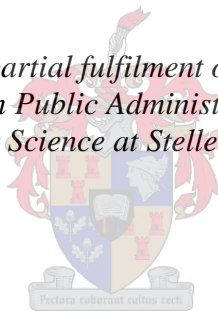


An analysis of the influence of induction programmes on beginner teachers' professional development in the Erongo Region of Namibia

by

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Declaration

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (safe to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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Abstract

This empirical study is based on the need to analyse how induction programmes influence the personal growth and professional development of beginner teachers in the Erongo Region, Namibia. This perceived need prompted the interest to carry out an empirical study to ascertain how induction programmes in the Erongo Region influenced the personal and professional growth of novice teachers. In order to augment the study, the following research objectives were formulated with an aim to determine the extent to which induction programmes influence the beginner teachers' personal growth and professional development.

In operationalising the study, the qualitative research methodology in which a phenomenological research design was used, was utilized to come up with the intended outcomes. A phenomenological approach was used in an attempt to gain insights into the everyday issues novice teachers contend with. A total of 18 participants took part in the study. A purposive sampling method was employed in this study and data was collected using in-depth face to face interviews. The findings yielded eight themes and revealed: the induction programmes in the Erongo region was presented at both regional level and at school level; induction programmes benefitted the novice teachers by imparting to them classroom management skills, such as planning, teaching and learning as well as filing; novice teachers experienced adaptation challenges relating to the forging of new relationships; induction programmes at school level were largely informal and incidental and the induction support experienced by the new teachers was limited.

The data also revealed there was a weak partnership between teacher education institutions and schools in providing for teacher personal and professional development. The study concluded that the absence of a policy on induction in the country had resulted in an erosion of the significance of induction in the teacher development continuum. The study has also highlighted the haphazard manner in which issues of induction were handled. The main policy recommendations emanating from the study are that a policy in respect of induction should be put in place, for the schools in the Erongo Region (if they are to be empowered to provide induction). Such induction would in addition require supports that should be amenable in the country's context to be fully exploited. In addition, the study proposed there should be a partnership between teacher training institutions and schools in order to provide a holistic induction programme.

Opsomming

Die bestaande literatuur verwoord duidelik die unieke behoeftes van pas gekwalifiseerde onderwysers en die uitdagings wat hulle in die gesig staar tydens die beginjare van hul loopbaan.

Hierdie empiriese studie is gebaseer op die behoefte om te ontlee hoe induksieprogramme die persoonlike groei en professionele ontwikkeling van nuwe onderwysers in die Erongo-streek, Namibië, beïnvloed.

Hierdie behoefte het daartoe gelei dat 'n empiriese studie onderneem is om te bepaal hoe induksieprogramme die persoonlike en professionele groei van nuwe onderwysers in die Erongo-streek beïnvloed.

Ten einde die studie aan te vul, is die volgende navorsingsdoelwitte geformuleer met die oog daarop om te bepaal in watter mate induksieprogramme die persoonlike groei en professionele ontwikkeling van nuwe onderwysers beïnvloed. In operasionalisering van die studie is 'n kwalitatiewe navorsingsmetodologie gevolg waarin 'n fenomenologiese navorsingsontwerp gebruik is ten einde die verlangde resultate te verkry.

Deur 'n fenomenologiese benadering te volg is daar gepoog om insig te verkry in die alledaagse kwessies waarmee nuwe onderwysers te kampe het. Altesame 18 deelnemers het deelgeneem aan die studie. 'n Doelgerigte steekproefneming is in hierdie studiegebruik en data is ingesamel deur middel van ongestruktureerde aangesig tot aangesig onderhoude.

Die bevindinge het agt temas opgelewer en die volgende aan die lig gebring: die induksieprogramme in die Erongo-streek word op beide streeks- sowel as skoolvlak aangebied; induksieprogramme bevoordeel die nuwe onderwysers deurdat klaskamerbestuursvaardighede aan hulle oorgedra word. Sodanige vaardighede sluit onder meer in: beplanning, onderrig en leer sowel as liassering; nuwe onderwysers ervaar uitdagings wat betref aanpassing soos die smee van nuwe verhoudings; induksieprogramme op skoolvlak was grootliks informeel van aard en lukraak en die induksieondersteuning wat die nuwe onderwysers ontvang het was beperk.

Die data het ook getoon dat daar min samewerking tussen onderwysinstellings en skole bestaan om nuwe onderwysers se persoonlike en professionele ontwikkeling te bevorder. Die studie het bevind dat die afwesigheid van 'n beleid oor induksie gelei het tot die erodering van die belangrike rol wat induksie speel in die ontwikkelingskontinuum van onderwysers in die land. Die studie het ook die lukrake wyse waarop induksie plaasvind, uitgelig.

Die belangrikste aanbevelings ten opsigte van beleid wat uit hierdie studie voorspruit is dat 'n beleid ten opsigte van induksie daar gestel moet word vir die skole in die Erongo-streek ten einde hulle in staat te stel om induksie te voorsien.

Sodanige induksie sou hierbenewens ondersteuning vereis wat toeganklik is in die konteks van die land en wat dan ook ten volle benut behoort te word. Daarbenewens is een van die aanbevelings wat voortspruit uit die studie dat daar samewerking moet wees tussen onderwysinstellings en skole ten einde 'n holistiese induksieprogram in die hand te werk.

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Thank you all, you were the giants on whose shoulders I stood throughout my studies. May you be blessed abundantly!

Dedications

This study is whole heartedly dedicated to my life partner Gerd and my son Tangi, as well as my parents, Mr and Mrs Nghaamwa. Thanks for all the love. To all teachers in Namibia who are the pillars of the country's education system and the nation's unsung heroes. May you continue to be a source of inspiration to the children you interact with on a day-to-day basis. I thank you.

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List of Abbreviations

BETD	Basic Education Teachers' Diploma
BED	Bachelor Degree in Education
CPD	Continuing Professional Development
EC	European Commission
GRN	Government of the Republic of Namibia
HOD	Head of Department
ILO	International Labour Office
NIED	Namibian Institute for Educational Development
NNTIP	Namibian Novice Teacher Induction Programme
NPSTN	National Professional Standard for Teachers in Namibia

CHAPTER ONE: INTRODUCTION

1.1 Background

The Government of Namibia has, after independence, committed itself to providing quality education to the children of this nation (Government of the Republic of Namibia 2002:2). The constitutional mandatory obligation was put in place 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 effectively this right to every resident within Namibia, by establishing and maintaining state schools at which primary education will be provided free of charge, and guarantees that all persons shall have the right to education”. This constitutional mandate regards teachers as a central element in the provision of effective teaching and learning at all levels of the education system in Namibia, in which is an honourable yet a demanding profession.

This provision requires Government to improve access to, and participation in, basic education and to enhance teaching and learning in primary schools. This correlates with the universal aspirations of education for all and the Millennium Development Goals to which the Government is committed (Dishena 2014:2). The Government has developed four major goals, namely: Access, Democracy, Equity and Quality.

Studies in Namibia have indicated that effective teaching and learning in primary and secondary schools can be enhanced through, not only pre-service teacher preparation, but also through on-going support for teachers beginning their careers (Ministry of Education 2006:12). It is with this understanding that in 2007 the National Professional Standards for Teachers in Namibia was launched to guide primary and secondary schools on how to assist newly qualified teachers with requisite knowledge, skills and attitudes needed for effective teaching and learning.

The Government stated in support of the rationale for the introduction of the National Professional Standards for Teachers in Namibia (NPSTN), “when newly qualified teachers enter the teaching profession, they still have a lot to learn about teaching and about applying their theoretical knowledge in practice, with real learners in schools” (Ministry of Education 2006:14).

The Government introduced a structured induction programme in the belief that beginner teachers need an opportunity to learn. Since its introduction in 2007, limited information is available about the influence of the structured induction programme on newly qualified teachers in terms of personal growth and professional development. Also with scanty literature on teacher induction available in Namibia, it has been difficult to verify the influence of these programmes on both the primary and secondary school educators in Namibia.

Namibia's commitment to education stems from the realisation that it cultivates the value, attitude and the conduct essential for personal growth, self-actualisation and peaceful co-existence. It provides individuals with the potential to make choices and enjoy a better life. Education is thus a strategy for poverty reduction, human development and social advancement (Government of the Republic of Namibia 2002:2).

Simuyaba, Banda, Mweemba and Muleya (2015:88) maintain "it is common knowledge the world over that quality education depends on, among other things, its delivery by teachers entrusted with that responsibility". This implies the teacher is the pivot of any country's education system. According to the European Commission (2010:5) the quality of teachers in a country is among the issues that determine the achievement of educational goals. It is therefore crucial to ensure a provision of adequately qualified teachers to attend to the needs of the country and those of the learners in particular. It should, however, be noted the provision of qualified teachers is one aspect and giving them sufficient and effective support and guidance to enable them deliver effective service is another.

1.2 Problem statement

Though it is an important human resource function, the induction of beginner teachers seems to be ignored in most schools in Namibia. The new teachers entering into the teaching profession for the first time are often not given adequate orientation as to their working environment; consequently, this raises frustrations among them and increases their feelings of insecurity. In addition, new teachers feel unprepared to execute their duties as stipulated by the curriculum and therefore it is inviting failure. The teachers are equally left without proper instructions of what is expected. The school therefore becomes a strange place demanding them to deliver high quality education without enough resources. Lack of teacher support

during the first days into the profession can have a negative impact on the teachers' performance, which in the long run would affect learner performance.

The Minister of Education made recommendations to develop and implement induction programmes for new teachers, a move that has eventually resulted in the development of an induction and mentoring programme by the Namibian Institute for Educational Development (NIED) in support with regional education offices country wide (New Era, as cited in Dishena 2014:2). It is with this background where the mandate for the Namibian Beginner Teacher Induction Programme for newly qualified teachers was given in 2011 (Nantanga, 2014:48), with the aim to support their inexperience to be competent and professionally qualified after two years. The problem statement is thus: Does the induction programme for newly trained teachers in schools contribute towards their personal growth and professional development?

1.3 Aim of the research

The aim of this study was to analyse how induction programmes influence the personal growth and professional development of beginner teachers in the Erongo Region, Namibia.

1.4 Main research question

In relation to the research aim this study answered the following specific research question:

- To what extent do induction programmes influence the beginner teachers' professional development?

1.4.1. Research sub-questions

- What are the types of induction programmes undertaken by beginner teachers in both primary and secondary schools?
- How are beginner teachers supported with induction programmes?
- What are the experiences of beginner teachers about the influence of induction programmes?
- What are experiences of principals and head of departments in relation to their roles as supervisors of beginner teachers?
- What are the recommended strategies that can be employed to improve the effectiveness of the beginner teachers' induction programme?

1.5 Research objectives

- To determine the type of induction programmes undertaken by beginner teachers in primary and secondary schools.
- To determine how beginner teachers are supported with induction programmes.
- To establish the experiences of beginner teachers about the influence of induction.
- To evaluate the experiences of principals and head of departments in relation to their roles as supervisors of beginner teachers.
- To provide recommendations on possible strategies that can be employed to improve the effectiveness of the beginner teachers' induction programme.

1.6 Significance of the study

This study was encouraged by the experiences faced by beginner teachers during their first few years in their profession. The beginner teachers are expected to execute their teaching-related tasks accordingly and in most cases are not provided with adequate information, motivation or training. Beginner teachers are recruited into teaching jobs but are not given proper induction relevant to what they are getting and therefore these expectations put pressure on the beginner teachers.

However, this assumption cannot be confirmed, unless it is supported by empirical evidence. This study therefore followed the knowledge gap regarding the influence that the induction programme has on the beginner teachers' performance growth and professional development. The researcher's experience has raised an interest to carry out this study. Having taught for over 11 years in a public school before her resignation, the researcher could relate to the reception that was accorded to her as a beginner teacher, as well as to the colleagues over the years. Findings from this study attempted to find an answer to the formulated problem on the influence of induction programmes on beginning teachers' personal growth and professional development. In addition, by gaining insights into the ways in which newly recruited teachers in Namibia are supported by induction programmes. Moreover, the results of this study might provide useful information to policy-makers, school principals and education stakeholders on how to develop good induction programmes or how to improve the existing ones. The findings also contributed towards positive enhancement of teaching and learning outcomes in schools.

1.7 Theoretical framework

Unlike many other professions, teachers have limited opportunities to grow gradually into their profession. The responsibilities and duties of beginner teachers are of course the same as their senior counterparts. They have the sole responsibility to deal with a full schedule of teaching hours and ensure the learners achieve their goals. Because of this lack of experience, these teachers can hardly manage the work schedule they are expected to perform. Many beginner teachers are ill-equipped to deal with teaching issues such as classroom management and student assessment, personal problems of learners and the capacity to have conducive meetings with parents (Bullough; Odell and Veenman in Kessels, 2010:59). Adding to the instruction issues, teachers have to acclimatise to the school environment, find their own place in the institution and gain their new colleagues' acceptance. A study by Kessels (2010:58) distinguished three important aspects of beginning teachers' well-being on which an induction programme might have a significant influence namely, the isolation felt by these employees, their appreciation by colleagues and their level of self-confidence.

Rosenholtz; Van Petegem, Creemers, Rosseel & Aelterman; Zabel and Zabel cited in Kessels (2010:60) emphasise that "other factors such as the support from the administrators, collegiality among teachers and support in their professional development are also of importance to the well-being of beginning teachers". Kessels (2010:60) argues that, "while such factors may come into existence as a result of an induction programme, they may also be prevalent in the absence of a formal induction programme". Since the focus of this research is on the influence of induction programmes, it is therefore particularly relevant to accept Kessels' framework.

1.8 Research methodology

According to Gray (2009:166) research methodology refers to approaches to systematic inquiry developed within a particular paradigm with associated epistemological assumptions. The use of qualitative methods in this study is considered appropriate in situations where the researcher feels that quantitative measures cannot adequately describe or interpret a situation in relation to the study. Qualitative research has an interpretive character, aimed at discovering the meaning events have for the individuals who experience them and the interpretation of these meanings by the researcher (Lewin & Somekh 2011:61). Qualitative methods can be used to better understand of any phenomenon about which little is yet known.

Additionally, they can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively (Lewin & Somekh 2011:61). A qualitative approach was deemed appropriate to gain answers to the formulated problem statement and accompanying objectives.

1.8.1 Research Design

A research design describes the choice of research paradigm and related procedures for conducting the study. This includes how, when, from whom and under what conditions the data are obtained. It indicates how the research is set up, what happens to the subjects and what methods of data collection are used (McMillan & Schumacher 2001:30-31). Research design refers to all issues involved in planning and executing a research project from identifying the problem through to reporting and pushing the results. Research design is also defined as a process of focusing your perspective for purposes of a particular study (De vos, Strydom, Fouche, & Delport, 2009). Gray (2009:166) defines a research design as a plan for research project setting out the broad structured and features of the research. Qualitative research is based on constructivism that assumes reality as multilayered, interactive and a shared social experience interpreted by the individuals. People's perceptions are what they consider 'real' to them and what directs their actions, thoughts and feelings. For that reason the phenomenon of study is studied within its natural setting in pursuit of a deep understanding.

In this regard McMillan and Schumacher (2001:376) concur that when a study requires a contemporary focus within a real-life context, a qualitative research design is more appropriate. A qualitative approach, through a phenomenological design was employed in this study. Christensen, Johnson and Turner (2011:368) define phenomenological as a "qualitative research method where the researcher attempts to understand and describe how one or more participants experience a phenomenon". The researcher attempts to gain access to each participant's life world. This research approach was therefore chosen in order for the researcher to get participants to focus on their phenomenal space individually and to describe the experience on its own terms (Christen et al. 2011:368).

1.8.2 Population, sampling procedures and the sample

This study was conducted in the Erongo Educational Region of Namibia and focused on two populations. The first population constitutes beginner teachers who have been in the teaching profession for less than five years, while the second was management represented by principals and heads of departments at the same schools. The beginner teachers were identified as ideal participants for this study because they were able to provide information and share their experiences regarding the support that has been accorded to them since they joined teaching. Similarly, the management members (principals and head of departments) were regarded as suitable for this study, given their position of being supervisors to the beginner teachers, responsible for offering induction to the beginner teachers; and also carrying out assessment regarding beginner teachers' progress.

A purposive sampling method was employed in this study where Creswell (2012:206) notes "researchers intentionally select individuals and sites to learn or understand the central phenomenon considering whether they are rich in information required for the study". The participating schools were selected 30 kilometres from the base where the researcher will be stationed. Telephone calls were made to these schools to establish the availability with inclusive requirements of beginner teachers. The letters addressed to the school principals were then hand-delivered to 10 different schools and brief information about the contents was given to the selected principals. The decision on which of the identified schools to choose was made based on the time the principals took to respond; the first five schools were included in the study. Beginner teachers were selected with the assistance of the school principals with a list of the names of the beginner teachers who have been at the school for less than five years. The sample consists of a combination of seven management members (two principals and three head of departments); in addition to thirteen beginner teachers.

1.8.3 Data collecting methods

It is essential to have different vehicles available to collect the information for any research with the aim to reach to a conclusion.

1.8.3.1 In-depth interviews

In-depth, one-on-one interviews were used to gather data in preparation to satisfy ultimately, the objectives of the study. The one-on-one interview is defined by Creswell (2012:218) as a “data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time”. Two different interview guides were used for each sample of participants that were interviewed separately which was tape-recorded and verbatim transcribed. Each interview guide had part A (biographical information of the participants) and part B (in-depth questions). The interviews were conducted differently from school to school, depending on the arrangements made with the principals. At some schools, the participants were met during their respective “off-periods” given that they were not scheduled for class invigilation and had no other responsibilities; while at other schools the participants were only available after classes. All the interviews took place in the respective school premises and no disturbance of teaching and learning was witnessed.

1.8.4 Data analysis methods

Analysing qualitative data, according to Creswell (2012:236) demands an understanding of how to make sense of texts and images in order to form answers to the research question. The Constant Comparison Analysis method of qualitative data analysis was employed in this study. This method was selected based on Onuegbuzie and Leech (2007:565) who states that, “when a researcher is interested in utilising an entire data set, to identify underlying themes presented through the data, a constant comparison analysis can be helpful”. A constant comparison analysis was undertaken inductively where the codes emerged from the collected data. All interview sessions were conducted in English, tape-recorded and transcribed thereafter analysed systematically through repeated reading with the aim to form clusters with codes and themes. The biographical data were analysed with Excel.

1.9 Ethical considerations

Christensen et al. (2011:96) stresses the importance of ethical principles of the research initiative because they assist the scientists in preventing abuses that might occur and delineate the investigators’ responsibilities. Principles of research ethics were put into considerations throughout the course of study, given their empirical investigation about people. Ethical obligations included obtaining a protocol approval to conduct this study from the Research

Ethical Committee at the University of Stellenbosch (see appendix C). The permission to conduct a study in the Ministry of Education was obtained from the office of the Permanent Secretary (see appendix D). In order to carry out the study in Erongo Region, the researcher was granted in the first instance permission by the Educational Director (see appendix E) and finally from the respective school principals. According to Christensen et al. (2011:114) informed consent refers to clearly communicate to the research participants about all aspects of the study. This was achieved by providing a clear explanation about the purpose, procedures and other relevant conditions regarding the study prior to volunteering to participate. Participants signed the consent forms (see appendix F and G) as an indication they understood the nature and conditions in the study. Ethical clearance is discussed in details in chapter 3.

1.10 Definition of concepts

Induction: defines induction as a structured training process that must start before the first day of school to introduce new teachers to the culture, mission, procedure, philosophy and programmes of the school or district (Wong 2004:1).

Mentor: a person who advises and helps someone with less experience (Longman South African School Dictionary 2008:434).

Mentoring: The personal, one-on-one guidance provided, usually by seasoned veterans or experienced teachers to beginner teachers in schools (Cobbold 2007).

Beginner teacher: refers to a teacher who has completed initial training and is in the first year of formal teaching (Ferguson-Patrick 2011)

Experienced teachers: refers to a qualified teacher who has had some years working.

Professional development: The continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment. Its primary role is to maintain trained, informed and motivated employees. In the context of teaching, professional development refers to the development of pedagogic content knowledge (Nilsson & Van Driel 2010).

Continuing Professional Development (CPD): is a process that helps teachers and educational managers meet the challenges of their work and achieve their goals. CPD is also an important part of belonging to an organisation. It helps teachers build professional relationships, sharing and learning from each other, and helps managers get the best of their teachers (Cordingley et al. 2003).

1.11 Lay-out of chapters

The report on this research study is presented in five chapters:

Chapter 1 provides an introduction to the study; problem statement; aim of the research study; research question, sub-research questions and research objectives. It also includes significance of the study; and a brief description of research methodology used in this study. The key words used in this study are also explained.

Chapter 2 presents a literature review in which a discussion on induction of beginner teachers enhances the reader's understanding of the problem statement and related work previously done in the field of employee induction.

Chapter 3 provides a holistic explanation of the qualitative research design. The population, sample and participants are discussed, as well as the research procedures. In conclusion, the chapter gives description of data collection strategies, ethical procedures and data analysis.

Chapter 4 comprises findings, interpretation and discussion emerging from the data collected.

Chapter 5 provides a summary of findings and conclusion. The limitations of the study are discussed and recommendations are made on possible strategies that can be employed in order to improve the effectiveness of the beginner teachers' induction.

1.12 Chapter summary

This chapter captured the orientation to the study where the introduction to the phenomenon was outlined and supported by relevant sources. The problem statement, aim, research question(s), objectives of the study were also stated as well as the significance of the study. The study will play a major role for the management of schools, beginner teachers and other relevant stakeholders and contribute to the establishment of an effective and fruitful induction

programme for the target employees. The aim of the study was to analyse the influence the induction programme has on the beginner teachers' professional development in the Erongo Region of Namibia. Also included in this chapter, is a brief introduction to the research methodology used in the study, and definitions of concepts. The next chapter will comprise a literature study surrounding the induction programme phenomenon.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Generally, both the employer and employee find the first few days in a new job exciting but they realise there are many factors contributing towards the uncertainty facing them. The work place is at present mostly filled with anxiety, excitement and curiosity from both parties. The employees should as soon as possible feel part of an organisation; familiarise themselves with the goals and strategic aims of the organisation and be prepared to socialise with their counterparts. Induction has the potential to make a positive contribution to integrate not only the employees with each other but with their employer to realise unity in the company. It is therefore of great importance for the employees to go through an induction programme in order to prepare them and become valuable assets of an organisation. A detailed discussion on induction of new teachers will place the study in context. It will cover areas such as the nature and various definitions of induction, its purpose, importance as well as the effects of these programmes. The objectives of induction programmes will illustrate its importance to ensure the integration of employer together with employees in the work arena.

