNISA).

The Title of my research is: **Perceptions of beginner teachers on school- based induction: a case study of selected primary schools in Windhoek, Namibia**. I intend to collect the needed data through interviews which I plan to undertake with beginner teachers and their Heads of Department at schools in Windhoek, in the Khomas Region during the second or third trimester of 2013.

This study means a lot to me as a school principal entrusted amongst others with the responsibility of mentoring and grooming novice teachers to fully settle in our schools and meaningfully produce quality work.

You support in this endeavour will be highly appreciated.

If you need more information in this regard, please do not hesitate to contact my supervisor , Dr Sello Mokoena at the University of South Africa at this number: 0 12 429 4606 or 0826756155.

Yours sincerely

………………………………….
Mr Robert N Dishena
Student number: 3500-229-8

APPENDIX E

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT PRIMARY SCHOOLS IN THE KHOMAS REGION

> P.O. Box 96412
> Windhoek (WIKA)
> E-maildishenarobert@yahoo.com

28, June 2012

The Ministry of Education
The Director of Education
Khomas Region
Att: Ms T. Seefeldt
The school Inspector
Private Bag 13236
Windhoek

Dear Madam

Re: Request for permission to conduct research interviews at Primary schools in Khomas Region

This letter serves to request for your permission to conduct a research study at two Primary schools in Windhoek. This exercise is needed as part of the dissertation of my studies as a Masters student at the University of South Africa.

The title of my research is: **The perceptions of beginner teachers on school-based induction: a case study of selected Primary schools in Windhoek, Namibia.**

I intend to collect the needed data through interview sessions which I intend to have with beginner teachers and their respective Heads of Department, at the two selected schools during 2013.

The successful completion of this research project is of cardinal importance to me as a school principal as it will make a meaningful contribution to the development of teachers, school management and to the integration of beginner teachers in the teaching curriculum.

For any queries about this research, please do not hesitate to contact my supervisor, Dr Sello Mokoena at the University of South Africa at either one of the following numbers: 012 429 4606 / 0826956155.

Enclosed are: Interview schedules envisaged to be used during the interview sessions.

Thank you in advance for displaying your usual understanding.

Yours sincerely

……………………………………………..
Mr R N Dishena
UNISA STUDENT NUMBER: 3500-229-8

APPENDIX F

APPROVAL BY THE REGIONAL OFFICE FOR REQUEST TO CONDUCT RESEARCH AT PRIMARY SCHOOLS IN THE KHOMAS REGION

REPUBLIC OF NAMIBIA

KHOMAS REGIONAL COUNCIL

DIRECTORATE OF EDUCATION

Tel: [09 264 61] 293 4356	Private Bag 13236
Fax: [09 264 61] 231 367	WINDHOEK
Enquiries: T.L. Shivute	

File No.: 12/2/6/1

12 July 2012

Mr Robert N. Dishena
P.O. Box 96412
WINDHOEK (WIKA)

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS AT PRIMARY SCHOOLS IN KHOMAS REGION

Your letter date 28 June 2012 on the above topic is acknowledged.

Your request to conduct a research interview at primary schools of your choice in Khomas Region about "The perceptions of beginner teachers on school based induction" is approved with the following conditions:

- ❖ The Principal of the selected school to be visited must be contacted before time and agreement reached between you and the principals.
- ❖ The school programme should not be interupted
- ❖ Learners and teachers who will take part in this exercise will do so voluntarily.
- ❖ Khomas Education Directorate should be provided with a copy of your findings.

Wish you all the best.

Yours sincerely

MS THEA SEEFELDT
DIRECTOR OF EDUCATION