2.2 Definition of the term “induction”

Induction is defined by Grobler, Warnich, Carrell, Hartfield, Elbert and Hartfield as cited in Mlindazwe (2010:10) as the process of integrating new employees into the organisation, whereby they are transformed from complete outsiders to participating and are effective members of an organisation. Kleynhans, Markharm, Meyer, Pilbeam, van Aswagan, and Sullivan as cited in Mlindazwe (2010:10) see the process of induction as a platform for communicating to the employees the goals, policies, procedures and values of the organisation and, at the same time, introducing them (employees) to their co-workers. In a school perspective, Steyn as cited in Mabaso (2012:26) defines induction as “the school’s effort to enable and assist new staff members to adjust effectively to their new work environment with minimum disruption and as quickly as possible, so that the school’s functioning can proceed as effectively as possible”.

Wong (2004:1) defines induction “as a structured training process that must start before the first day of school to introduce new teachers to the culture, mission, procedure, philosophy and programmes of the school or district”. Thus, new teacher induction is more a process

than a programme, involving the period of transition where the new employees evolve from being students to being educators. It is therefore compulsory for teachers to be exposed to induction, not only because they are new and require support, but because of the high number of new teaching staff entering into the profession (Wong, 2004:1). Induction is further referred to as “a comprehensive, coherent, and sustained professional development organised by a school district to train, support and retain new teachers and seamlessly progress them into a lifelong learning program” (Wong 2004:42). Parallel to this, Globler, Warnich, Carrell, Elbert and Hartfield as cited in Peloyahae (2005:16) see induction as “the process whereby educators are introduced to the goals, policies and procedures of the school environment, its values and co-workers, as well as the activities and the tasks to be performed and the equipment to be used”.

According to the European Commission (2010:16) induction refers to different processes whereby new entrants into teaching professions are inducted into their profession normally during the first years upon completing their academic training programme. “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 be referred to as introduction, initiation, training and support within the teaching profession” (Dishena 2014:20).

Hulling-Austin, Odell, Isle, Kay and Edelfelt quoted in Kessels (2010:9) define the induction process in the teaching context “as a transitional period between pre-service preparation and continuing professional development, including the first few years of teaching in which teachers learn many processes, procedures and having to deal with the typical difficulties of beginner teachers”. It is therefore important that induction be conducted during the first year of the profession and the beginners be provided with encouragement and support to enable them to enjoy positive learning experiences and a pleasant start to their careers.

Dishena (2014:18) notes that “induction is a key factor for workers in different occupational fields and professions”. He further adds induction helps to speed up the adaption process of the teachers in their chosen career, because it has been designed with the aim to familiarise newly appointed educators with the community, school, learners and colleagues.

The various definitions of the term ‘induction’ do not differ much from one another where Tickle cited in Peloyahae (2005:16) concurs and defines induction “as the phase where beginner teachers are introduced and guided into the practice of teaching, with the aim to

facilitate the change from student to teacher, hence ensuring that the educator moves on to more advanced, effective and professional activities”. The most preferred definition of the term induction by Wong (2003:43) whereby induction is referred to “the process of preparing, supporting and retaining new teachers, which includes all the things done to support new teachers and to acculturate them to teaching”. Despite the existence of various definitions surrounding the concept of induction, Kempen (2010:27) concludes that an element central to all these definitions is the fact that “induction programmes are aimed at assisting a new employee in becoming a fully productive member of the organisation’s workforce”. The current study defines induction programmes as the process in which beginner teachers are prepared, supported and trained into the teaching practice with the main goal of transforming them from students into teachers. This is the definition that guided the researcher throughout the study.

2.3 Types of induction programmes

According to the European Commission (2010:14) there are two types of induction:

- (a) Formal induction programmes, which aim to support new teachers and to ensure the quality of those teachers, and
- (b) Non-formal induction programmes, which are not linked to a probation period or the gaining of full teacher status

According to Eisenschmidt as cited in European Commission (2010:14) the support for formal induction focuses on different dimensions, *inter alia*,:

- (a) The professional dimension, which emphasises supporting the beginner teacher in acquiring more confidence;
- (b) The social dimension, which focuses on supporting the beginning teacher to become a member of the learning school community; and
- (c) Personal dimension, which covers the process of development of the teacher, which involves the development and elaboration of personal norms towards pupils and colleagues, the elaboration of the teachers’ view on teaching and learning and her role in these processes, the development of an attitude of lifelong learning.

Tickle cited in Peloyahae (2005:17), refers to non-formal induction to 'corridor induction', and contends that this constitutes dangers and can result into beginner teachers' confusion by the information received from co-workers, which may be in contrast with the expectations of management. This implies formal induction is what organisations need to undertake in order to assure effective results and minimise potential negative consequences of non-formal induction. Though formal induction is being carried out in various schools experience has shown that formal induction programmes have less impact on the novice teachers. This is because the induction programme especially in Namibia, is not carried out in the proper manner that it should.

Dishena (2014:32) differs from these stated types of induction and maintains that, in the first instance, induction programmes whereby the beginner teachers are introduced to school, staff members as well as the community and have their timetable and tasks communicated. These help new employees to become familiar with the community in which they are expected to work, providing them with information about both the civic and school district (Skinner as cited in Dishena 2014:33). During the induction programmes, beginner teachers are provided with required and important information carried out in a short duration and which focus on information distribution (Dishena 2014:33). Steyn and Schulze cited in Dishena (2014:33) clarifies that information provided during these programmes 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".

Contrary to these findings by various authors on the induction programme, it is important to understand that induction programmes are not serving their intended purposes. This means that there is no link between theory and practice. This is what prompted the researcher to interrogate the influence of induction programme on beginner teachers for both primary and secondary schools in Erongo Region.

Performance-improvement programmes in the second place serve to improve the instructional effectiveness of beginner teachers. This includes preparations of the workshops in which the disciplines and classroom management procedures, orientation of a curriculum in a particular district, discussion with specialists in certain subject areas and assistance in preparing a professional development plan. Unlike orientation programmes, this category of induction could span a semester or a full year and it may include a module of mentoring (Dishena 2014:33).

Lastly, induction for certification is primarily evaluative and it is regarded as a state directive. Beginner teachers are required to validate their ability and capabilities for them to have their probation period established. During this programme, an assessment and assistant team is assigned to work closely with one or more beginner teachers (Dishena 2014:33).

It is important to note that though induction programmes have been regarded as beneficial to the beginner teachers on one hand, on the other hand it is important to acknowledge that induction programmes in some schools in Namibia are doing more harm than good. This is because of the reason that not all school have colleagues who can easily help the beginner teachers. Hence, induction programme in Namibia has varied results across due to a number of factors that determines its success.

2.4 The aims of induction programme and quality education

The International Labour Office (2012:29) emphasised the importance for teachers to go through an induction process to ensure they receive adequate support when beginning their career or when they move to a new role or transfer to a new school. Further, the International Labour Office (2012:29) indicates the induction process may take place during the probationary period or later.

Integration of the educator into the school with minimal problems is one purpose of induction (Peloyahae 2005:18). Wong, as cited in Peloyahae (2005:18), indicated the accomplishment and achievement of the learners is the decisive purpose of any school. Furthermore, Wong as cited in Peloyahae (2005:18) stressed the importance of a professional development programme that improves professional skills of educators throughout their careers. Grobler et al. as cited in Peloyahae (2005:12), asserts that an effective induction programme has the likelihood to decrease the possible problems for newly appointed educators by improving a sense of security, confidence and satisfaction of their social needs.

It is usual for new employees to experience doubts upon starting a new job, thus an effective induction programme could provide a certain degree of realism concerning mutual expectations (Grobler et al. cited in Mlindazwe (2010:26). According to Tracey also cited in Mlindazwe (2010:26) new employees are often uncertain of their potential success in the new job and are worried they might make mistakes and be seen as failures, thus “a good induction programme is required to develop confident, loyal, effective and productive employees. It is

essential to reduce the violation of rules, accidents, injuries, discharge, resignation and grievances.”

Mabaso (2012:21) notes induction is frequently used by organisations to refer to a programme of events where new entrants in the organisation are introduced to their working environments as well as their co-workers. According to Buchner and Hay as cited in Peloyahae (2005:18), induction is an essential initiation to the job and the organisation itself, as well as the profession. Thus, quality induction of newly appointed teachers plays a major role to the effective management of human resources.

According to Peloyahae (2005:18), an induction programme in sequence serves the following three major purposes: “overcoming the initial shock of the new job by adapting and getting used to it and the work environment; recognising the need to learn new skills or to re-apply learned skills; and consolidating one’s position in the school by applying new behaviours and skills or integrating newly formed attitudes with those held from the past in order to become effective”. Nel, Van Dyk, Haasbroek, Sono and Werner as cited in Mabaso (2012:12) argue that induction is the last step in the staffing process. It is further emphasised that ensuring the right people are selected and placed appropriately is of vital importance to allow top performers to heighten their knowledge and ensure progression.

According to the European Commission (2010:13) the urgent need for the creation of a conducive environment appropriate to support first time educators to address their beliefs are imperative to initiate induction programmes. Orientation facilitates the evolution into education and improves the effectiveness of individuals through training. Similarly, “induction programmes help the individual to understand the social, technical and cultural aspects of the workplace and speeds up the socialisation or phasing-in process” (Bartell; Breaux and Wong cited in Mabaso 200:25).

Initiation of an induction programme from the first day of employment through providing given that organised direction has significant consequences for their specialised obligation and also in averting these individuals from leaving the occupation after a short period of time (European Commission 2010:13).

During the student teacher’s exposure while involved in their school-based studies many opportunities are created. However, these new first-time individuals experience apprehension when they become involved in the real environment of education. Unfortunately, these new

teachers have limited knowledge and skills as such and due to a lack of experience they face tribulations in the class room. First-time educators find themselves being responsible for their own class room and consequently have to manage opposing and criticising outlooks about their practice, the existing historical school culture, personal experience and their trained standards (Beijaard & Papanaoum; Kelchtermans & Ballet; Tickle, as cited in Kessels, 2010:10).

Feiman-Nemser (2001:1026) contends teachers despite their academic training have to learn the skill of how to teach regardless of how complete a teacher-training programme may be; experience can only be acquired while on the platform. It is further recognised “the first year of teaching is an intense and formative time in learning to teach, influencing not only whether people remain in teaching but also what kind of teachers they will become” (Feiman-Nemser (2001:1026). Similarly, Bush cited in Feiman-Nemser (2010:1026-1027) stresses “the conditions under which a beginner teacher carries out the first years of teaching have a strong impact on the level of effectiveness which that teacher is able to achieve and sustain over the years; and, strongly, on the decision whether or not to continue in the teaching profession”.

When first-time teachers begin their careers they have to face hardships which are translated eventually into feelings of low self-efficacy, stress and burnouts (Gold 1996). Further cited in Kessels (2010:10), Harris & Farrell; Ingersoll; Advies van deCommissie Leraren and Smithers; and Robinson contend beginner teachers leave the profession due to the adverse working conditions accompanied by stress that affects their self-image.

Lunenburg (2011:1) recognises positive action should be taken to prevent these new teachers from gaining negative impressions of their chosen careers by having an induction period to develop their abilities and thereby not abandoning them to sink or swim. However, in the event when internal support systems and strategies are adopted by the institutions the outcome can only benefit these beginner teachers’ professional development (Breux cited in Lunenburg (2011:1).

Lunenburg (2011:1) emphasises beginner teachers may face the same problems and consequently have to learn by trial and error and without the support and supervision of the head or the management of the institution. Lunenburg (2011:1) further states when it is expected beginner teachers should work on their own may indicate through outcomes from false assumptions that they are in a position to accept the responsibilities for their first

classroom and school know-hows; can on their own develop proficient expertise on their own; and the skill of teaching can be learnt in a relatively short period of time.

An induction programme serves the main purpose of supporting new teachers to participate comfortably in the institution. Darling-Hammond as cited in Mabaso (2012:25) is of the opinion the value and importance of induction programmes could increase the retention rates of new employees by improving their attitudes, feelings of self-worth and skills operate at acceptable high levels. Parallel to this, Bartell as cited in Mabaso (2012:25), states an induction programme will assist to increase an individual's appreciation of social, technical and cultural aspects of the organisation and enhance the ever-important socialisation process. Kleynhans et al. quoted in Mabaso (2012:28) concur: induction programmes for new employees helps to reduce absenteeism satisfy their affiliation needs, simplify policies and procedures and improve the understanding of a holistic image. Further including development plans and aims for new employees and welcome the arrival of these new employees.

According to Grobler et al. (2006:207), the objectives of induction programmes is to allow new employees to familiarise themselves with position processes, allow affiliation with co-workers together with their subordinates and supervisors. Further, by creating a sense of belonging among employees and how the roles they play affect the rest of the organisation in a positive manner. Induction programmes further help to guide employees towards the preferred means by which these goals should be achieved, recognising the basic work and authority of their function and indicating the required behaviour patterns for effective job performance. Mlindazwe (2006:18-20) articulates the objectives of induction to performance and being productive. He also indicates the importance of a job description that serves as a roadmap of a position and labour relations issues, culture seen as the glue keeping the organisation together and employee health and safety including induction serves as motivation factors once an induction programme has been introduced.

Grobler et al. as cited in Mabaso (2012:21) further state the objectives of a current induction programme should provide new employees with a platform to become productive sooner; minimise fear and insecurity, decreasing labour turnover; thereby helping employees to have realistic expectations. It will, in addition, generate job satisfaction and positive attitudes toward the employer, including saving time of supervisors and colleagues. It will also foster a better understanding of the organisation's vision, mission and strategic aims. Steyn, as cited in Dishena (2014:22) summarises the objectives of staff induction as "orientation,

psychological support, teaching skills, philosophy of education, fear and security, staff turnover, realistic educator expectations and job satisfaction and positive attitude towards the school”.

Recent publications regarding the quality of education have identified teachers as the most crucial factor influencing the quality of education in schools (Abbott, Hattie, Barber & Mourshed cited in European Commission 2010:6). It is further stressed that the professional development of teachers is a lifelong process that starts at the beginning of their education and ends at retirement and which is generally divided in specific stages. The first stage, during initial training, teachers are prepared to master the rudimentary information and skills. The induction phase follows guiding teachers to take the first autonomous steps during their first year of being opposed by reality to be in this career. The third and last phase addresses the on-going specialised progress of those teachers that have overcome the initial challenges of choosing this career (European Commission 2010:6).

2.5 The benefits of an induction programme

Grobler et al. in Mlindazwe (2006:12) points out that an effective induction programme has benefits such as higher job satisfaction. It also leads to increased performance in the work place which stems from faster learning times, reduction in absenteeism of educators and enhanced understanding of school policies, vision and procedures. Mlindazwe (2006:23-25) has similar opinions and lists the benefits of effective induction programme citing improved commitment, enhanced knowledge of the organisation, cost reduction and time, efficient expectations and more knowledge of the organisation accompanied by improved productivity. The European Commission (2010:14) further outlines the importance of an induction since “it reduces the teachers’ drop-out rate; it improves teacher quality, enhances professionalism in schools and provides feedback for initial teacher education”.

Induction, as outlined in the Teacher Induction Scheme (undated: 1), helps accelerate the process of settling into teaching profession quickly and effectively. It is further noted (Teacher Induction Scheme (n.d:1) that induction enhances teachers’ commitment, enthusiasm and positive feelings about the profession and equip them better to meet the ongoing demands as their careers progress. When induction is done effectively, there is the development of early-career teachers’ capacity and confidence. It is therefore relevant to provide support for those beginning their careers as teachers through on-site sharing and

learning with experienced colleagues and the provision of timely feedback and review in the workplace. “Induction programmes can strengthen teacher collaboration within a school and therefore help to transform the entire school into a learning community that works professionally and cooperatively to improve student learning” (Teacher Induction Scheme, n.d:1).

Dishena (2014:1) asserts induction programmes for new teachers have been proven to be effective mechanisms in minimising attrition and are also an ideal tool to provide a foundation for professional development and support needed to prepare those beginners entering the profession of teaching. Dishena (2014:3) further emphasises an induction programme is employed to develop new teachers to their fullest academic, social and personal potential and its successful application has the potential to enhance the quality of their instructions, minimise barriers they may encounter and to help in retaining them into the profession. These researchers concur with Guarino, Santibanez & Daley; and Weiss & Weiss as cited in Dishena (2014:4) there is an indication of the previous studies where comprehensive induction programmes that include mentoring, professional development and school-based support to beginner teachers have a significant effect on their attrition. Dishena (2014:18) emphasises “supporting beginner teachers with a comprehensive induction programme could compensate for their assumed inadequate preparation and reduce high turnover.

Lack of administrative support and poor induction are (Harrell et al., as cited in Dishena 2014:18) often labelled by the new teachers as the reasons for leaving the teaching profession. This correlates with Kelley, as cited in Dishena (2014:18) when new teachers are exposed to a lack of support and poor working conditions, their commitment to stay in the profession weakens. In agreement, Menchana as cited in Dishena (2014:19) reports “providing adequate training and support for beginner teachers increases the retention of a more competent, qualified and satisfied faculty”. This was also supported by Liu and Meyer as cited in Dishena (2014:19). There is a correlation between a teacher induction programme and high morale and career commitment. Induction is seen (Amos as cited in Dishena 2014:20) as a necessary component designed to assist the beginner teachers gain important information about the new job and easily settle in their work productively. Nantanga (2014:15) outlines the effects of induction on beginners where it reduces feeling of isolation, enhances opportunities to acquire skills and knowledge, increases teacher efficacy and reduces teacher attrition and turnover.

Britton, Raizen, Paine, and Huntley (2000); Hudson and Beutel & Hudson (2008) emphasise extended exposure to induction increases the competences of teachers in comparison to those who received minimal or none at all. They further note the quality and duration of induction correlates with the attrition rate. Fry, as cited in Nantanga (2014:31-32), in contrast argues his study found that the rate of attrition remains high despite induction. He further states teachers can still be efficient as a result of successful experiences gained during teacher training.

Induction according to Wong (2004:1) is done to train new teachers, support and retain them into their teaching profession. Further, Steyn as cited in Nantanga (2014:12) sees induction as an effort of an organisation to assist various categories of staff members to adjust themselves for the organisation's functioning to proceed as effectively as possible. Hence, it is aimed at serving the needs of new teachers in the profession, as well as those of the veteran educators who are new in the related environments (Steyn, as cited in Nantanga, 2014:12). Angell and Garnifinkel (Nantanga 2014:12) confirm induction of staff members is needed in numerous professions where teaching is not exempted to assure full responsibility from the first day in new jobs. Therefore, Nantanga (2014:13) asserts induction is a common practice in various professions and beginners cannot be transformed into adequate and complete teachers; thus the need for further support. Andrew and Quinn cited in Dishena (2014:30) in correlation maintain providing support for beginner teachers is crucial for keeping them longer in the profession and it also enhances effectiveness of the beginners as fast as possible. Thus Dishena (2014:30) emphasises on a well-grounded induction as a response to overcome difficulties faced by beginner teachers. It is also essential for giving a boost of powerful opportunity to develop leadership skills.

In Namibia the benefits of induction programme have not been well enjoyed. This is because the application of the concept has been problematic. Studies done in Namibia noted some negative practices among those responsible for mentoring the novice teachers. They noted some negative practices among the mentors such as taking advantage of the presence of the student teacher to absent themselves from duty, overloading them with work which would not allow them to observe the mentor, prepare for lessons and reflect on work covered. The impact of such practices was likely to be during first teaching assignment by the novice teachers.

2.6 Components of good induction programme

Induction programmes should not just enable beginner teachers to survive but to prosper during their first years of teaching and encourage them to strive for continuous improvement (Cole; Feiman-Nemser as cited in Kessels 2010:10). Hence, it is critical for induction programmes to contain a balance in supporting beginner teachers in these areas (Beijaard & Papanaoum; Gold; McNally; Tickle as cited in Kessels 2010:11). The socialisation of the teacher in the school culture – this refers to many aspects related to school rules and code of conduct for both the teachers and the students; agreements on the curriculum, goals and mission of the school. Further development of knowledge and skills which are necessary for good teaching - this refers to an extension of the action repertoire together with an adjustment of the repertoire to the specific situation in the school. The development of a style of teaching which is personal and fits with the goals and mission of the school is central to these aspects. The care of the school development - this refers to, *inter alia*, psychological support to develop self-confidence, a positive self-image and learning how to deal with stress.

According to Steyn as cited in Mabaso (2012:26) certain aspects are usually included in staff induction programmes: School-related matters, which include culture, school vision, mission, values, policy, financial and physical resources as well as the curricular and administrative services offered by the institution (Heyns, as cited in Mabaso 2012:27). Matters relating to staff, which include teachers' clear understanding of the school's organisational structure, work allocation, job requirement for staff and sound interpersonal relationships with teaching and the school's curriculum which comprises classroom management, academic area policies, teaching paradigms as well as effective tuition skills and techniques require attention (Freiberg; Heyns; Whitaker and Wong, as cited in Mabaso 2012:27). Learner-related matters consisting of newly appointed teachers often experience difficulties with individual differences in the classroom which lead to behavioural problems among newly appointed teachers. Teacher-parent relationship matters such as difficulties concerning working and communicating with parents. Physical and financial resources - newly appointed teachers should be acquainted with the school buildings and fixed assets such as teaching materials and equipment. Administration-related issues, which include attendance registers, assessment forms and classrooms stocktaking, often causes frustrations and stress among newly appointed teachers (Heyns, as cited in Mabaso 2012:27).

According to the European Commission (2010:9), the following components should be part of the newly qualified teachers' induction phase: Support from mentors and other colleagues; a reduced teaching timetable without affecting remuneration; access to appropriate support; and attending a mandatory guidance programme; together with opportunities to relate theory to practice in a systematic way. Further based on the literature reviewed on teacher induction programmes, Moir and Gless as cited in Ingvarson, Reid, Buckley, Kleinhenz, Masters and Rowley (2014:30) proposed that quality induction programmes for beginner teachers should have the following underlying components: programme vision; institutional commitment and support, quality mentoring; professional standards; and classroom-based teacher learning.

Joiner and Edwards cited in Mabaso (2012:15) identify and suggest the following aspects should be considered when compiling an induction programme: tailored induction programme; climate and culture; as well as financial and human resources cost. Britton et al., as cited in Kessels (2010:14) suggest the combination of the following characteristics in comprehensive induction programmes: Close contact with a more experienced teacher; collegial relationships with peers (other beginner teachers); reflecting, inquiring, researching oneself and others; observing other teachers and being observed; and timing and sequencing of opportunities.

There is adequate evidence induction programmes are not exactly all alike, however. Wong (2004:46-47) suggested key steps that an effective induction process should entail: beginning with an initial 4 or 5 days of induction before the school starts; offering a continuum of professional development through systematic training over a period of 2 or 3 years. Providing study groups in which new teachers can network and build support, commitment and leadership in a learning community; there should also be an incorporation of a strong sense of administrative support leading to an integrating of a mentoring component into the induction process. Presenting a structure for modelling effective teaching during in-service and mentoring will include also providing opportunities for inductees to visit demonstration classroom.

Wong (2004:49) further points out the characteristics that are crucial for a successful induction programme. They are to promote learning communities through networks; to regard every co-worker as a potential contributor to the well-being of an organisation where turning ownership of learning over to the learners in study group; also to create learning communities

where all the stakeholders gain knowledge together with demonstrate that quality teaching is a group responsibility.

Like any other developmental process, beginner teachers' induction programmes involve various stakeholders who carry different roles and responsibilities. According to the European Commission (2010:22) the key actors in induction programmes include beginner teachers, school management, ministry officials, teacher unions, school board members and community leaders. Johnson and Kardos in Feiman-Nemser (2003:5) stress good co-operation between new teachers and experienced colleagues is crucial for a successful induction programme. Dishena (2014:30) stresses on the same note the involvement of stakeholders across the educational region as well as that of the policy makers for a successful induction programme. Dishena further notes ensuring that learners receive the most adequate and best education possible can be attained through incorporation of both the passion of beginner teachers and expertise of the experienced ones. The presence of officials of the state department of education, teachers' education faculty members, local schools administrators as well as the members of professional organisation is also essential for a successful induction programme (Dishena 2014:31).

According to the report by Angelle as cited in Dishena (2014:31) there are aspects for the success of an induction programme where stakeholders responsible for induction programmes should ensure the provision of all types of required assistance to the beginner teachers rather than paying attention to the final assessment. State-mandated assistance or assessment programmes should reduce paper work associated with programmes in order to make the support components the priority of the programme. Administrators should be actively involved in the induction of new teachers where, in addition, the stakeholders should strive to attain maximum requirements as mandated by the state in order to have highly proficient staff. In addition, administrators should refrain from relegating all aspects of new teacher induction to other staff members.

Joerger and Boettcher also cited in Dishena (2014:31) contend well-designed teacher induction programmes help assure successful entry into teaching when they include elements such as on-going personal support, assessment and feedback on teaching performance and progress, including provision for self-assessment and reflection. Together with continuing education opportunities that address current needs, while building upon and enriching pre-service education, and positive socialisation into the profession.

According to Olebe as cited in Dishena (2014:31) standards-based formative assessments should be included in more effective induction programmes because they provide specific information regarding the progress of the beginner teachers and allow opportunities for adjustment of practices.

2.7 Roles of school principals in offering induction programme

Darling-Hammond; Le Maistre and Pare quoted in Hudson (2012:71) stress a teacher graduating from a tertiary institutions commences teaching with the same responsibilities as those of the more experienced teachers in the profession, irrespective of their widely recognised need for support in their first few years of teaching; “particularly with teachers leaving the profession during those early years with a seemingly “sink or swim” approach found in many schools” (Howe cited in Hudson 2012:71). Further, the emphasis is placed on assisting beginning teachers with teaching rather than assessing them in these formative years of teaching. On the same note, mentoring seems to be a preferred support strategy because it draws upon the expertise of existing schools staff that can provide immediate benefits to the beginning teachers (Howe in Hudson 2012:71).

Principals have major responsibilities regarding the beginner teacher where they have to see to it the beginner teachers are accorded effective reception that can enhance their interest in their new work environment. As the first people to come into contact with the beginner teachers, the principals should ensure the beginner teachers are made to feel they are a valuable asset to the schools and are entrusted to contribute to the wellbeing of the school.

According to Glazerman et al.; Heyns; Jiang and Chan as cited in Nantanga (2014:37) evaluation, orientation, mentoring and supervision are among the roles of the principal. They further note it is crucial for the principal to employ the beginner teachers timeously and commence with orientation as soon as they are officially employed to avoid excuses such as time constraints. This will also avoid the situation where the beginner teachers feel overwhelmed with information load which they have to absorb. Kempen quoted in Nantanga (2014:37) asserts principals’ commitment to the induction programme is what determines the success of induction, thus they must take the lead in supporting the beginner teachers. Nantanga (2014:38) feels the principal must also promote and enhance staff development activities in their schools which could in the long run promote a learning community. Blasé

and Blasé see Nantanga (2014:38) recommended that in respect of enhancing staff development, principals should support teaching and learning, collaboration and coaching relationships among teachers through provision of adequate resources as required. Principals should also play a role in strengthening the relationships between the beginner teachers and other stakeholders, such as staff members, parents, learners and the community at large. This can be achieved through the arranging of events where the beginner teachers can socialise with these stakeholders.

Ugwanga as cited in Nantanga (2014:38) also agrees that interaction with veteran teachers helps the new ones deal with the practical challenges and feeling of isolation they may encounter during their first years in the profession, because some veteran teachers may be selfish or unwilling to support the beginners. Naidu cited in Nantanga (2014:38) suggests principals show a caring attitude to make veteran teachers accessible and available to support the beginners, thus making them comfortable to give their views.

Johnson and Birkeland as cited in Dishena (2014:25) stresses the rapport among teachers, their ability to work together as well as the role of the principal in establishing and advancing norms and facilitating interaction among the colleagues at various levels of experience are determinant factors for the successful induction programme. The principal and other stakeholders should also play a role of providing relevant information as needed by the beginner teachers. The role played by communication cannot be overemphasised by providing new teachers to the profession with timely information by the administrators. Giving feedback to beginner teachers on time will reduce errors and enhance their ability to make informed decisions. With reference to communication, Dishena (2014:39) identified where the principal should ensure there is frequent and personal communication between himself (principal) and the beginner teachers in order to make the induction programme effective. Principals must clearly articulate what they expect of the beginner teachers and model collaborative behaviour for them together with their (teachers') responsibility to minimise the extra-curricular activities of the beginner teachers.

Finally, is parallel with Cohen cited in Lunenberg (2011:1) that where researchers have made little attempt to reduce the class load and limit extra- curricular assignments to alleviate the workload on the beginner teacher. Teachers in schools where the activities of the beginners are reduced have reported their opportunity to learn and teach has been improved (Cohen in Lunenberg 2011:1). Kendyll as cited in Dishena (2014:39) stresses "beginner

teachers must be protected by the principal from their own enthusiasm in volunteering for additional responsibilities”. It is thus the sole responsibility of the principal to ensure beginner teachers receive a minimal workload regarding extra-curricular activities and committee responsibilities.

Kendyll cited in (Dishena 2014:40) elaborate that beginner teachers should be allocated a relevant light workload and be assigned a realistic number of learners which they can manage with ease. The various authors emphasised that the leadership of principals play a major role in creating a collaborative learning environment that contributes to the retention of new teachers as well as to delicately bring them to a level where they are able to meet the expectations of working in a complex milieu of diversity and change (Feiman-Nemser; Wayne as cited in Dishena (2014:40).

2.8 The role of the beginner teachers in an induction programme

Induction programmes are two way streets and beginner teachers are also expected to do their share when it comes to a successful induction programme. They do not just leave everything in the hands of the principal or education administrators but have an equally important role to play to ensure an effective induction programme is the end result of this exercise.

Dishena (2014:40) stresses the importance of recognition of the knowledge, skills, attitudes and assumptions beginner teachers bring to their working environment as well as the profession itself. According to Robertson as cited in Dishena (2014:40) a conceptual framework concerning teaching and learning that most teachers have is based on their childhood experiences and teacher training has a significant impact on these assumptions. Dishena (2014:40) argues “even the best induction programme may not be successful unless the beginner teachers had something substantive to offer and are willing to change assumptions and attitudes”. Therefore, Dishena (2014:40) stresses in any successful induction programme, assessing teachers’ readiness is an important factor.

According to Yost cited in Dishena (2014:31) their own positive school environments are not enough to support struggling teachers. The need for the new teachers to develop self-reflective skills during their induction should therefore be emphasised to enable them discover and develop their own solutions to managing a classroom. Teachers must therefore show positive attitudes, commitment and willingness to learn and follow during the induction

programme. They should also be prepared to discard the assumptions and beliefs they have developed about teaching and learning. Teachers, most importantly, should be curious and eager to work together with the relevant stakeholders during the induction programme and show their readiness to execute tasks as prescribed. This exercise demands ambitions, responsibilities and humility and effective communication skills.

In the Namibia context due to the obstacles and challenges found along the journey to teaching the novice teachers have to be courageous. It is only the duty of the principal and the various senior teachers and positive school environment, but it is the duty of the beginner teacher to go an extra mile to show commitment and willingness to learn from others.

2.9 Induction support for beginning teachers

Teacher quality can be improved. It can be promoted and improved by an effective professional development through carefully constructed and managed induction programmes. Induction programmes will not be of much value if they are insufficient and not continuous (Kardos, Johnson, Peske, Kauffman & Liu 2001:23). There are some common elements that characterise effective induction of beginner teachers. William and Prestage (2002:37) stated that the goals of induction can be realised by beginner teachers through focusing on attention, support and giving encouragement; there should be informal support instruments; there should be an equilibrium between endurance and growth and further training should be offered.

Howe (2006:34) argues the common attributes of positive induction programmes comprise the prospects for specialists and beginners to progress in union in a reassuring situation, setting aside time for teamwork; reflection to gradually become part of the teaching profession; in most developing countries.

Carroll and Simco (2001:32) indicated monitoring and support entail duplicating a professional relationship with the new teacher as well as providing support during induction. A study by Gilbert (2005:5) revealed mentoring has been considered as the most important part of an induction programme of paramount importance to beginning teachers. Elements of effective and comprehensive induction programmes are researched by experts in the field (Wechsler et al. 2010; Fletcher et al. 2008; Fulton et al. 2005; Ingersoll & Smith 2004; Feiman-Nemser 2003; Carroll & Simco 2001; Kardos et al. 2001) argued that a mentor

should be selected from the same teaching area/grade; supportive partnership between senior stakeholders; and mutual planning of subject areas/grade.

Further peer support can be facilitated by having regularly scheduled collaboration time with other teachers and allow beginners to share experiences. This involves promoting shared teamwork between new teachers and the experienced ones which is enabled through existing school structures (Stansbury & Zimmerman 2000:68). An informal relationship can be between established and new teachers. However, there are situations where new teachers do not want to seek guidance because they do not want to interrupt those providing guidance or they might be embarrassed (Stansbury & Zimmerman 2000). Furthermore, the elements include identifying the needs of new teachers and by providing external networks (Carroll & Simco 2001; Stansbury & Zimmerman 2000). Developmental valuation such as colleagues observing each other (peer support) and then give feedback within a similar subject arena could also be useful mechanism. While observation in other subject areas/grades assist with classroom management (Britton et al. 2000:8).

A further element of assistance is to teach smaller classes. New-comers and their mentors would have more time for discussions if the teaching load was lighter thus enabling newcomers to attend workshops. Teaching aids could assist the newcomers to feel they can cope within the new environment (Wechsler et al. 2010; Fletcher et al. 2008; Fulton et al. 2005; Ingersoll & Smith 2004; Feiman-Nemser 2003; Carroll & Simco 2001; Kardos et al. 2001). Orientation should include introducing and feeling welcomed, becoming orientated with the mission of the school; availability of teaching resources and becoming familiar with the policies and procedures (Moore & Swan 2008; Carver 2003; Stansbury & Zimmerman, 2000).

It should however be noted that though the suggestions made theoretically could be effective and successful, they are not practiced effectively in real life. A shortage of teachers; classrooms; teaching aids; as well as time-constraints hinder the process. This implies that it is hard to allocate smaller grades to the beginner teachers as well as to have workshops from time to time for them to learn from their mentors.

Moore and Swan (2008:3) refer to the game plan of induction by various authorities as the 'Best Practices Framework' and Stansbury and Zimmerman (2000:90) classify these induction components into low (activities that are not comprehensive, requiring little effort/funding) and high intensity strategies (orientation, matching beginning and

experienced educators, changing conditions of work and support overall team effort). Focusing on providing personal and emotional support and addressing issues of unfamiliar tasks experienced by new teachers have little impact on teacher effectiveness (Stansbury & Zimmerman 2000:90). According to Stansbury and Zimmerman (2000:91) concentrating on planning, time management, resources in order to develop and support beginning teachers are high intensity induction strategies. Such strategies would be the most effective (Ingersoll & Smith 2004) and would result in significantly improved teacher learning and efficacy.

Beginner teachers are assisted to gain knowledge and competence in their role with relevant rights and powers. Carroll and Simco (2001:33) asserts the induction process is ultimately determined by certain factors such as culture in a school; whether the mentor is motivated with the necessary knowledge and skills; whether the beginner teachers are also motivated and whether they are involved with their new environment. Furthermore, the limits and freedom allowed by senior leadership together with resources of human capital and available funding must be considered.

The induction experiences of primary school teachers were considered in the context of some of the support proposed activities. It should be noted though that a number of the suggested support activities are not feasible in the context of Namibian primary schools which are resource constrained. Activities such as reduced teaching load, being assigned smaller classes, periods of non-instructional time for novices and their mentors and extra classroom assistance in the form of a teacher aide must be practised.

2.10 Mentoring

The most cited induction support is mentoring (Davies & Slattery 2010; Greiman, Torres, Burris & Kitchel 2007; Jones & Straker 2006; Lindgren 2005; Edwards & Protheroe 2004; Ingersoll & Smith 2004; Vonk 1993). Mentoring as defined by Salinitri in Hellsten et al. (2009:706) is “creating an enduring and meaningful relationship with another person, with the focus on the quality of that relationship including such factors as mutual respect, willingness to learn from each other, or use of interpersonal skills. Mentoring is distinguishable from other retention activities because of the emphasis on learning in general and mutual learning in particular.

Thus, mentoring implies that the novice teacher learn from the mentor as they interact with each other. Rolfe-Flett in Davies and Slattery (2010:1) define mentoring as “a process by

which an expert person facilitates learning in the mentee through arrangement of specific learning experiences". Again, this definition emphasises the purposeful nature of the mentoring process and the general outcome of the experience which is learning.

Jones and Straker (2006:20) consider there is the belief that mentoring is being based on the actual development of professional practice occurring in the same settings and where collaboration with skilled professional experts or experienced teachers takes place. However, Fuller and Unwin (2004:41) contest the concept 'novice' as well as equating expertise with status and experience at the workplace. They argue that new people in the workplace play more complex roles than implied by the concept 'novice'. The new workers may have acquired different types of skills and higher levels of knowledge prior to joining a new workplace. Fuller and Unwin (2004:41) conclude that the new and old employees can mutually benefit from learning from each other and this invalidates the concepts of 'novice', 'experience' and 'expertise'.

The concept of mentoring is derived from the notion of craft apprenticeship which Stolurow (1972:165) refers to as 'model the master teacher approach' to teacher training. In this model, the master teacher or mentor provides guidance to the apprentice (new teacher). The master teacher provides the skills, knowledge, personality and attitudes for the beginner teacher who accepts it through observation, imitation, modelling and practice. A concept in industry called 'sitting with Nellie' who is an experienced factory worker (mentor) to whom new workers are assigned in order to learn a particular skill through demonstration (Cullingford 2006:36).

The concept of mentoring is derived from Bandura's (1973) Social Learning Theory and the Interactionist Theory. Bandura's theory highlights the significance of observation, imitation and modelling in acquiring new knowledge, skills and attitudes from significant others. The Interactionist Theory, which is derived from the ideas of Hargreaves (1976) and Keddie (1973), is based on the belief that a person is a product of interaction with significant others whom Cooley (cited by Keddie) refers to as one's looking glass self. Thus beginner teachers learn good teaching practices by observing and imitating the experienced ones whom they are attached to during induction. Mentoring process does not have a defined length and should run as long as the mentees still need it. Most induction strategies/activities are constructed on the modelling principle which is an integral part of these theories.

Williams and Prestage (2002:10) perceive a mentor as a facilitator and manager when involved with the inexperienced. The mentor is required to *inter alia*, monitor, teach and provide support (Williams & Prestage 2002; Shaw, Boydell & Warner 1995). The functions of a mentor do not only centre on providing professional assistance and psychosocial support to the new teacher (Greiman et al. 2007), but mentors are also required to be “assessors and gatekeepers to the teaching profession” (Jones & Straker, 2006:166). This array of roles and responsibilities creates tension and conflicting loyalties for the mentors as they have to strike a balance between them.

Howe (2006:13) regards the provision of experienced, well-qualified and especially trained mentors to beginner teachers as the essential facilitator in teacher-education effectiveness. Research has shown there are many positive outcomes of mentoring and it plays an important role in supporting and socialising new teachers into their occupations (Lindgren 2005; Feiman-Nemser 2001b), being satisfied with their jobs and reducing feelings of isolation they may experience (Hellsten, Prytulla & Lai 2009). In addition, mentors can help reduce stress levels of beginning teachers, in the last incidence improving teacher ability and assisting the specialised growth of the beginner (Greiman et al. 2007:6). According to Weiss and Weiss (1999:7) beginner teachers working with a mentor become more effective educators in their early years as they learn from guided practice rather than trial and error.

The main goals of mentoring are to transmit what Lindgren (2005:252) calls “many of the experiences and possibilities in the teaching profession” from expert teachers to those beginning. Norms, cultural values, language, philosophy and sets of behaviours are transferred by a mentor who has gone through the mill to a beginner (Little 1990:35). The mentor, through words and action, communicates to beginners what teaching and learning to teach in a specific setting entails (Carver & Feiman-Nemser 2009:34). Therefore, mentoring is critical as it can determine what novices learn from experience (Feiman-Nemser 2001a) and also enables them to situate their new role.

Stansbury and Zimmerman (2000:14) believe effective mentors can support their success by providing evidence of the success in their own classrooms and being clear about how they operate. Orland-Barak and Hasin (2010:9) in support contend effective mentors should be skilled teachers, have insight into their subject, accompanied by practical and educational content knowledge; and they would need to be models of good practice. Howe (2006:13) and Fulton, Yoon & Lee (2005:22) indicated effective mentors are not just ‘buddies’ with their

charges; they guide them to have insight into their skills and development; they are team or individual players. Mentors have acquired the abilities to evaluate the performance of others to deliver constructive criticism as a much admired discussion skill in a 'critical friend role'. Williams and Prestage (2002:10) concur mentors are able to execute their roles due to the knowledge about aims of their role and ability to determine the needs of mentees. They need to have knowledge of the theory of human behaviour related to people development (Shaw et al. 1995:15) and to create an environment where mentees want to learn from them as the mentors guide the mentees to grow further in their careers (Wong 2001:31). These views underscore the need to carefully consider the criteria for mentor selection if the goals of guidance for beginner teachers are realised.

A recurring theme on teacher induction is the need for support and training of mentors to equip them with skills and understanding of expectations as well as to develop consistent good practice. Lindgren (2005:32) indicates the mentoring role differs when considering the traditional role projected by teachers as being in a supervisory role to enable learning from colleagues and using strategies related to adult learning and social skills. There is a negative side to mentoring related to making assumptions about the competences of them and by being experienced educators do not necessarily imply they have the make-up to be involved in assessment and supply support for a newcomer (Feiman-Nemser 2001a). Such skills include the ability to extend subject/grade precise comments, plan together thought-provoking activities, assist where newcomers can find areas for development and assist them to transfer knowledge from theory to practice (Stanulis & Ames 2009:8). Darling-Hammond (2006:11) emphasizes experienced mentors operating in the same academic area as beginning teachers would have a bearing on their learning rather than the contrary.

According to Howe (2006:13) when a mentor system is put into practice it is important to ensure it is effective because quality and ability of the beginner has a reciprocal effect on the experiences of beginner teachers. Yet, Fulton et al. (2005:19) suggest the mentoring method can be below par when it is based on convenience rather than instructional or coaching abilities; when untrained mentors are used; or denying mentors time to work with the mentees and lack of formal organisation of mentoring programmes. Fletcher, Strong & Villar (2008:23) mention where experienced teachers are too busy to provide guidance or the environment is not conducive in the organisation. Alternatively, mentors may not be willing to take up the role of supporting new teachers because this would be an extra responsibility over and above their regular workload.

Besides poor execution, there are other contentious issues pertaining to the mentoring process. Feiman-Nemser (2001b:13) is of the opinion that mentoring is established by experienced teachers and its aim is to guide and support continuous improvement of practice. However, it is seen by those questioning its function where mentors may not move with the time and may remain set in traditional approaches and pigeonholed teaching practices and rather support individualism and non-interference (Stanulis & Ames, 2009; Jones & Straker 2006). Those in favour of mentoring argued where the internship model supports replication of the mentor's way of work practices, there is no doubt the environment allows for understanding and application of underlying theoretical principles (Feiman-Nemser, 2001a:12).

2.11 Obstacles to effective induction programme

Joerger and Boettcher as cited in Dishena (2014:40) state that alterations to the system and teaching environment can be made once the pitfalls have been identified and a needs analysis of beginner teachers can be addressed. The potential problems of induction that can hinder the success of beginner teachers are contained on time management and availability of necessary resources. Principals and other stakeholders have their own responsibilities with limited time available for directing their attention for visiting and evaluating beginner teachers (Dishena 2014:40). The effectiveness of induction is thus compromised; however, sufficient time for the senior staff members should be allowed for them to carry out this exercise and ensure its success.

The beginner teachers' interest and attitude are also other potential obstacles to successful teacher induction methods (Dishena 2014:41). The effectiveness of induction programmes is enhanced by the eagerness of teachers to learn. Shulman quoted in Dishena (2014:41) maintains "teachers' learning will be a function of their status based on the following three interdependent factors: vision, motivation or commitment, and ability both cognitive and practical."

2.12 Challenges and needs of beginner teachers

The challenges were initially identified in a study by Veenman (1984:5) which established that beginner teachers expressed concern relating to issues of instruction capability, authority and effective classroom management. Challenges facing beginner teachers have remained the

same as recorded in current research (Gilbert 2005; Ingersoll & Smith 2004; Feiman-Nemser 2003; White & Moss 2003; Flores 2001). A study conducted by Flores (2001) found new teachers were confronted with demands placed on them and the consequences were manifested in their being tired and which led to their experiencing stress. There was a conflict of attitudes (dissonance) between their expectations and the reality of the classroom supported by terms such as ‘shock’, ‘jump’ and ‘being unprepared’ (Flores 2001:139).

Romano (2008:13) claimed that the successes and struggles of beginner teachers were contained in a qualitative study. Classroom management, external policy, personal issues and content as well as education were issues experienced during the first year of teaching. Priority should be given when designing support activities for beginning teachers in these areas. .

2.13 The influence of school contexts on induction experiences

Carver and Feiman-Nemser (2009:324) maintain that the school culture and context as manifested through poor school leadership, professional isolation and demoralized staff “all work to mediate and/or block thoughtful induction and mentoring”. This has been corroborated by several studies; for example, Cherubini (2009), Carroll and Simco (2001) and Kelchtermans and Ballet (1999).

Brunton (2002:35) conducted a qualitative study focussing on the experiences of five primary school teachers in their first year of employment in New Zealand. The experiences of new teachers were diverse and determined by the context of their employment. Expectations of schools varied as well as roles the beginners were supposed to play.

Flores (2001:135) investigated the influence of biographical and contextual factors on the understanding and practice of beginner teachers. The workplace conditions, particularly supportive and informative leadership, have a strong impact on the ‘process of becoming and being a teacher’. The conditions are significant in enhancing understanding and, not only in shaping new teachers’ professional behaviour, but they result in preparation of a teaching career. The findings suggest that classroom and school settings also lead to a redefining of the beginner teachers’ professional identity which is influenced by the classroom environment and where the school is situated. Flores (2001) proposes the needs of new teachers should be considered during induction and recommends that opportunities should be available for learning and development.

A study by Williams et al. (2001:13) indicated legislative provisions for monitoring and support of beginner teachers were examined in England taking into consideration identification of teacher culture. In individualistic cultures, new teachers were anxious to survive rather than to grow in their professions because they did not have opportunities or developmental activities. Bubb, Earley & Totterdell (2005:11) refer to these environments as being ‘rogue schools’; this is where institutions not only default on their responsibility to support new teachers, but on a negative note exploit them in unethical ways. Structural collaborative cultures produced environments where newcomers enjoyed positive and developmental experiences due to careful planning and regulation.

The common practice in schools is, however, in contrast to the literature above. Beginner teachers, most often, become the victims of heavy workload. The veteran teachers often feel they should reduce their extra responsibilities and shift some of their workload towards beginner teachers so that they may relax. It is a common practice in most schools where activities such as sports, fundraising, recreations and charity-related works are assigned to beginner teachers. Though this may be a way of getting a beginner teacher to settle in the work environment and enhance a rapport with the learners, it is quite devastating and stressful and can cause beginner teachers to burn out and opt to leave the profession. This shows principals are inseparable from induction programmes where their presence is essential to facilitate the entire exercise of beginner teachers’ induction as well as to make it a success.

The researcher acknowledges the fact that no particular approach of induction can be transferred from one area to another and obtains the same results. In this case though induction programmes have proved useful in other countries the researcher takes an eclectic stance. Given the time at which the formal induction programme was introduced in Namibia it is possible to draw conclusions that the Namibia education system is facing a number of factors that limit the effective implementation of induction support services.

2.14 Impact of induction on beginner teachers

Ingersoll and Smith (2004:20) found there was a 29% reduction in attrition rates where regular partnerships with experienced teachers were formed which went beyond basic induction. They found the most effective induction programmes offered numerous supports in the form of providing mentors from the same discipline, prospects to engage in group or joint planning activities. Similarly, three out of six studies examined by Totterdell, Woodroffe,

Bubb, Daly, Smart & Arrowsmith (2008) showed there is a significant correlation between induction and retention. Contrary to these findings, however, Glazerman, Isenberg, Dolfen, Bleeker, Johnson, Grider & Jacobs (2010:25) established induction has virtually no impact on retaining employees. This perhaps suggests there is a need for induction programmes to focus on more than the standard basics.

Teacher induction also impacts on job satisfaction and teacher efficacy. Wechsler, Caspary, Humphrey & Matsko (2010:6) found “teachers who received more intensive mentoring, whose induction had a strong focus on instruction, who received a variety of induction supports and who worked in supportive school contexts reported greater improvement in their instructional practice”. Harland and Kinder (1997:67) suggest, *inter alia*, changes in subject knowledge and skills; deeper educational understanding; changes in confidence and self-esteem; modifications in practice; more consideration; clearer rationale for actions; more skill at managing and influencing others; greater resilience; greater ability to lead change; and, greater contentment and motivation.

A study by Soares, Lock & Foster (2008:56) gives some insights into some of the limitations of the induction experiences of beginner teachers in England where the programmes are statutory. Although all the optional supports for newcomers were available three trends that were of concern emerged. The specialist backgrounds of mentors in the first instance did not match that of the new teachers assigned to them. This, in the view of Soares et al. (2008:55) would restrict the subject knowledge and subject specific support that the mentor could avail to their charges.

Most participants in the second instance were given non-contact time, but this was likely to be reduced by covering up for absent colleagues, largely teaching learners with challenging abilities and attending to coursework assignments, thus limiting time devoted to induction activities. A third major observation about the induction experiences was the unavailability of provision for meetings to review the professional progress of some participants. These were deprived of opportunities for professional discussions. A significant number of participants in addition were teaching while their mentors were absent, and contrary, others were observed by those who were not necessarily their mentors. Most importantly, feedback on action in the classroom was not readily available and therefore the role of feedback in encouraging and developing first-time teachers was contradicted.

2.15 Research perspectives on teacher induction in Africa

Teacher induction is generally a new phenomenon in Africa. Yet, like the rest of the world school administrators are concerned about the quality of education in their schools where teacher quality is influenced. Empirical research on teacher induction conducted in African countries such as Ghana (Cobbold 2007); Kenya (Dawo 2011; Simatwa 2010; Indoshi 2003); Lesotho (Lefoka & Sebatane 2003) and Zimbabwe (Samkange 2012) indicates the areas of concern for the beginner teachers. Indoshi (2003:45) found induction of new teachers in Kenya is largely informal and ad-hoc. While the new teachers in Kenyan schools face ill-discipline to problems with interpersonal relationships, there are no mentors to provide them with guidance and senior management are ill prepared for the task. The situation could be changed if formal induction programmes were introduced and a needs analysis amongst beginner teachers be done to identify their needs and ensure that mentors receive proper training. Simatwa (2010) found beginner teachers are inadequately supported by their respective schools to engender professional growth; however, the formalisation of induction programmes would ensure standardisation of support activities.

A comprehensive study by Lefoka and Sebatane (2003:36) undertaken in Lesotho indicated that superficial professional induction of beginner teachers occurs in schools and the induction focused mainly on administrative issues. Indications from the study argued on the one hand, beginner teachers experience such problems as dealing with individual needs, introducing lessons, time management, utilisation of methods taught during initial training, planning, scheming, record keeping, lack of confidence, feelings of isolation, and, to a lesser extent, relationships with colleagues. On the other hand, the concerns of principals centred on punctuality, administration of corporal punishment, lack of skills to handle pupils with disabilities and lack of time management skills in beginner teachers. Lefoka and Sebatane (2003) concluded the concerns expressed by principals demonstrated their lack of appreciation of the needs of beginner teachers. Lefoka and Sebatane recommended the introduction of an induction programme for newly qualified teachers and the training of mentors to manage such a programme.

Cobbold (2007:45) argues that the situation that currently exists in Ghana is one where the focus is on ensuring adequate supply of teachers by increasing enrolments of candidates at teachers' training colleges. However, Cobbold (2007) views this as a short-term solution especially if large numbers of those recruited will leave the profession. He, therefore,

advocates for equal attention to be paid to improving teacher induction and ongoing professional development in order to reduce attrition and promote retention of new teachers.

In Zimbabwe, there is no official policy on the induction of beginner teachers. A study conducted by Magudu and Moyo (2008:15) found the modalities of induction are left entirely to individual schools and their heads to work out a procedure through ad hoc arrangements. Consistent with these findings, Hove's (2006:6) research on "Induction of new teachers in four schools in Zvishavane urban Zimbabwe," established that where schools generally do not make any provision for induction of new teachers and supports such as mentoring, joint planning, team teaching, observations of lessons of experienced teachers and release time for novices are rarely employed. All this suggests induction is not considered as an essential component of policy for fostering quality schooling and teachers. It also implies that the continuum of teacher education from initial preparation through induction and early career has remained largely undeveloped in that country.

Samkange (2012:13) further notes that besides inadequate initial teacher preparation in teacher training colleges, the performance of the new teachers is also influenced by such factors as availability of staff development programmes (or induction activities) at school level, supervision and management. His findings indicate a prevalence of problems of indiscipline among beginner teachers, perennial absenteeism from duty and inadequate planning and preparation for lessons; he attributes these problems to managerial and motivational styles. Samkange (2012:12) suggests school heads have a crucial role to play in ensuring beginner teachers perform to the expected standard and in mitigating their concerns. His observations concur with Brock and Grady's (1998:17) view where principals are expected to be instructional leaders.

Carver (2003:10) along the same lines notes the role of the principal in induction would be to support, develop and assess the new teachers and identify core tasks through which principals can support beginning teachers and one of these tasks is the provision of leadership for instructional development through formative and summative evaluation. Samkange (2012) recommends school heads should identify the needs of beginner teachers posted to their schools with a coordinated approach to the supervision of the new teachers involving senior teachers, school heads and district education officers. He also recommends allocation of resources for further training and CPD especially for beginner teachers.

In the absence of a standardised approach to induction, as implied in the studies of Samkange (2012) and Carver (2003:10) the experiences of beginner teachers are bound to be varied. This suggests a need to explore the relevance of induction experiences in the different schools to new teachers, their ability to learn as well as their professional development. The findings also raise questions about the level of awareness among stakeholders on the concerns and needs of qualified teachers and the role they can play in ensuring the new teachers receive appropriate support to make their transition into teaching as smooth as possible.

2.16 Induction programme in Namibia

Induction programmes in Namibia (Dishena 2014:49) addresses among other, aspects such as general goals and content, length of training, out-of-school training, in-school training using professional developmental schools, the use of a mentor teacher to mentor the beginner teachers and propose the roles to be played by various educational bodies and stakeholders.

According to Shakwa as cited in Dishena (2014:49-50) Namibia's pre-service teacher preparation programmes are designed in such a way that they provide general knowledge, skills and attitudes to the teachers which are in need of effective teaching and learning. Thus, in this regard, the emphasis is placed on classroom management and organisation, understanding of the curriculum and obtaining teaching resources and aids by beginner teachers and their adjustment to their professional environment. Successful delivery of induction programmes require personnel with clear divisions of labour at different levels, including, amongst others, site-based, cluster-centre, Regional Offices of Education, National Level and also at the institutions that train and produce beginner teachers (Dishena 2014:50).

According to Nantanga (2014:48) the Namibian Beginner Teacher Induction Programme (NNTIP) was given a mandate in 2011 with the purpose to support these employees to be competent and professionally qualified after two years into the profession. The NNTIP speculates all beginner teachers should receive induction for two years and this programme should be carried out at a school whereby mentor teachers, subject experts and principals are responsible for this task; as well as cluster level whereby the cluster principal is expected to organise out-of-school training workshops and subject facilitators are responsible to coordinate subject-related workshops. Nantanga (2014:48) further maintains the NNTIP has strategies to support beginner teachers which include orientation, mentoring, observation,

CPD opportunities and evaluation. The principals should therefore carry out formative evaluation twice in the first two semesters and two summative evaluations in the last term.

According to Nantanga (2014:48) stakeholders such as regional educational officers should be involved in designing annual mentoring plans appropriate for their respective regions and assemble mentor teachers. Designing manuals per region will constitute inconsistencies as each of the fourteen regions will have its own unique induction manual. Nantanga (2014:48) assures this will result in the production of different induction programmes.

This practice correlates with Britton et al., also cited in Nantanga (2014:48) who contends induction should not be done in isolation but rather be linked to the preparation of teachers. School principals should be facilitators in this programme by working in collaboration with mentors, cluster centres and the regional educational officers. Nantanga (2014) further states, The Namibian Programme allows beginner teachers to own it through the identification of their needs and participation in the design of a mentoring plan of action.

The NNTIP is, however, not barrier free as Nantanga (2014:49) indicates, the factors experienced by the Namibian education system and limits to effective induction of its beginner teachers are poor administrative, management and necessary teaching skills, resulting in high failure rates; and lack of incentives to encourage young people to enter and to remain in the profession. There are also high learner to teacher ratios, creating a high demand for educators; lack of commitment from stakeholders in supporting beginner teachers, resulting from non-clarity of roles together with non-recognition of their capabilities and strengths.

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

continuous development committee and in evaluating the effectiveness of support rendered during the course of the year. The outcomes of such collective evaluations are used to determine future plans.

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

2.16.1 The goals and objectives of the Namibian Beginner Teacher Induction Programme

Though the general goals and objectives of induction programmes have been outlined by various authors in the literature, the NNTIP has been designed to achieve specific goals and objectives. It should, however, be emphasised the existing goals and objectives of induction apply to the NNTIP. Dishena (2014:51) outlines the goals and objectives of the Namibian Beginner teachers Induction Programme are to improve the performance of these employees by enhancing effective teaching skills; increase the retention of teachers in the teaching profession; and promote their personal and professional growth. Further orientate beginner teachers to the school and the surrounding community; instil a spirit of reflective practices and continuous professional development in beginner teachers; mould and inspire professionalism among these new employees. Finally create ownership and passion for the teaching profession and enhance capacity building through an induction and mentoring process. It is notable that there is not a high level of distinction between the goals and objectives outlined by the various authors and that of the NNTIP.

2.16.2 The components of the induction programme in Namibia

The induction programme in Namibia comprises the following components: Orientation, introduction to school, cluster, the community and mentoring, classroom observation, professional development, monitoring and reporting on induction, evaluation, assessment and portfolios. The components of the induction programme for the beginner teachers in Namibia do not differ to a high degree from the components that are suggested and recommended by

the various authors such as (Wong 2001,2003 & 2004); Grobler et al. 2005; Fulton et al 2005).

2.16.3 Key guidelines for running an induction programme

Craig, Kraft and du Plessis (1998:69) emphasise the importance of induction programmes that guide and support beginner teachers during their first and second year of teaching practices as well as keeping them in the profession. Odell as cited in Craig, Kraft and du Plessis (1998:69) summarises some key guidelines for induction programmes where continuous support of beginner teachers is provided to minimise the commonly identified problems that normally occur during the early stages of teaching.

Support should be given to the development of knowledge and skills needed by beginner teachers to enable their success during their initial position as teachers, and provide resources required for instructional resources and integrate beginner teachers into the social system of the school, its district, and the community.

Beginner teachers should be granted the opportunities to conduct analyses and reflection on their teaching together with reflection time including coaching from experienced support teachers. There should be an increase in the positive attitude of beginner teachers towards teaching including incentives and compensation for the participants in the programme. Also, there should be a provisional of release time for observations of other teachers and waive formal appraisal and evaluations during the first year of teaching.

2.17 Chapter summary

Various definitions of the term ‘induction’ are discussed and evaluated. The types of induction programmes directed towards teachers and quality of education, the aim and benefits of these programmes, and components of the programmes are placed in context. Both the roles of school principals in offering induction programme and of beginner teachers were outlined. The concept of induction of beginner teachers in Namibia was discussed identifying its goals, objectives, components as well as the stakeholders involved in this exercise, together with the key guidelines for running an induction programme. Induction support for beginner teachers, obstacles to effective induction, challenges and needs of beginner teachers and the influence of school contexts on induction experience are also discussed. Also included in this chapter is the component of mentoring, the challenges and needs of beginner teachers, the influence of school contexts on induction experience, the

impact of induction of these new employees, research perspectives on teacher's induction in Africa and in Namibia. The next chapter outlines research design and methodology used in this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Research has been referred to as “the process of intellectual discovery which has the potential to transform people’s knowledge and understanding of the world” (Ryan, Scapens & Theobald as cited in Khomba 2011:238). Respective research design and methodology was chosen in order to answer the research question, which emphasises the extent to which induction programmes influence the beginner teachers’ personal growth and professional development. The research design, according to Babbie and Mouton (2015:74) is a blueprint of how the researcher intends to conduct the research. Contrary to research design, research methodology highlights the methods and tools that are used during the research process (Khomba 2011:238). Khomba (2011:238) further indicates despite the difference, both research design and research methodology are aimed at addressing research objectives, research questions and research hypotheses in response to the research problem statement.

Research design, methodology and procedures are discussed within the framework of related details that were employed in this study. It provided a brief difference between quantitative and qualitative research methods and a holistic picture of the qualitative research method as the primary method for this study. It also gave a detailed explanation of the tools that were used to collect data from the research participants. The chapter further deals with the dimensions such as population, sampling, data collection methods, data analysis and ethical principles.

3.1.1 Research question

- To what extent do the induction programmes influence the beginner teachers’ personal growth and professional development?

3.1.2 Research objectives

- To determine the type of induction programmes undertaken by beginner teachers in secondary schools.
- To determine how beginner teachers are supported by induction programmes.
- To establish the experiences of beginner teachers regarding the influence of induction.

- To evaluate the experiences of principals and head of departments in relation to their roles as supervisors of beginner teachers.
- To provide recommendations on possible strategies that can be employed to improve the effectiveness of the beginner teachers' induction programme.

3.1.3 Sub-research questions

- What are the types of induction programmes undertaken by beginner teachers in both primary and secondary schools?
- How are beginner teachers supported with induction programmes?
- What are the experiences of beginner teachers about the influence of induction programmes?
- What are experiences of principals and head of departments in relation to their roles as supervisors of beginner teachers?
- What are the recommended strategies that can be employed to improve the effectiveness of the beginner teachers' induction programme?

3.2 Research methodology

There are two research approaches which may be used in the collection of data in any research project, namely the quantitative (which collects some type of numerical data) and qualitative research approaches (the study that collects some type of non-numerical data) to answer a given research question (Christensen et al. 2011:29). Qualitative approach was used for this study, given it enables to answer questions more effectively and efficiently (Gillham as cited in Kaulinge 2011:12). According to Orb, Eisenhauer and Wynaden as cited in Amakali (2013:37) qualitative research serves the purpose of describing a phenomenon from the participants' point of view through interviews. The researcher intends to listen to the voices of interviewees to obtain valid data that could answer the research question.

3.3 Qualitative research approach

Qualitative research is an interpretive research approach that relies on multiple types of subjective data and investigates people in particular situations in their natural environment (Denzin & Lincoln quoted in Christensen et al. 2011:52). The evolvement or possibly change of the research questions during the study is allowed in qualitative research given its nature of

focusing on exploring phenomena (Christensen et al. 2011:52). According to Khomba (2011:246) “the qualitative is associated with the interpretive social sciences paradigms, whereby the forms of investigations are based on the significance of the subjective, experiential realm of human beings”. The primary focus of qualitative methods is on the evidence that would enhance the understanding of a researcher about the issues under study. The qualitative research approach is appropriate in this study because data was collected directly from the sources in order to obtain an in-depth understanding of participants’ multiple perspectives of descriptions of behaviours within their existing contexts (McMillan & Schumacher 2010:321).

3.3.1 Advantages of qualitative research

The advantages of qualitative research lie in “... the greatest strength of this method is it could illuminate issues and turn up possible explanations”. Secondary, “it would enable the researcher to undertake in-depth investigation of a group or organisation to find out what really happens in the formal reality that could only be perceived from the inside” and is also believed to provide valid data (Kaulinge 2011:12-13). According to Stephanus as cited in Amakali (2013: 38) qualitative research deals with in-depth understanding of the issue being studied. It relies primarily on individuals who are able to provide data on their experiences and it works appropriately with small numbers of people.

According to Chipangura (2013:23) qualitative research produces “more in-depth and comprehensive information; uses subjective information and participant observation to give a description of the context being studied and provides various ways in which data can be analysed”. In addition, qualitative research guarantees the liberty to let the research unfold in a natural manner together with acceptable and detailed data in the form of a comprehensive written description. Qualitative research enhances the examination of complex questions which are not totally possible in quantitative research. This correlates with Christensen et al. (2011:53) who sees qualitative research as the most useful for understanding and describing local situations and for theory generation.

Chipangura (2013:23) further adds that through qualitative research, there is room to discover new areas of research and an opportunity to find inspiration for likely answers. Also on the advantages of qualitative research, Bryman and Bell; Ryan et al. Welman et al. Kruger and Mitchell as cited in Khomba (2011:246) stress it underwrites what people say and do,

following the manner in which they understand the complications of the world they live in; in a real sense of understanding together with the social events from the participants' viewpoint.

The qualitative research method uses participants' observations, in-depth interviews or focus groups to collect data (Babbie & Mouton as cited in Khomba (2011:247). Given its subjective nature, the qualitative research method relies heavily on the texts and dialogues of the participants being studied and it often recruits a small number of research participants in the research process, thus making it suitable for the in-depth gathering of information that is required for the study (Hofstee in Khomba (2011:247). This approach was selected to undertake in-depth investigation of teachers and principals to establish the influences of induction programmes have on beginner teachers. This approach also has ability to provide rich information surrounding the phenomenon. Also, qualitative research approach grants the freedom to the researcher to formulate the work and to choose what is best as the research develops and evolves. In addition, this approach was chosen given its ability to guarantee the researcher the freedom to let the study unfold naturally, together with the detailed data that was provided in the comprehensive written description.

3.3.2 Disadvantages of qualitative research

Despite its advantages qualitative research is not without disadvantages. One of the major disadvantages of the qualitative research method is that large samples representatives of the targeted population cannot be used to collect the relevant data. Because of the limited number of participants that can be catered for in in-depth surveys, qualitative research does not presume to represent the wider population (Babbie & Mouton; Bryman & Bell; Hofstee as cited in Khomba 2011:247).

In qualitative research, according to Harland cited in Chipangura (2013:23) the researcher's induced bias may be difficult to avoid or detect and the research findings are likely to be interpreted according to their biased view. The other disadvantage of qualitative research is the aspect of being too time consuming and may require steep financial resources (Babbie & Mouton in Khomba 2011:247). The scope of qualitative research may be limited due to the in-depth, comprehensive data gathering approaches required. Khomba (2011:247) further emphasises, due to its subjective nature, the reports are not presented in a statistical manner, but rather adopt a more descriptive and narrative style.

3.4 Permission to conduct a research study

The channels to obtain permission to conduct the research study were followed. The approval to carry out the study was received from the Ethical Clearance Committee at the University of Stellenbosch whereby its conditions were clearly indicated. The permission to carry out the study was obtained from the Office of The Permanent Secretary in the Ministry of Basic Education in Namibia (see appendix D). The permission letter from the Permanent Secretary was then presented to the Director of Education in the Erongo Region together with a letter requesting to conduct the research study in the selected schools in the region. The two permission letters obtained from the Permanent Secretary and the Director of Education respectively were accompanied by a correspondence requesting permission to conduct the study were then hand-delivered to the principals of the respective schools.

Thereafter, the principals informed the researcher of the permission via phone calls and e-mail. The researcher, however, advised all the principals to respond by an official letter with an institutional letter head. This was done for two reasons: the first being the Ethical Clearance Committee at Stellenbosch University stipulated the researcher should forward the permission letters from the school principals to the Ethical Clearance Department. Secondly, the researcher felt having an official letter from the institution affirms security and confidence. The researcher then made appointments with the respective principals to discuss the relevant matters concerning the time when the interviews would be conducted. After meeting the principals, the researcher was granted an opportunity to see the possible participants identified. This process varied from school to school. Some principals assisted the researcher by gathering all the identified participants in the principal's office for a briefing regarding the study, while others gave the researcher permission to see the teachers individually. During this whole exercise, the researcher adhered to the conditions that were stipulated and carried out the process without interfering with lessons.

3.5 Study population

The research participants in this study were selected from a population of teachers in the Erongo Region of Namibia. A study population is described as “that aggregation of elements from which the sample is actually selected” (Babbie & Mouton 2015:174). Mark as quoted in Pitse (2009:91) defines a population as “the collection of all individuals, families, groups, or organisations, communities and events that will participate in the study”. Strydom and Venter

in Pitse (2009:91) refers to the population as “the sampling frame; the totality of persons; events; organisation units; case records or other sampling units with which the research problem is concerned”. Creswell (2012:142) defines a population as “a group that has the same characteristics”. A population is also defined by Bless and Higson-Smith in Pitse (2009:91) as “the set of elements that the research focuses on and from which the obtained results should be generalised”. By examining these it can be concluded that a population is a group of subjects in which a particular study is being conducted.

The full-time beginner teachers and their supervisors, such as principals and head of departments at the various schools in the Erongo Region of Namibia were identified as a potential population for this study. In order to be part of the population, the beginner teachers had to be full-time teachers who have taught for less than five years at the selected schools. The principals and the head of departments were recruited on the basis that they are immediate supervisors of these teachers. Though the researcher’s intention was to recruit 17 beginner teachers and 9 supervisors; bringing the total number to 26 participants, only 13 beginner teachers and 5 supervisors, which constituted three heads of departments and two principals who participated thus totalling; a total 18 participants. The Erongo Region was targeted on the basis of convenience since the researcher is a resident of the same region.

Initially, the intention was to conduct the study at five different public schools. However, only four schools were included because all the participants from the fifth school did not give their interview schedules, despite several follow-ups made. The schools were selected based on the following criteria:

- Should be a public primary or secondary school
- Situated within a distance of not more than 30 kilometres from the researchers’ town
- Have received more than two beginner teachers in the past five years
- The principal has granted permission to carry out the study

3.6 Sampling

Black and Champion in Nghaamwa (2013:29) define a sample as a portion of elements taken from a population which is considered to be representatives of the population. Sampling (Landrenau in Chipangura 2013:24) refers to “a process of selecting a portion of the population in your research area which will be a representation of the whole population”. A sample is a subset of a large set, which researchers selected to partake in a research study (Brink as quoted in Pitse 2009:92). The definition parallels with that of Neuman also quoted in Pitse (2009:92) who refers to a sample as “a smaller set of cases a researcher selects from the larger pool, and generalises to the population”. According to Cohen, Manion and Morrison (2011:155), sampling in qualitative research derives from where a particular group is identified, and are aware it does not represent the total population; rather it simply represents itself. The participants were sampled through a purposive (judgemental) sampling method whereby the focus was on the teachers who have joined the teaching profession less than five years before.

“Purposive (judgemental) sampling is when the researcher specifies the characteristics of the population of interest and then locates individuals who match the needed characteristics” (Christensen 2011:159). This correlates with Patton in Creswell (2012:206) who asserts “in purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are information rich”. This sampling method is suitable for this study because the focus was solely on teachers who have been in the profession for less than five years and the supervisors, principals and/or head of departments at their schools.

The set of criteria outlined were the basis of selecting teachers as participants in this study:

- Joined the school as a full-time teacher less than five years before
- Have been teaching in the selected school for more than 3 months
- Have been given induction as a beginner teacher at school
- In position of the necessary experiences the researcher requires

The principals and/or head of departments were selected based on the criteria that they are the immediate supervisors and work closely with the beginner teachers; are responsible for giving induction to the beginner teacher upon their arrival at the school. Willingness to share

information; to be interviewed individually according to the procedures stipulated in the consent form criteria applied to the teachers and principals and/or head of departments.

3.7 Data collection

Data collection can be defined as “the process whereby information is gathered and measured on variables of interests in an established systematic fashion that enables the answering of stated research questions, test hypothesis and evaluate outcomes” (Lind, Wahl & Whitney as cited in Nghaamwa 2013:30). Data collection methods for qualitative research means there is direct contact with people on a one-on-one basis, or a direct interaction with the selected individuals in a group location (Hancock cited in Chipangura 2013:23). The term ‘method of data collection’, refers to the way the researcher obtains the empirical data to answer the research question (Christensen et al. 2011:54).

The researcher chose the qualitative method has a choice of choosing from various procedures for acquiring information. There is no single prescription for which data collection instruments to use; rather the choice of instrument is always guided by ‘fitness for purpose’ (Cohen, Manion & Morrison 2011:235). In this study, in-depth interviews were used as the means of collecting data from the participants. An interview guide consisting of part A (biographical information of the participants) and part B (in-depth interview questions) was used (see appendix A and B).

According to Boyce and Neale (2006:3) an “in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspective on a particular idea, programme or situation”. Parallel to this, Liamputtong cited in Amakali (2013:44) states in-depth interviewing translates the experiences people have in their immediate environment by responding to set questions. Each interview sessions lasted approximately 20-25 minutes. In-depth interview was used because it is useful for obtaining the information regarding experiences of participants. The selection of the interview as method of data collection was based on the various strengths (Christensen et al. 2011:58). Attitudes can be measured, in response to an answer further probing and additional questions can be posed; the information elicited could be in-depth in nature and the subjective views of participants are expressed. Boyce and Neale (2006:3) stress in addition, “In-depth interview provide a more relaxed atmosphere in which

to collect the information, given that people may feel more comfortable having a conversation with the interviewer as opposed to filling out a survey”.

Like any other method of data collection, interviews are not without flaws. Christensen et al. (2011:58) argue the weaknesses of interviews are they are not cost effective; people react to guidance in sessions; mental blocks occur to recall information; there is no anonymity of respondents; time is not on their side for a quick analysis and validation is not always possible.

3.8 Verification of the quality of qualitative data

To increase the trustworthiness of the results of this study, face-to-face interviews with participants were conducted. The participants’ responses were tape-recorded and later transcribed. Enhancing the credibility of the results of this study, probing took place for clarity of participants’ responses and review of recordings of each participant to ensure accuracy of collected data.

3.9 Data analysis

Flick (2014:5) defines qualitative data analysis as “the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it”. People attach meanings to their responses and that could be either subjective or social. The analysis of qualitative data attempts to realise and define topics in an environment and activities. The aim is to attain generalizable declarations through the comparison of different material.

When analysing data derived from a qualitative research method, the process involves classifying and clarifying the participants’ meaning they attached in their reaction to questioning and present it in a logical manner (Cohen, Manion & Morrison 2011:537). De Vos as cited in Pitse (2009:98) describes qualitative data as “a process of bringing order, structure and meaning to the mass of collected data”. Krueger and Cassey in Pitse (2009:98) stress the main contents qualitative analysis should be orderly, chronological, verifiable and continuous and adequate time should be assigned to the analysis. However, a negative aspect is beyond the control of the investigator and these are delays in acquiring an answer.

Knowledge and comprehension of the text and idioms are important aspects to keep in mind when analysing qualitative data (Creswell 2012:236).

A Constant Comparison Analysis method of qualitative data analysis was employed in this study. This method was selected based on Onuegbuzie and Leech (2007:565) who stress “when a researcher is interested in utilising an entire dataset to identify underlying themes presented through the data, a constant comparison analysis can be helpful”. A Constant Comparison Analysis was undertaken inductively, which means the codes emerged from the collected data. All interview sessions were conducted in English, tape-recorded and transcribed interviews were analysed systematically through repeated reading.

There are many ways of organising and presenting analysis, which according to Cohen, Manion and Morrison (2011:551) involves various categories; namely, by people, issue or theme, instrument, case studies and by narrative account. In this study, the tape-recorded data was first transcribed literally into a computer file. The data analysis was then performed by first reading and re-reading through the whole dataset in order to establish the similar quotes and then chunked into smaller meaningful parts. A descriptive title was used to label each set of data (Onwuegbuzie & Leech 2007:564)

The data was analysed according to each question. Cohen, Manion and Morrison (2011:552) assert this method of qualitative data analysis is a useful way of organising data because it should place all relevant data together for a particular issue of importance and conserve the rationality of the research material. There should be continuity to ensure there is a golden thread leading to solving the stated problem and the correlations between patterns should be explored and clearly stated.

3.10 Ethical principles

Christensen et al. (2011:96) defines research ethics as “a set of principles that assist a community of researchers in deciding how to conduct ethical research”. In a study, taken into account were ethical issues of informed consent and the confidentiality of participants. The purpose was explained to the participants and they were informed of their voluntary participation in this study. Confidentiality was maintained by not recording any personal details of the research participants on the relevant documents (De Vos, Strydom, Fouche, & Delport 2011:113-129).

The principals of the selected schools were requested to give the researcher permission to conduct the study at their respective schools. Consent to conduct the interview was given by means of hand-delivered letters from the principals of the selected schools. However, these letters could not be attached to this study for confidential reasons. The assurance was given that research participants did not feel forced or compelled to be part of the study. The participants were asked to give their consent by signing a related form (appendixes F and G), which served as an indication they understood the conditions of the research as explained to them by the researcher and that they were willing to participate in the study. Participation was voluntary and that was made clear to the participants. They were also reminded of their right to withdraw from the study if they felt unwilling or uncomfortable to proceed.

3.11 Pilot study

A pilot study tests the instruments on a small similar sample with the aim to make changes or fine tune the instruments (Christensen et al. 2011:277). The interview guides for this study were piloted on four participants to determine the interviewees' clarity and understanding of the research questions. The results obtained during piloting of the interview guides were not included in the final analysis of data. All changes were effected based on the feedback from the pilot study participants.

3.12 Chapter summary

This chapter described the proposed research design and methodology used in this study. The discussion involved a qualitative research approach and both its strengths and weaknesses. The discussion extended to population, sampling, data collection methods and data analysis. The ethical principles that were considered during the study were also discussed. The next chapter presents the research findings, analysis and interpretation.

CHAPTER FOUR: FINDINGS, ANALYSIS AND INTEPRETATION

4.1 Introduction

The research findings are analysed and interpreted, from the data gathered from beginner teachers as well as principals and head of departments by means of in-depth interviews. The study sought to establish the influence of an induction programme on beginner teachers' professional development. Permission to conduct this research study was obtained from the relevant authorities; thereafter the researcher contacted the participants to explain the details of the study. Participants were given consent forms to read and familiarize themselves with the conditions stipulated. After making decisions to become involved in the study, participants were requested to sign consent forms as an indication they agreed to take part in the study. Though they had initially indicated their interest to take part in the study, seven beginner teachers were not available for interviews due to various reasons which reduced the number of participants to eighteen.

4.2 Data analysis

Data analysis is a procedure that should be followed to ultimately give meaning from raw data (Johnson & Christensen (2012:517). Before it is possible to arrive at the findings and conclusions, there is a need to make sense of the data collected. The processes of data collection and analysis in qualitative research are integral to the research process and take place concurrently. Johnson and Christensen (2012:517) refer to this as a cyclical process of collecting and concurrently analysing data through interim analysis. After collecting the data and analysing it helped the researcher to gain more insight into the meaning of the data. A revision of data collection procedures and strategies is also possible as the researcher can effect changes to the research design. Hatch (2002:179) asserts early data analysis "enables the researcher to process large amounts of data, in ways that gives him confidence that what is reported represents the perspectives of the participants."

According to Check and Schutt (2010:301) data analysis is "an iterative and reflective process". Re-reading the data will enable the researchers to become familiar with it and to make sense of the information contained in the data. Reading helped the researcher to first divide data into segments of smaller units. The segments were then assigned codes in a form of descriptive phrases. Codes were assigned to themes that have been selected for their significance to the phenomenon under study. All codes were put on a master list for the

researcher to eventually generate and identify important emerging themes and relationships. The relationships enabled the researcher to make interpretations and to arrive at the findings that are presented in the final report.

4.3 Biographical data of research participants

Biographical data contributes towards providing a holistic picture of the age group, qualifications as well as experience of the participant that could also enhance the findings of the study which could be used indirectly in the discussion.

4.3.1 Biographical data of beginner teachers

Biographical data comprises, *inter alia*, age, level of education and years of teaching.

4.3.1.1 Age group

The age of beginner teachers who participated in this study varied where out of 13 teachers, five (38.46%) were between 20-25 years and 26-35 years respectively, while three (23.08%) were between 36-45 years (Figure 4.1).

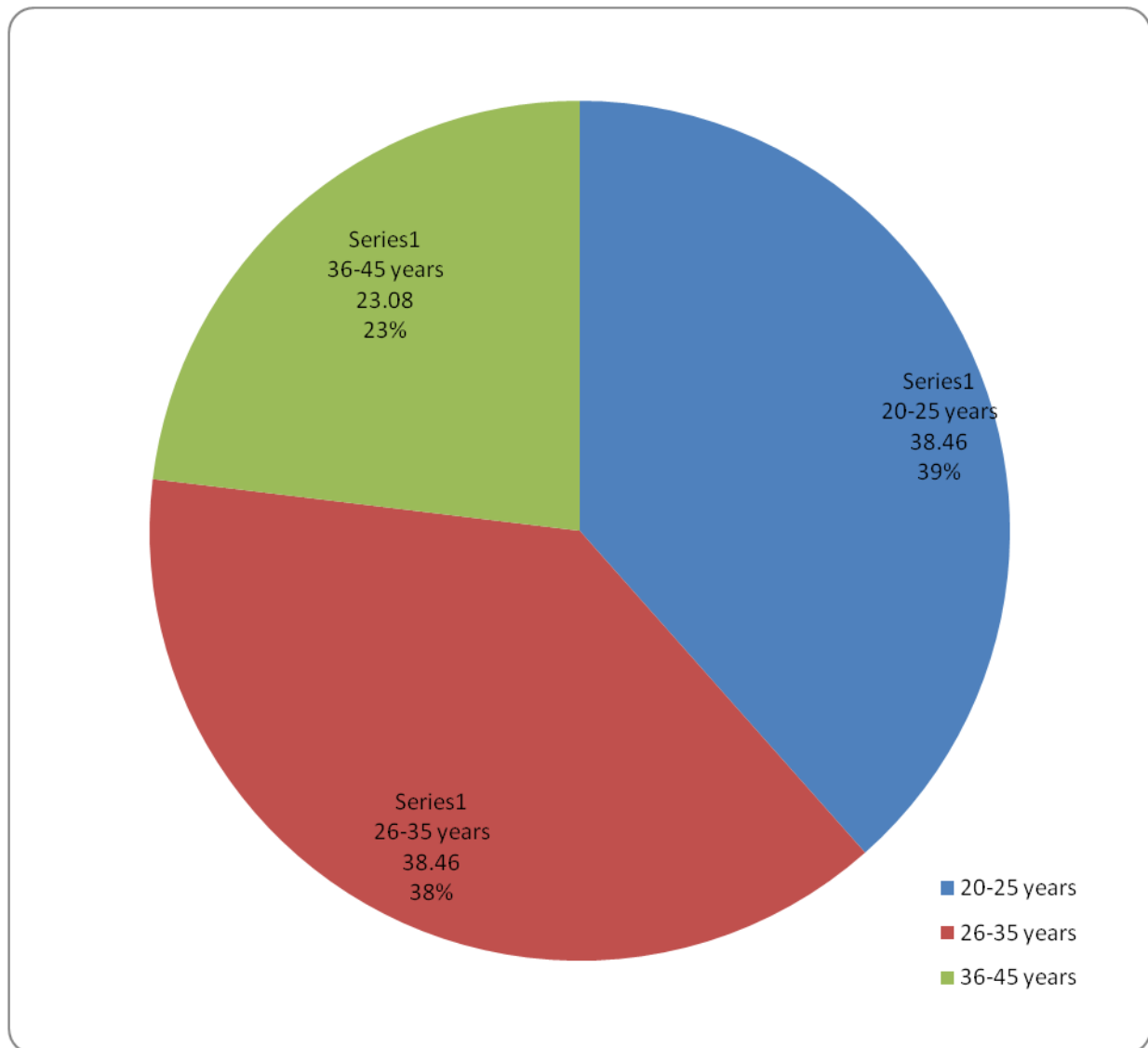


Figure 4.1: Age group

4.3.1.2 Level of education qualification

Most beginner teachers who took part in this study were qualified for the profession. Five (38.46%) had attained a Basic Education Teachers' Diploma as the highest qualification, three (23.08%) had a Bachelor's Degree in education and four (30.77%) had attained a Honours Degree in education. However, one (7.69%) of the participants only had a grade 12 certificate (figure 4.2).

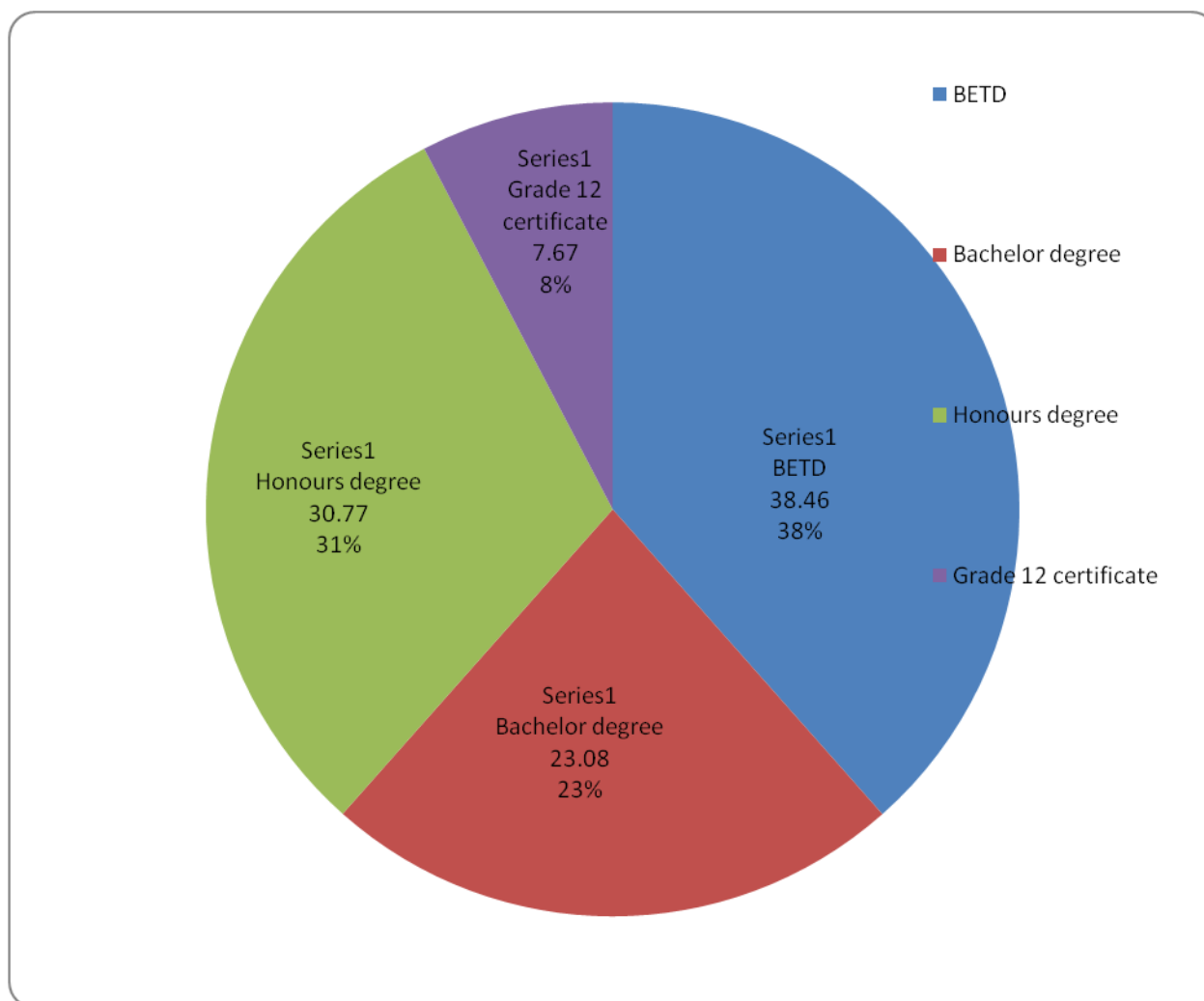


Figure 4.2: Level of education qualification

4.3.1.3 Years of teaching experience

The teaching experience of beginner teachers interviewed in this study ranged between six months to five years. Six (46.15%) of the participants have taught for more than two but less than four years; four (30.77%) had less than two years of teaching experience, while three (23.08%) had taught for four years and a few months. This implies all the participants were not seniors and most likely some of them were still involved with their induction programme or had just completed this process (Figure 4.3).

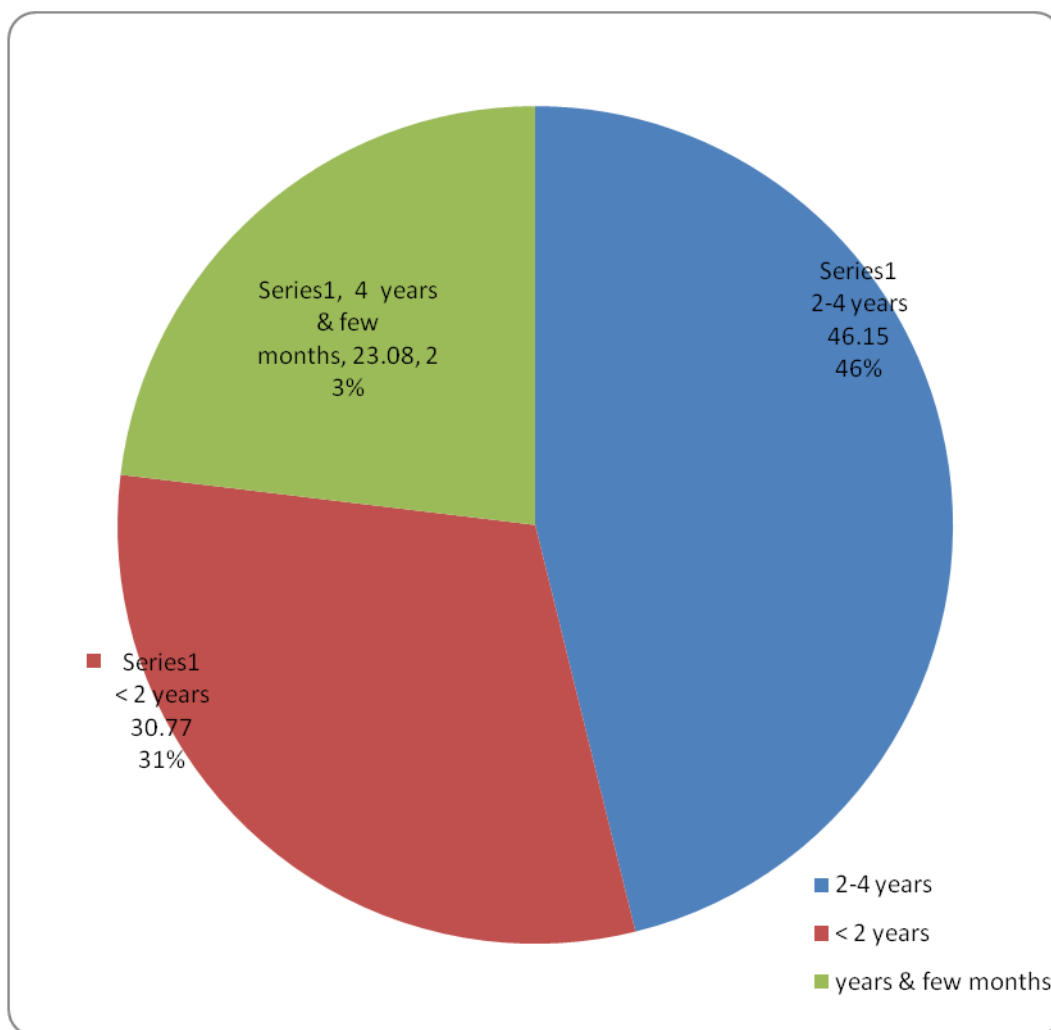


Figure 4.3: Years of teaching experience

4.3.1.4 Years of teaching at the present school

The information gathered through interviews with the beginner teachers indicated, five of the participants (38.46%) have been at the school for less than two years and less than four years respectively, while three (23.08%) participants had been at the school for four years and a few months. According to the data it is evident some beginner teachers had taught at different schools before joining the schools where they are at present.

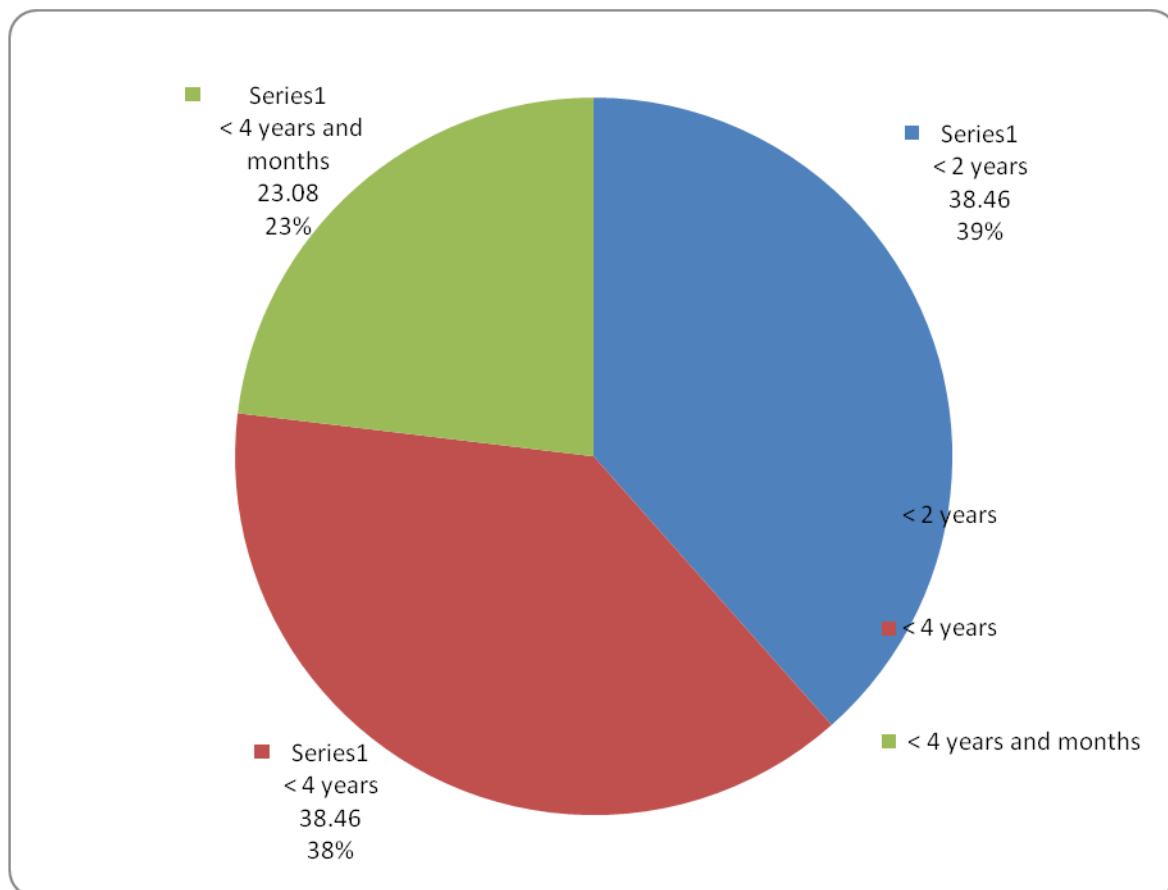


Figure 4.4: Years of teaching at the present school

4.3.2 Biographical data of Principals and head of departments

This sample of participants provided their, *inter alia*, age, level of education and length of service.

4.3.2.1 Age group

Of the five principals and head of departments interviewed, two (40%) were between the age of 36-45 years, while three (60%) were aged 46-55 years (figure 4.5).

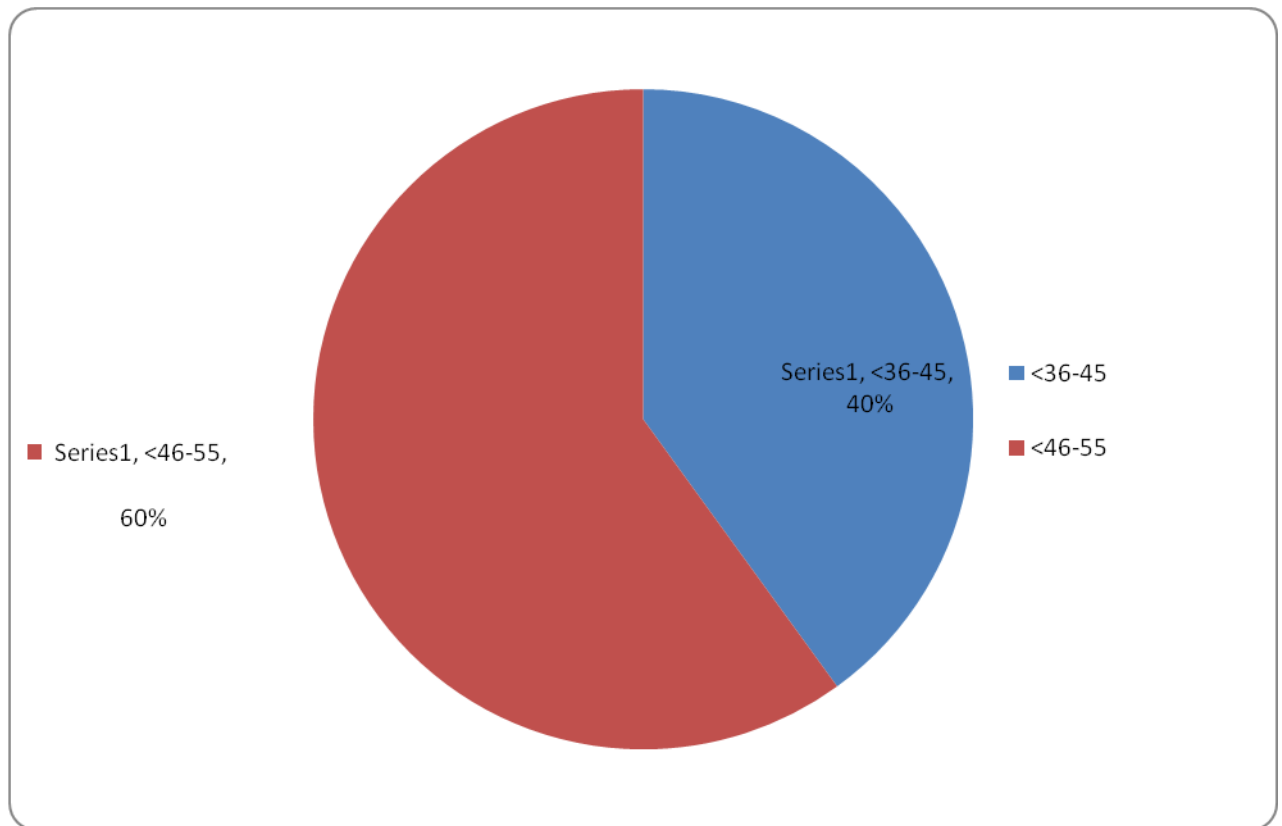


Figure 4.5: Age group

4.3.2.2 Level of education qualification

Three of the participants (60%) in this group had obtained Bachelor's degrees in education as their highest qualification; one (20%) only had BETD and the other one (20%) had an honours degree in education, as well as an honours degree in a different field which is also relevant to the position of employment.

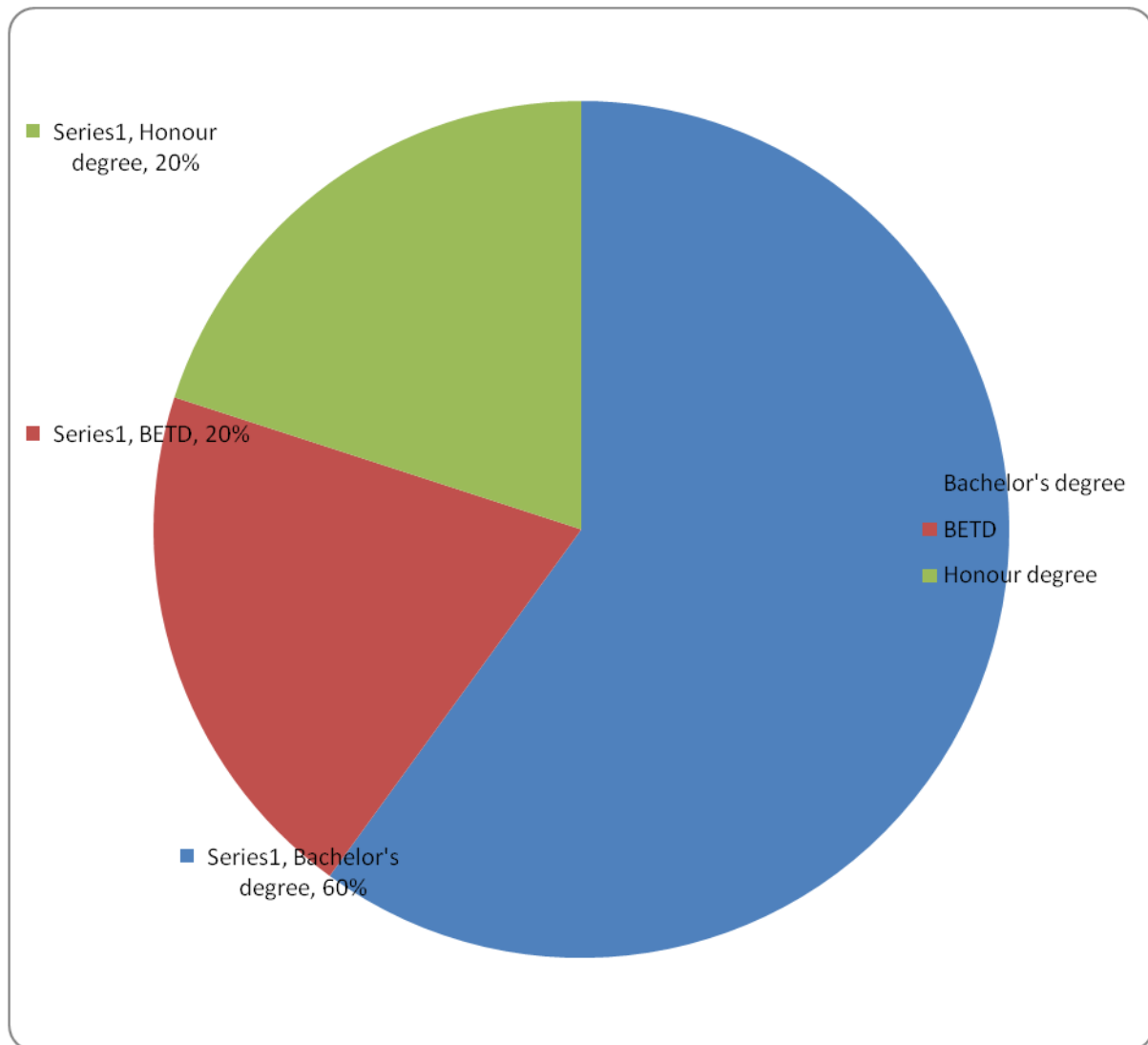


Figure 4.6: Level of education qualifications

4.3.2.3 Years of experience in present position

The principals and HODs' years of experience varied, with three of the participants (60%) having been in such a position for 10-15 years, while the other two (40%) had four to six years of experience (figure 4.7).

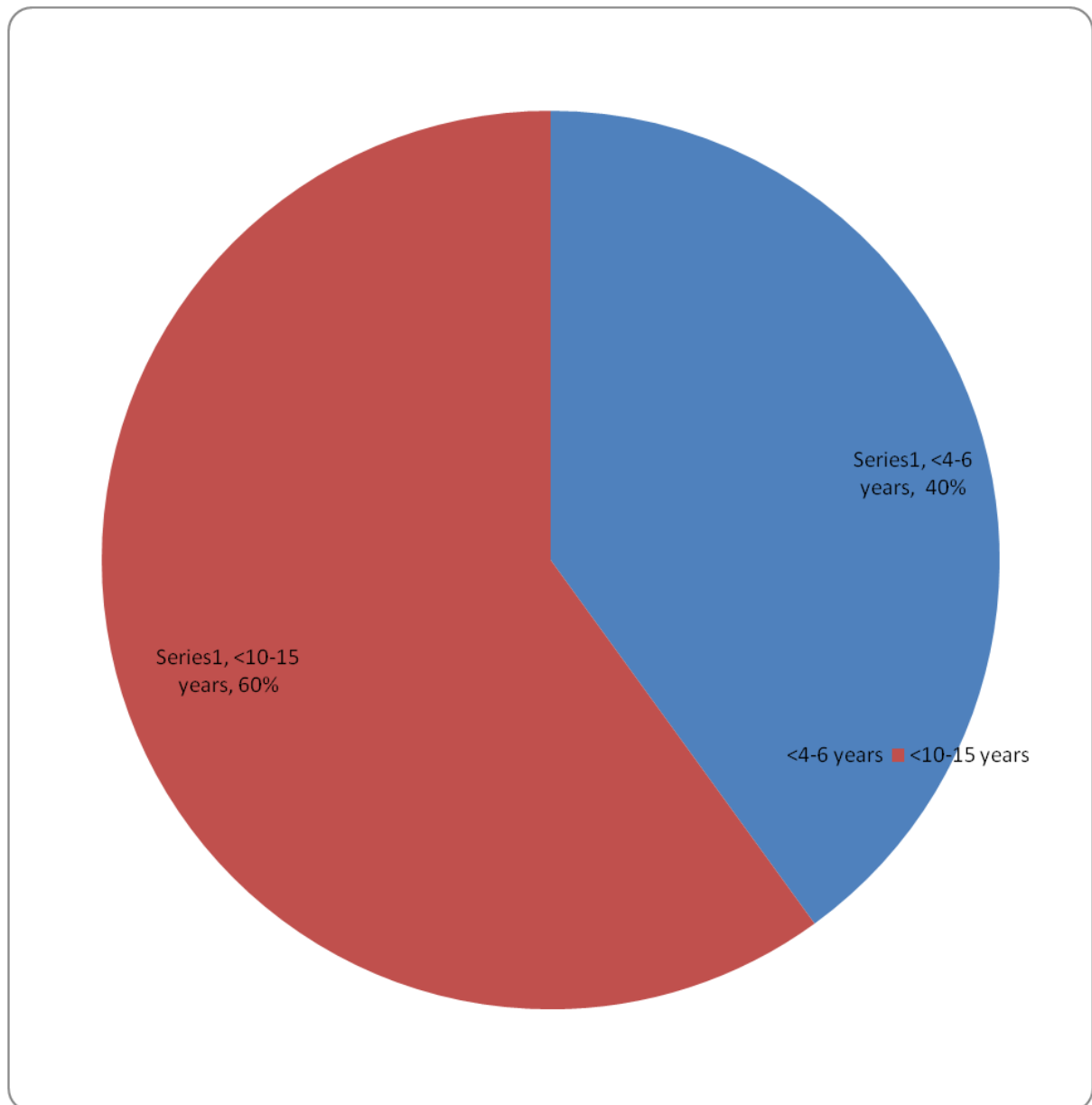


Figure 4.7: Years of experience in present position

4.4 Data from in-depth interviews

The study utilised thematic analysis as a method of data analysis and themes were generated from the data gathered verbatim through the use of a tape recorder; these recordings were then transcribed into words.

4.4.1 Thematic Analysis

The purpose of the study was to analyse how induction programmes influence the personal growth and professional development of beginner teachers in the Erongo region, Namibia. A

total of 18 participants took part in the study: 2 principals, 3 HODs and 13 teachers. Data was collected using the unstructured interviews method. Rapport was established with the participants by paying attention to what they were saying. There was no interruption from the facilitator; the researcher was non-judgemental and a healthy appreciation for silence developed. The conversations were tape recorded and transcribed verbatim. The interviews were conducted at respective schools in the Erongo region.

4.5 Themes and Sub-themes

Connections, synergies and nexus such where main themes were derived from the data and they were further divided into sub-themes. The following table presents the themes and sub-themes derived from the data.

Table 4.1: Main themes and sub-themes emanating from the induction programme of beginner teachers

Themes	Sub-themes
1. Reception	1. Welcoming and introduction e.g. meeting the principal and introductions to other teachers, and learners 2. Assigning of a mentor for example to assist in class, location of staffroom and class visits 3. School environment e.g. offices, ablution block, staffroom
2. Classroom orientation	1. Planning e.g. scheming, acquiring materials e.g. registers, text books, syllabuses 2. Teaching and learning e.g. marking, assessment and grading of learners, disciplining of learners 3. Filing e.g. keeping important files on school and ministry policies
3. Ministry and School policy orientation	1. Ministry and regional goals and objectives 2. Vision and mission of the school e.g. policies guiding teachers and learners 3. Others duties outside classroom e.g. school

	meetings, sport activities, social clubs
4. Teachers' personal and professional growth	<ol style="list-style-type: none"> 1. Remuneration and benefits e.g. salaries/benefits, i.e. medical-aid, housing and transport allowance, sick leave 2. Skills development e.g. attending workshops, study leave days
5. Benefits of induction	<ol style="list-style-type: none"> 1. Improved teaching skills e.g. methods of teaching and learning, teaching aids, boosting confidence 2. Make one feel at home e.g. the warm welcome by others teachers and the HOD 3. Class visits keep new teachers on track
6. Challenges faced	<ol style="list-style-type: none"> 1. Unwelcoming environment/ no induction 2. Short stint for induction 3. New teachers refusing to get help/adamant 4. Enormous work to be done e.g. one HOD supervising 15 or more teachers
7. Stakeholders involved	<ol style="list-style-type: none"> 1. Ministry officials from the regional office 2. School management i.e. Principal, HOD, senior teachers 3. School Governing Body 4. Sponsors
8. Ways to improve induction	<ol style="list-style-type: none"> 1. Increase time allocation for induction 2. The ministry must employ advisory teachers for induction 3. Beginner teachers must have teaching experience before they graduate 4. The ministry must employ qualified teachers only 5. The ministry must design a tailor-made induction programme to standardize it to capture both administration and school issues 6. Induction must be part of modular content at

	university 7. Beginner teachers must be welcomed in schools to make them feel at home
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4.5.1 Theme 1: Reception

Induction is an important part of the employment process and one that can easily be overlooked in a small, busy organization where everyone is working at full capacity. Induction has become a key concern in the area of improving work processes, employee morale and work satisfaction. In this study, it was found welcoming constituted one of the parts of all induction programmes that are held in the Erongo region. This theme was divided into three sub-themes, namely, welcoming and introductions, assigning of a mentor and school environment orientation.

4.5.1.1 Sub-theme 1: Welcome and introductions

Many participants stated welcoming and introduction constituted the first aspect beginner teachers experienced in the school where they were deployed. They revealed that as soon as they arrived at the school they were met either with the principal or a senior teacher at their new school. As part of the introductions the principal also told the new teachers their job descriptions and specifications of the position. The officials would take them to other teachers for introductions and lastly to the learners and the particular class in which the beginner teacher would work:

“On my first arrival at the school I was welcomed by the principal in his office. He directed me to one of the experienced teachers to go and just observe what she was doing in the class before I go to my class because in my first year I was placed to teach as an afternoon teacher”.

Another participant also concurs with the previous participants on the reception received on the day of arrival at the school he/she was deployed:

“When I arrived here, I went to the principal’s office to tell him I am here. I have received a letter from the regional office and then he said yes... we have been waiting for you... He introduced me to the teachers in the staffroom and he introduced me to the HOD who would

be my mentor that I am going to deal with... to show me how I conduct the learners and how will I get the materials such as the syllabus, the scheme of work, and the classes I am going to teach. He showed me the place such as the ground of the school. He also introduced me to the other teaches and also to the institutional workers”.

The first form of support experienced by most beginners starts with introductions to fellow teachers in the schools, management, school board, learners and parents by their school principals. Arrangements are made for first-time teachers to be at their new school two days before the term commences with the aim to be orientated with the school culture, its values, vision, mission and related matters of importance (Heyns 2000; Wong 2002). Heyns (2000) contends at this stage personal matter and problems can also be dealt with on this occasion. Erasmus, Schenk, Swanepoel and Van Wyk (2000:329) conclude when individuals have an unpleasant experience during the first few days of employment it could have a detrimental influence on their attitude and it could have an effect on them in the long run. It is therefore essential for newly appointed employees to be positively disposed towards the organization and other employees. There may be mentors taking the new arrivals under their wing and helping them with their orientation in the work place together with their colleagues and other stakeholder (Niebrand et al. 1992:88). This opinion is maintained by Kendyll (2001:19) where mentors need to be in regular contact with their protégés to provide assistance and to provide feedback.

4.5.1.2 Sub-theme 2: Assigning of a mentor

Many participants in the study also mentioned the induction programme they received at the various schools included the assigning of a senior teacher or HOD who would assist the newcomer to adapt to the new environment. These officials assisted in providing guidance in terms of how to effectively manage the activities such as teaching and learning. This helped the beginner teacher to gain confidence in teaching. The mentor also highlighted to the beginner teacher how to manage their time, keep important files and maintain discipline in class:

“He introduced me to the teachers in the staffroom and he gave me the HOD that I am going to deal with... to show me how I conduct the learners and how will I get the materials such as the syllabus, the scheme of work, and the classes I am going to teach. He showed me the

place such as the ground of the school. He also introduced me to the other teachers and also to the institutional workers”.

One of the HODs who took part in the study also stated the procedure they followed in assigning a mentor:

“....normally when the new teachers arrive at school we show them the basic stuffs like the toilet facilities, the classroom, and then we give them all the stationery stuffs that they need and then we assign them to a senior teacher like that is next to his or her classroom that can assist him or her with anything that they need, also we have a free open door policy that they can approach the heads of departments for anything that they need....”

Brock and Grady (1997:88) indicated a mentor could play an important supportive role during orientation and in-service training. They stress good mentors are conscious and committed to their protégés. There are situations when the intended support of mentors does not have a positive influence on their charges; it is therefore essential these informal leaders have empathy and be well trained to have the desired outcomes. According to Fletcher and Barrett (2004:329) when schools have positive mentoring programmes these assist in ensuring healthy cultures. Mentors create an environment where first-time teachers are encouraged to work together with their colleagues instead of working on their own.

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 becomes familiar with their immediate environment and clarification is sought concerning timetables and tasks (Heyns 2000).

Mentors are appointed to guide a particular new teacher through a strange and often threatening period of their career (Hargreaves & Jacka 1994:42). A mentor is not only a positive force in the classroom situation but also on the outside. As explained by Fletcher and Barrett (2004:323) “a mentor is an educational companion”. Mentors contribute on different levels, according to Cole and McNay (1998:10-11), to their charges, guidance, advisory, therapists, instructors, role models and individuals who supply support. As leaders, they fulfil a function of guidance and also in the roles they play as helpers to broaden the horizon of beginner teachers.

4.5.1.3 Sub-theme 3: Orientation of the school environment

Part of the induction in the various schools in the Erongo region revealed the orientation of the new teacher to the school environment was one of the aspects of the induction programme. This involved the new teacher being shown the different settings around the school. These included the ablution blocks for teachers and learners, classrooms, staffroom, library, storeroom and playing grounds. This part constituted one of the important parts because it included making the new teacher know where to get materials such as textbooks and charts.

“They gave me proper induction and showed me where the toilet is, where my class and everything is...”

One of the Heads of Department responded:

“Normally we welcome the new teachers and that is now to let them feel at home, that they are at a new school, telling them about the places that are at school, especially the most important places for them....”

This concurs with Bartell (2005) who sees the induction programme where at a particular time in the life of a first-time teacher, they become familiar with the job’s rights and powers assigned to them, the work environment and professional standards, a predetermined plan of action and developmental guidelines. This is further supported by McCann, Johannessen and Ricca, (2005) who found newly appointed teachers, due to a lack of experience, have problems to manage their class settings, time and workload, interactions with students and parents and further to adhere to standardised of their curriculum, assessment and grading of the efforts of the students. Information related to communities and stakeholders in the district of the school (Skinner, 2001). Orientation programmes are designed to welcome new teachers to their school of employment and provide them with the necessary information.

4.5.2 Theme 2: Classroom orientation

The data from the respondents also revealed the induction programme included classroom management. Classroom orientation included class management, activities related to planning, teaching and learning and filing. Class orientation introduced the new teacher to the work environment in which the appointed mentor would assist. The areas in which the new teacher received assistance were on lesson preparation (planning), following the curriculum

and assessment of the learners. This major theme was subdivided into three sub-themes, namely planning, teaching and learning as well as filing.

4.5.2.1 Sub-theme 1: Planning

The planning of class work activities is regarded as one of the important components of management. Thus, there is a need for the beginner teacher to be engaged in class and lesson preparations; planning work for teacher is also referred to as scheming. This is a process by which the teacher designs a work plan for the whole week highlighting the teaching areas and expectations from the learners. Part of the planning included preparing teaching aids for young learners and class exercises for those before the lessons starts in the morning of each day. This also included getting teachings materials such as registers, syllabus, charts, text books and chalk.

Many participants elucidated that planning was one of the important areas needed in the classroom:

“....they were explaining about the subject, how do we have to prepare for the classes, and then for the syllabus they were just telling us about those things when you go to the class...”

Another teacher said:

“.....you as a teacher you should have a plan because no teacher can actually just start up and teach the class without any planning, you should have a plan which is your planning or your preparation for the whole week”.

“They focused mostly on classroom management, I think the other one might have been continuous development, and discipline how should we discipline the learners that is also part of classroom management, then curriculum development as well, workshop if there will be, mostly that was it.. Question paper setting, how we should set our question paper, how it is done in the region be it in the circuit or within the whole entire region and so forth...”

Apart from the introductions, some beginner teachers received specific support in areas such as lesson planning, learner discipline, teaching, files, dress code and other related documents like the National Professional Standards for Teachers (NPST). Stansbury and Zimmerman (2000) consider successful mentors are usually effective in their own classrooms and are prepared to talk about their experiences. Orland-Barak and Hasin (2010) is in support that

where expert teachers usually make the best mentors and due to their experience, have depth in the content of their lectures. They can also take the theory and transfer it to the practical environment.

4.5.2.2 Sub-theme 2: Teaching and learning

Teaching and learning constitute one of the areas that received the most attention during the induction programme. Teaching and learning refer to curriculum implementation in which the teacher imparts information to the learners in line with the requirements of the ministry of education. This was regarded as the most important part of the programme because it is the main reason why teachers are trained in colleges and universities. Teaching and learning also include discussions on the methods of teaching such as learner-centred methods and teacher-centred methods. The Namibian school curriculum emphasises the use of learner-centred methods that allow the learner to be autonomous in their thinking processes and solving issues. However, learner-centred methods should be controlled by the teacher in order to give the learners guidance. At the same time the beginner teachers were also enlightened on how to deal with learners with various difficulties and how to assist them:

“The main area the induction programme emphasized was teaching and learning... how teaching and learning must take place... how we should deliver to the kids and how we should conduct ourselves... how we must behave in front of the class, and how to deal with the learners with difficulties and so on”.

One of the participants explained:

“The teaching part was actually the main one, how to teach learners, how to Pass information that you have through to the learners.. This was done by putting up teaching aids, teaching aids should be there ..., I think that was basically it... how to put information that one have through to the kids, how to communicate, how to build the teacher-learner relationship in order to have discipline in the class and so forth... The teaching part was the main area”.

A HOD said:

“It mainly focus on classroom management because sometimes the teachers that are coming from the colleges and university were not exposed to the classroom so we guide them on how

to be the leaders in their classrooms, and then teaching preparations. We show them how to do preparations, the form that is there, and we also show them how to make teaching aids especially in the junior primary because the teaching aids need to be colourful and attractive to the learners”.

Wong (2002:2) maintains that during the student-teacher phase induction should be initiated and followed through to the classroom to ensure continuation of development.

4.5.2.3 Sub-theme 3: Filing

The data revealed induction programmes should include the storing of important files. This is a requirement for teachers at schools to keep files of information such as school policies, rules and regulations guiding both teachers and learners; and learners who require special attention in the form of medical problems. At the same time teachers should keep files related to their sick leave applications, study leave days and off days:

“Like for instance we have got dates, so what we expect from what for instance the files, the files needs to be done at a certain time so I tell them beforehand these are the dates and you need to finish them then.”

4.5.3 Theme 3: Ministry and School policy orientation

The study further revealed the induction programme contained the orientation on policies of both the ministry and the school. The theme consists of three sub-themes which are ministry and regional goals and objectives, vision, mission and regulations of the school and other duties outside the classroom such as extra-curricular activities.

4.5.3.1 Sub-theme 1: Ministry and regional goals and objectives

The study revealed the ministry and regional policies were one of the pertinent areas that are covered by the induction programme. This involves the regional officials informing the new teachers of the importance of meeting the goals and objectives of the Ministry of Education. Since schools fall under the ministry, the teachers implement their goals and objectives. The goals and objectives of the ministry and regional authorities are shared at the regional

induction meeting held annually at the beginning of the year. The regional official emphasise the position of the ministry in order to instil in beginner teachers the need to be diligent:

“...there was an induction programme for the whole Erongo region that all the teachers from the Erongo region go to the Ministry and they had like a programme for one day, for the whole day and they explained everything for the whole ministry and what Erongo is expecting from you”.

Another teacher stated:

“Mostly in Erongo region, induction does not really take place at school level, but it goes at the circuit level, the Walvis Bay circuit. Whenever the person is new in Erongo region, there is induction for all the people that are coming in the region.....They were more describing only on the vision of the region, and this thing on how you can discipline the learners, how you can manage your class, how as teachers the profession we are in, we should behave”.

4.5.3.2 Sub-theme 2: Vision and Mission of school

The induction programme in addition to the policies at the ministry level included explaining the vision and mission of the schools to the newly appointed teachers. This orientation was usually done at school level in which either the principal or the HOD would communicate with the new teachers. Schools have their own vision and mission that help them meet the goals and objectives set up by the ministry:

“....we welcome the new teachers and that is now to let them feel at home, that they are at a new school, telling them about the places that are at school, especially the most important places for them, and all the forms and every policies such as internal policies... It is just to make them aware of what is going on at our school, especially internally... For example the new teachers, new, new brand new, those ones they need a lot of information, but the experienced teachers they only need to be introduced to the internal policy....”.

This is supported by a principal who asserted:

“...for the induction when we start, we talk about our school, what our school is, the vision and mission, and then we explain also all the policies, the school policies what it is all about, and then we go the national policy....”

Newly appointed teachers on most occasions receive a key to their classrooms and are then left to their own devices (Wong and Wong 2001). According to Grobler et al. (2006:209), it is through the induction process that new employees become familiar with how the organisation functions. Hicks et al. (2006:43) indicated that through the induction process new employees are introduced to the tradition and culture of the organisation. Heyns (2000:162) states teachers need to have knowledge of, *inter alia*, school culture, vision, mission, values, school policy, financial and physical resources and the curricular, administrative services offered by the school.

School cultures incorporate the beliefs and experiences of stakeholders such as students, parents, administrators, teachers and support staff (Kardos et al. 2001). Flores (2001) found school culture or workplace conditions could assist in modelling new teachers' practices and attitudes. Professional identity is the cornerstone of a new teacher with culture as a determining factor (Carroll & Simco, 2001). Frykolm (1998) suggests new teachers should comprehend the history behind the school culture while in contrast Marx's principle of alienation could come into play which affects the output of the beginner teacher.

4.5.3.3 Sub-theme 3: Duties outside the classroom

Besides monitoring activities of learners inside the class, the teachers are responsible for the monitoring the external environment by ensuring health and safety is maintained during the learners' break. Thus, in addition to activities outside the classroom such as sporting and social clubs in which their learners participate, should be monitored by teachers.

One of the principals responded:

“my task as a head of the institution I mostly deal with the general school environment, in terms of you know.... introducing them to the cleaners, the school environment, the cultures of the school, the clubs that exist at school for example the tea club, sport activities in which they can be involved, the SDP and PAAI of the school.”

4.5.4 Theme 4: Teacher's personal and professional growth

The study further revealed the induction programme operating in a region and schools emphasise on teacher's personal and professional development. These aspects include the remuneration and benefits (housing, transport allowances and medical aid) as motivating

forces teachers receive in order to keep them interested in increasing their professional qualifications. Induction offers benefits in the form of applying for study leave and sick leave which, when necessary, will be granted. This theme was divided into two sub-themes: Remuneration and benefits; and skills development.

4.5.4.1 Sub-theme 1: Remuneration and benefits

The study went on to reveal that besides the teachers having to implement the goals and objectives of the government through the Ministry of Education, the teachers receive remuneration at the end of a month. This is to demonstrate appreciation by the government in order to motivate teachers to work harder and promote the enlightenment of the Namibian population through education. This is based on the notion that nation building is only possible in a country with a population that is able to read and write. Teachers receive their monthly payment that includes benefits such as housing and transport allowance:

“they were also telling us about the payment roll because it can happen that teacher starts working but yet did not receive the salary, so they were telling us that the salary is now worked out in the region and they also stressed on how to go about it when applying for GIPF, medical card, leave days, study leaves, and those things.. Ya.. Those were the only things they were stressing on.”

4.5.4.2 Sub-theme 2: Skills development

Apart from the induction covering details on remuneration, the regional officials also advised the teachers of the eligibility, allowing them to enhance their skills through development opportunities by being granted sabbatical leave. This is based on the notion that where teachers are encouraged to add to their body of knowledge they bring additional insight to their classrooms. Thus, the regional officials also encouraged these beginner teachers to look towards uplifting their qualifications apropos the existence of study leave days on the calendar that every teacher is entitled to, though these need to be applied for in time.

Many of the participants who took part in the study affirmed this:

“they focus more on letting us know basically what our rights are, for example how many leave days or study leave days are allowed, how you are supposed to teach, what you are supposed to do and not do, so that is basically about the one of Erongo region”.

4.5.5 Theme 5: Benefits of Induction

The study highlighted the benefits teachers gain from participating in induction programmes. Induction programmes create a platform for new teachers to grow accustomed to their new environments. It is through the orientation that new teachers are able to integrate with their colleagues and this assists in giving them the confidence to carry out their duties. Thus, the study established three sub-themes emanating from this main theme namely, improved teaching skills, making the beginner teacher feel at home and class visits that keep new teachers on track.

4.5.5.1 Sub-theme 1: Improved teaching skills

The study moreover revealed the induction programme both at regional and at school levels improved the teaching skills of the beginner teachers. Most of these teachers received a theoretical grounding from which to launch their careers; through the step-by-step orientation they receive at induction sessions they acquire various skills such as public speaking, which is ability to speak in front of learners. At the same time they are also able to apply learner-centred methods and the use of teaching aids. Many of the teachers who participated in the study revealed that they benefited from attending an induction programme:

‘The induction programme that I went through it was very successful and fruitful, and I gain a lot, because with many things that were discussed there, I was not aware of them. I only came to realise when we were in the mid discussion of the topic and it helped me to grow as a professional person in my teaching profession’.

“...the induction programme helped it helped me how to set up a test, how to write a summary... They also told me that now you are at the lower primary so when you go to upper primary your handwriting must also change.... You must use colours because they are small...”

Being new teachers trained in the new dispensation they acquired new skills, up-to date knowledge and capabilities which their established colleagues might not have enjoyed.

However, some participants had a different view as far as skills are concerned. The teachers stated the induction programme did not add any skills because they were familiar with the skills being taught by the induction programme:

“Personally with me, I don’t think it did because some of the things that they were been highlighted are already in me, is something that I have already created in me... when it comes to behaviour wise I am that person that I know what to do when I am in public, what to not do in public, and the time that I find myself in this department I know because to me there is nothing that changed me. I didn’t get anything that has really helped me for personal growth because to me it was not really that productive.”

4.5.5.2 Sub-theme 2: Make one feel at home

The study revealed the induction programme helped many beginner teachers when they started their teaching profession in various schools. One of the benefits they mentioned was the bond it created between themselves as beginner teachers and their colleagues. The study revealed where teachers were received sincerely by the principal and HODs they performed their daily duties with enthusiasm in contrast to those who experienced the contrary:

“It was quite well. When we arrived we were welcomed very warmly by all the teachers and the HODs, and then were given induction at the principal’s office... this is your class, these are your files, and everything was great. It was excellent.”

“It was a very good one. I was received very well because I was introduced to the staff members, I was shown what is where, the office of the principal and the HODs, what I am responsible for... I was given almost everything that I needed”.

There has been the realisation that induction programmes make a contribution in the work environment (Wayne, Youngs and Fleischman 2005) and it provides a roadmap to support the emotional wellbeing of new teachers (Feiman-Nemser 2003). They provide a vehicle for both new and established teachers to satisfy their social needs, accept their new positions and become acquainted with the resources they can tap into in their educational regions (Kelley 2004).

4.5.5.3 Sub-theme 3: Class visits keep new teachers on track

Induction programmes involve senior teachers, the HOD or the mentor interacting with new teachers. This interaction is meant to monitor the activities of the beginner teacher in terms of teaching and learning activities, marking the register, maintaining discipline in classroom and assessing and evaluating learners. This is beneficial because teachers are able to get immediate assistance from their experienced colleagues at the school:

“.....at induction we were told exactly how to go about doing things in the classes, how to put your preparation file, how to do your planning, how to do your formative assessment, how to calculate the learners’ assessment marks, to draw up test papers, question papers, topic task papers and so forth....”

“.... it helped me quite well because here we were taught the actual thing of how to do the work instead of just putting it theory wise, we were doing it practical wise. The HODs were telling us exactly in practical, this is how you do it... The teaching aids, this is the poster, when you take a picture this is how you make it big, so that the learners at the back can see everything and so forth. So it was quite well”.

“....when I came to this school I did not know how to write a lesson preparation so they helped me and sometimes if the learners are making a noise, they have to come to my class and they tell me so.. for example this is how you deal with the learners in the class so I can really say they helped me when it comes to classroom management, and how to prepare for a lesson, and for time management... how to manage my time for 45 minutes that I am giving in the class”.

According to Breaux and Wong (2003), the aim of an induction programme is to allow for positive transfer between theory and the practice of teaching; ensure more effective delivery of lectures and promote a district’s culture which could ensure greater retention. When the training commences before the school term starts the focus is on specialist development; study groups to assist with lectures; guidance on administration; introduce mentoring; be exposed to how other teachers have been successful in their classrooms (Breux and Wong 2003).

4.5.6 Theme 6: Challenges faced

There are challenges and obstacles that both the school officials and teachers in the induction programme have to face. The study identified the following as the main problems faced at the schools during the orientation period. These factors are: Unwelcoming environment with no induction; short period for induction; and new teachers refusing to ask for assistance.

4.5.6.1 Sub-theme 1: Unwelcoming environment

One of the challenges faced was that at some schools the beginner teachers experienced unfavourable behaviours that made them feel unwelcome, something that made it difficult for them to work effectively. A number of participants experienced this challenge and it made their work at these schools difficult. Usually, many of the participants revealed that in these schools they were never initially introduced to other staff members in the school and therefore did not know where to go for guidance:

“That reception was very bad. It was very bad. It was like welcome Mrs ABC but then from there I was not shown where my class will be, I was not shown whom I supposed to follow; it was like a full lost day at school. The induction was not done properly at all”.

It was evident isolation was a result of administrative arrangements in the school or the poor relationships between beginner teachers and the experienced ones. Most beginner teachers who participated in this study were found not to have been assigned to mentors they could go to and ask for assistance:

“The teachers must be inducted so to say they must be introduced to their management members for instance let me say my HOD, so that I know when I need help I have to go to Mr Who Who OR Ms Who Who... And also your class, for instance that you have to receive this class where and at what time. That needs to be done more. I was told to go to one small room in the corner there and as the learners were coming I did not even now what grade was that, I had to figure it out myself... No timetable.

These types of negative attitudes displayed towards beginner teachers and their being alienated proved demotivating thereby causing some of them to consider leaving the profession (Pierce 2007:48). According to Whitaker (2001:2) in addition to experiencing it

demanding to teach learners, newcomers find it difficult to apply the skills and knowledge they were exposed to in academia in the classroom.. This finding is also supported by Flores and Day (2006:226). Ingersoll (2003) states “at least 50% of teachers leave the profession within their first five years of teaching”. Through interaction and induction the high turnover rate can be minimised thereby limiting the negative forces that prevent learners from achieving their own goals. A shortcoming in the school arena is the lack of training for management where this spirals down to beginner teachers who do not receive support (Arends & Rigazio-DiGilio 2000:13; Nash 2010:37; Feiman-Nemser 2003:39). The education system should keep up with the development and reforms in any work arena; mentors should receive up-to-date training. Lagging behind by ignoring scientific management principles could only have negative consequences for beginner teachers and ultimately for the school

4.5.6.2 Sub-theme 2: Short stint for induction

The data further revealed that the time allocated for an induction programme is too short to complete every aspect of the programme due to the workload of mentors and supervisors. The study showed many of the HODs in the schools supervise 15 or more teachers at a given time. This is a large HOD-teacher to beginner teacher’s ratio that makes the programme too demanding and defeats the object of the exercise. A principal stated:

“It is only the time factor... the time is the problem because there is not always time for that because we need to do that after school, and after school we are having like extra-curricular activities but otherwise we do not have any hiccups, we can do it”.

This was supported by a HOD who said:

, “...time frame is sometimes so short because all of us are basically busy with our own schedules that we have to do then I think in a way sometimes we tend to neglect the new teachers because you are also focusing on you own schedule of work that you have to complete. We work according to the scheme of work and the syllabus and there is a certain time when the work needs to be completed and sometimes we forget about that there are these new teachers that are struggling.”

This concurred with another HOD:

“You know as the setbacks I would say that we have the teacher - HOD ratio is not working because you are one teacher and then you have over 15 teachers under you and all these 15 teachers under you are unqualified which means the people who only completed grade 12 and then doing education diploma or degree at a distance level. These teachers, is like teaching a baby to walk actually so it is very difficult”.

This revealed that in some schools senior teachers and HODs face many challenges during induction as a result of the demands of their own workload. However, one HOD who took part in the study revealed they had not experienced any setbacks:

“So far, I have not experienced any setbacks, because the teachers themselves, the new teachers are eager to learn and eager to work so I have not experienced any setbacks...and also from the regional office side, we haven't experienced any setbacks... may be because we are always assisting the teachers whenever they need something so I have not experienced any setbacks”.

According to Steyn and Schulze (2005:239), when there is not adequate training and pre-service preparations, the newcomers experience feelings of inadequacy. Steyn and Schulze (2005:239) further contend that any newly appointed teacher should be given adequate and meaningful guidance when preparing their lessons: also how to teach and assess effectively: control the administrative side of their positions; and time management.

Reference has been made of induction programmes that commence with a week or five days of workshops before the school begins and continue with systematic training for two to three years. Management do not have to wait until after the term begins for induction to commence, instead of which a learning institution should be created by promoting life-long growth (Arends & Rigazio-DiGilio 2000:3; Stansbury & Zimmermann 2000:10). Beginner teachers experience difficulties during the time of transition into teaching and need continuous guidance and they recommend that support be continued beyond the first year.

Britton et al. (2000:3) support this by stating, “it should be part of a continuum of a teacher's life”, from pre-service through continuous in-service training. It is not general practice for support to continue indefinitely, however; it is often stopped before consolidation and positive transfer occurs.

4.5.6.3 Sub-theme 3: Beginner teachers refusing to get help

The study went on to reveal there are some beginner teachers who are ignorant of induction programme sessions. In contrast there are some who are knowledgeable but these sessions fail to deliver the results they expected. One of the HODs revealed there are two sides to a coin where some beginner teachers in training listen and those who do not. The HOD advanced the following:

“You find those teachers who accept help and then you find teachers who are resistant to help...the so called. I don’t want to say someone is negative but we do have those kinds of people that you offer your help to them but they do not want to accept it. Now you will see that the person who accepts it, because you cannot force them also.. You see that the person who accepts the help of the HOD and goes through that programme with them (not that we call it a programme.. it is not like a formal programme as I said at the beginning), but accept the help from their HOD, you can see the different... definitely the different. I have three teachers that I will not mention their names now which I took last year and you can see the level where they are compare to the ones which are not so keen on taking advice and how they are progressing. They are much slower or even weaker than the ones who accept the help.”

Ingersoll (2012:51) is of the opinion where induction has positive outcomes for beginner teachers who participated; there will be positive outcomes for learners; and school at large.

4.5.6.4 Sub-theme 4: Enormous work to be done by HODs

The study revealed that during the induction period the senior teachers and HODs responsible for new teachers face a great work load to an extent that it becomes impossible for them to participate. This is because; besides having to mentor the newcomers they have to deal with their own individual workloads. These include marking their class exercises, submitting needed reports to the principal and managing the departments accountable to them. This means these HODs are overwhelmed by workloads and as a result achieving their goals becomes a mammoth task. One HOD in the study lamented:

“You know as the setbacks I would say that we have the teacher - HOD ratio is not working because you are one teacher and then you have over 15 teachers under you and all these 15 teachers under you are unqualified which means the people who only completed grade 12

and then doing education diploma or degree at a distance level. These teachers, is like teaching a baby to walk actually so it is very difficult”.

A principal who participated added:

“It is only the time ... the time is the problem because there is not always time for that because we need to do that after school, and after school we are having like extra-curricular activities.....”.

Despite that feedback helps beginner teachers to know where they went wrong and where to improve thus building confidence in their efforts; the majority of beginner teachers received no feedback on general issues like lesson instruction, administration, or classroom management. Beginner teachers may become frustrated if no meaningful feedback is given during the first years. As results showed, schools should avoid being reactive in giving feedback, as beginner teachers’ value receiving feedback spontaneously. It is important for schools to realise beginner teachers’ efforts, attitudes and contributions are affected by the feedback they receive. School managers and induction supporters should make beginner teachers aware of what is desired, through giving feedback to ensure their continuous growth.

4.5.7 Theme 7: Stakeholders

The study further revealed there are important stakeholders who take part in induction programmes, including ministry officials from the regional office; school management comprising HODs; principals and senior teachers and sponsors:

“principal is involved, the supervisors such as HODs are also involved...”

“The stakeholders that were involved in my induction first it was the principal of my school. She is the one who introduced me to the staff first when I came to the school. She also gave me more information which to use when am going to teach and then the second ones were the advisory teachers that were also present at the induction programme and also fellow teachers from different schools they were also involved in the programme so they are the ones who played the role in my induction programme”.

“It was the fellow teachers, some officers from the regional office, the advisory teachers and now the different officials from the regional department like the financial departments they were talking about the money and the advisory teachers were talking about the subjects...yaa... That is all. And the fellow teachers...”

4.5.8 Theme 8: Ways to improve induction programmes

In analysing the data, it was revealed the study also unearthed that the participants identified a number of ways which could be used to improve the induction programme. This theme was divided into several sub-themes; namely, increase time allocation for induction – and the Ministry should employ advisory teachers for induction; beginner teachers should have teaching experience before they graduate; the ministry should employ qualified teachers only; the ministry should design a tailor-made induction programme to standardize it to capture both administration and school issues; induction should be part of modular content at university; beginner teachers should be willing to learn, listening attentively, asking questions and; beginner teachers should be welcomed in schools to make them feel at home.

4.5.8.1 Sub-theme 1: Increase time allocation for induction

One of the strategies suggested by the participants was that the allocation of time for the induction process should be increased in order to promote flexibility for the teachers and HODs helping the beginner teachers:

“I think we should make more time to spend with teachers, getting the things clear in terms of preparation, how the syllabi work, how our system work at school so they can understand much better at the end of the day because most of the time we are rushing because we are time bounded due to the work schedule that we have to do..”

“And as the induction programme is mostly at the beginning of the year, it is also the time when we have text books to be handed out, athletic time, so there are so many things happening at the same time, enrolment of new learners etc. Just so much happening..”

“I think is a time frame... time frame is sometimes so short because all of us are basically with our own schedules that we have to do then I think in a way sometimes we tend to neglect the new teachers because you are also focusing on your own schedule of work that you have

to complete. We work according to the scheme of work and the syllabus and there is a certain time when the work needs to be completed”.

According to the Public Education Network (2004) there should be a sufficient time frame for induction that begins prior to, extends throughout and continues beyond the new lecturer’s first year of teaching. It must allow for adequate time and resources for implementation as well.

4.5.8.2 Sub-theme 2: The Ministry should employ advisory teachers for induction

“The type of support we might need, in case of more than three or four new teachers at the school, may be from the advisory teachers’ side, so that we can get the help of the advisory teachers and assist us into inducting the newly appointed teachers”

Beginner teachers should have basic teaching experience before they graduate. The study found the graduates from teaching colleges and universities need to receive training in practical teaching. They should not finish their college studies without going for teacher training or teaching practice. The respondents in the study suggested these teachers must have experience in teaching before they are deployed at schools:

“I don’t know how the universities nowadays days are training and preparing especially teachers, trained teachers... I think some of this induction should also start from there... I want to believe so especially when they are in their final year they should already be prepared for the work that they are about to go and start.. They must induct them already partly... The induction must be part of their programme especially the final years so that they have already expectations... when they get in the schools they should already have an idea of what is expected of them otherwise from my side that is what I will strongly recommend...”

It is the responsibility of senior personnel at schools and regional offices where care should be taken when assigning individuals who provide support to first-time teachers; even if they are located in other schools. There should be an interaction of beginner teachers with their experienced colleagues who will share their expert knowledge, identify development areas and increase their teaching skill and range of knowledge; progressively if they are teaching at the same levels (Uugwanga 2010:49). The teamwork of stakeholders helps individuals see the process of induction as their sole responsibility. A sense of ownership will be ensured when

all the stakeholders participate (Steyn 2005:48). Each stakeholder carries a responsibility for long-term development that contributes towards the education and experience of the newcomers (Tickle 2000:27). As the results showed, beginner teachers want collaboration with other stakeholders to counteract fear that schools might not acquaint them with the latest information.

4.5.8.3 Sub-theme 3: The Ministry must employ qualified teachers only

The study also revealed the Ministry of Education should employ qualified teachers. This is because beginner teachers who have attended teaching colleges and universities are knowledgeable about the discourse of education. The HODs and senior teachers acknowledged it is easier to induct a trained teacher than a teacher who only has grade 12:

“Just for interest shake, let me tell you. We are staff of over 50 teachers and out of these over 50 teachers 30 are unqualified... That is the scenario and it is not only at this school... it is all over the country.... is very difficult to take someone and induct him into profession.. It is not only the teaching part but is also the ethic part that you have to develop into this person...”

4.5.8.4 Sub-theme 4: Design a tailor-made induction programme

In contexts where induction is a formal and structured process, it is done according to a planned programme. Programmes of induction are drawn up according to the needs of the beginner teacher. Needs assessment by the upper echelon in these institutions is an integral part at the onset of the induction process. It helps to understand concerns and problems faced by beginner teachers and to hear their voices in order to carefully design strategies that best facilitate solutions. During the study it was recommended by the participants that the ministry of education should design a tailor-made induction programme. This would produce a standardised programme for all the schools covering all aspects relevant to the induction programme. One of the principals said:

“Probably the recommendation that I want to make is the involvement of the human resources practitioner, like I said within the ministry of education, arts and culture; to step in also and probably tailor-make a programme that they can, from their side you know, help

these beginner teachers with... even if they can bring them together.. all the new teachers in the region and give them all the important ... especially when it comes to the policies: ministerial policies, the public sector act, the labour act, and the public service rules and you know all those things..

It was suggested by first-time educators that all the stakeholders be aware of the programmes because they can contribute to the quality levels of induction, provided they have the knowledge and understanding of the process (Arends & Rigazio-DiGilio 2000:12). Formal induction programmes in schools involving stakeholders can reduce reduplications of support in the same setting and be cost effective (Mutchler 2000).

4.5.8.5 Sub-theme 5: Induction must be part of modular content at university or college

The study moreover revealed that teachers before they graduate at their teaching colleges or universities should receive related teaching guidelines through an induction programme to prepare them for the practical work at school. The following was mentioned by one of the principals:

“The induction must be part of their programme especially the final years so that they have already expectations... when they get in the schools they should already have an idea of what is expected of them otherwise from my side that is what I will strongly recommend...”

The goal of having a systematically planned lecturer induction programme should be introduced to help new lecturers not just survive, but to succeed and thrive (Bartell 2005).

4.5.8.6 Sub-theme 5: Schools should have a welcoming function for beginner teachers

The study revealed schools should arrange social gatherings to welcome beginner teachers in their new environment. Doing this could possibly reduce stress, anxiety and fear:

“The teachers must be inducted so to say they must be introduced to their management members for instance let me say my HOD, so that I know when I need help I have to go to Mr WHO WHO OR Ms WHO WHO... And also your class, for instance that you have to receive this class where and at what time. That needs to be done more. I was told to go to one small

room in the corner there and as the learners were coming I did not even know what grade was that, I had to figure it out myself... No timetable... ”.

The process of accommodating beginner teachers could identify their areas of potential and should thus be nurtured (Steyn 2005:44). The perceived difference and distance between experienced and first-time teachers can be bridged through a positive approach. Darling-Hammond (2003:11) is of the opinion 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.

According to Peloyahae (2005), starting a new job is considered to be one of the most stressful life experiences and a proper induction process that is sensitive to the fears and uncertainties, as well as the needs of an employee, is therefore of the utmost importance. An induction programme helps newly appointed employees integrate into the school with minimum difficulty, by acquainting them with the details and requirements of teaching and learning activities (Grobler et al. 2002).

4.5.8.7 Sub-theme 7: Beginner teachers should be willing to learn

The participants in the study also expressed the notion that new teachers should be flexible and willing to learn when appointed to a new school:

“I would advise the new or beginner teachers, when they go for induction they should have an open mind... open mind you should be able to understand things on another level per say especially on educational level because if beginner teachers go to induction with the aim of just being there, then at the end of the day they will not get anything so they should have the open-minded when they go in induction they should feel free, they should participate in order to get the most important objectives of the induction because this will help them at the end of the day to focus, to know exactly what they need to do when they have to go in there in the actual working environment”.

Individuals respond to positive environments and mentors should blend in with their charges to reduce their frustration levels in the event their guidance is not accepted (Stansbury & Zimmerman 2000:8). The personality of an assigned mentor is important as beginner teachers need a supportive and empathetic attitude. It is expected of qualified professionals to display

skills and abilities; however, new teachers do not have the experience or the practice to be successful from the day one and thus need guidance and understanding (Feiman-Nemser, 2001b) as performing the function before fully comprehending or identifying with the new role could prove to be problematic (Ronfeldt & Grossman 2008). In addition, new teachers are usually delegated the most challenging teaching assignments and more co-curricular duties in the school. Green cited by Cherubini (2009) calls these practices inequitable professional expectations which burden the most inexperienced members of the profession. Bubb and Earley (2006) equate the said practices to initiation rites that gangs subject their new members to by proving their worth.

4.6 Chapter summary

The findings by the researcher in this study are consistent with the literature and problem statement. The data was gathered through verbatim and was transcribed into written words. The data was then analysed using thematic analysis in which main themes and sub-themes were generated from the data. The themes and sub-themes were generated from the similarities and differences that were depicted by the raw data. The thematic analysis resulted in the production of eight main themes and each was divided into several sub-themes. Following this, each theme was presented as well as literature supporting these themes in order to create a discursive outcome.

The results have revealed that the reception of new teachers at a school is the first activity that takes place where they are introduced to other teachers and the HOD responsible as a mentor. The study noted mixed reactions from the teachers ranging from positive to negative responses. In addition, the study found induction programmes were not only conducted at school but also at regional level. The regional induction was mainly conducted for a day while the induction at school would take up to a year. The study also revealed that induction programmes benefit the beginner teacher in terms of personal growth, professional and skills development. This is because many of them are without any practical skills on class management. It is only through the induction programmes that these inexperienced teachers acquire the necessary teaching skills.

The study also identified the challenges associated with the induction programme. One of these challenges was that the period of induction was considered by many respondents as being too limited. In addition, it was felt that some school environments were unwelcoming;

the HODs or mentors were overloaded with beginner teachers to supervise and some beginner teachers refused to get help from their mentors. The study went on, however, to reveal that there are a number of stakeholders that are supportive of the induction programme; namely, the Ministry officials, the school management, and the teachers and parents.

The study further looked at the strategies that were proposed by respondents. These included the need to increase time allocation for induction; that the Ministry should employ advisory teachers for induction; that beginner teachers should have teaching experience before they graduate; that the ministry should employ qualified teachers only; that the ministry should design a tailor-made induction programme to standardise it and to capture both administration and school issues; that induction be part of modular content at university and that beginner teachers be welcomed at schools to make them feel at home.

This chapter highlighted that newly appointed teachers find their beginning years at a new environment challenging, regardless of their qualifications, and years of experience. These findings affirm new teachers need guidance and support with regard to issues such as classroom management, curriculum interpretation and adaptation. If these problems are not timeously addressed, it may lead to feelings of disillusionment, inadequacy and eventually to the teachers leaving the field of education. Therefore, an effective induction programme can minimize feelings of anxiety and can lead to improved teaching performance by newly appointed teachers. Chapter 5 deals with the conclusion and recommendations of the study.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The results of this study were presented using a number of themes emerging from the influence induction programmes have on beginner teachers' personal growth and professional development in selected schools in the Erongo Region of Namibia. The induction of beginner teachers is an important part of any education system as these programmes orientate beginner teachers on what they are expected. The main purpose of the induction programme is to ensure teachers are integrated well in the school system. This, in turn will ultimately lead learners to achieve higher levels of performance. Every beginner teacher needs to be introduced to their colleagues and work place to support their commitment to a career they have decided to follow. Induction programmes at school help to reduce teacher retention, thus teachers work for longer periods. Hence, the more beginner teachers are trained and mentored, the longer they will be retained in the teaching profession.

5.2 Purpose of the study

The study focused on the need to analyse the influence of induction programmes on beginner teachers' personal growth and professional development in selected schools in the Erongo Region of Namibia.

The objectives of the study were:

- To determine the type of induction programmes undertaken by beginner teachers in primary and secondary schools.
- To determine how beginning teachers are supported by induction programmes.
- To establish the experiences of beginner teachers in respect of the influence of induction.
- To evaluate the experiences of principals and head of departments in relation to their roles as supervisors of beginner teachers.
- To provide recommendations on possible strategies that can be employed to improve the effectiveness of the beginner teachers' induction programme.

5.3 Conclusions

Data analysis in this study was done thematic analysis. Thematic analysis refers to a process of creating meaning from disorganised data (Johnson & Christensen 2012:517). Soon after the researcher had collected the data there was a need to make sense of the newly collected data. In qualitative research studies data analysis is done through the creation of what is referred to as themes derived from the raw data. Analysing the data soon after collection ensures a researcher gains more considered understanding of the data, as this leads to the emergence of meaning and interpretations. This is supported by Hatch (2002:179) who affirms the researcher is able to process large volumes of data representing the viewpoint of research participants. In this instance, the investigator used the Constant Comparison Approach, a method proposed by (Miles & Huberman 1994).

The quantitative method was employed to analyse biographical data using Excel. Data collected through in-depth interviews was transformed into typed text or transcripts. The analysis was done through reading the transcribed data several times and becoming acquainted with the meaning from the data. Newby (2010) warns that data analysers concentrate much on data in order to avoid missing important issues emanating from the data. By study-reading the researchers gain more insight and are able to make inferences and conclusions about the data. This leads the researchers to create units from the raw data where they are sorted into categories that are deemed similar and yet distinct from each other. These categories are then coded with different thematic labels that have become apparent from the researched data.

The main purpose of the study and its objectives were achieved through in-depth interviews with teachers, HODs and principals. The purpose was to gather information on how induction programmes influence beginner teachers' professional development in selected schools in the Erongo Region of Namibia. In order to operationalise the study, the researcher transformed the research objectives into research questions. These questions were used by the researcher to formulate interview questions. The responses from the data collection exercise were carefully analysed using thematic analysis in which data was categorized into identical categories based on their similarities and differences (Van der Mescht 2008). A total of eight major themes were generated from the raw data. These major themes were further divided into several sub-themes. The major themes of the data analysis were reception, classroom orientation, ministry and school policy orientation, teachers' personal and professional

growth, benefits of induction, challenges faced, stakeholders involved and strategies to improve induction programmes.

5.3.1 Objective 1: Type of induction programmes

Determining the various types of induction programmes was the first objective of the study. In this instance, the researcher wanted to determine the types of induction programmes conducted at both primary and secondary school level in the Erongo Region of Namibia. In the study the objective was met as the participants identified two types of induction programmes which were formal and informal. The study revealed participants who participated in the study experienced both formal and informal induction. Formal induction was conducted by the ministry official at regional level where they would teach the new teachers about their policies and goals. Formal induction also followed at the school level where beginner teachers would be informed about the school's vision and mission, usually by the principal or the HOD. This implies formal induction is what the organisations need to undertake in order to assure effective results and minimise potential negative consequences of non-formal induction. Informal induction was usually carried out after the formal induction where the new teacher would be guided continuously until they become experienced in their positions.

According to the literature, induction practices are divided into two classes; namely, low intensity and high intensity support (Bartell 2005). The data analysed indicated beginner teachers experienced both low and high intensity induction support, but that depended on who supervised them. The study found when low intensity induction supports beginner teachers; they experienced the most common provision of prospects for teamwork which meant learning from other teachers (mentors). The data further revealed that the other type of cooperation prevalent was the general support which the novice received from veteran teachers and grouping with co-grade teachers, and which seemed to be more sustainable. The reason behind these successes was the fact that experienced teachers were readily available to assist and guide the beginner teachers. Thus, it can be concluded the matching of teachers with those individuals who could provide guidance was particularly fruitful to trainee teachers. Here peer support sessions allowed the newcomers to interrelate, and be given a hand within a conducive environment (Portner 2001). The data indicates the new teachers were able to make use of the numerous opportunities for collaboration with veteran teachers.

Collaborations were more pronounced during the period of co-curricular activities in which teachers could involve themselves in professional dialogue. Thus, based on the findings of this study, it can be concluded beginner teachers who interacted with the experienced ones became more knowledgeable of classroom practices as well as assisting in increasing their professional attitude. These teamwork activities that promoted collaborations between novices and veterans facilitated learning and fostered a sense of wellbeing as well as allowing for relationships with peers to be created and consequently inexperienced teachers were made to feel comfortable (Kessels 2010).

The study further found the beginner teachers who were given full orientation information acknowledged the significance of the process as it allowed them to gradually become experts in their careers and at the same time allowing them to have the necessary information pertaining to their school's climate and culture. However, the induction programmes in almost all schools were administered superficially and emphasised certain aspects and did not include the whole range of orientation topics as argued by literature (Moore & Swan 2008).

5.3.2 Objective 2: How induction programmes support beginner teachers

Findings of this study indicated that induction programmes support beginner teachers in many different aspects. Support structures made available to novices were peer support, orientation and introductions made by school principals, attending workshops and getting assistance from individuals from outside the schools such as officials from the region. But the existence of support to novice teachers was predisposed by the cultures of the schools concerned and this had an impact on the effectiveness of the beginners to the profession. It was found, therefore, that schools that practised collaborative cultures were efficient and effective in providing beginner teachers with the support they required. However, in schools where collaborative structures were lacking, beginner teachers relied on other teachers for assistance. Thus, this concludes that in most schools the induction programme was not systematic and this left the beginners with no option but to look after themselves. According to Feiman-Nemser (2003) there are three aspects new teachers have to learn as they enter the teaching profession. These aspects are learning to teach, the process of enculturation and curriculum execution. The study suggests there were diverse opinions amongst the beginner teachers about the knowledge they obtained from their induction experience. Many who

received good induction programmes acknowledged the significance of the programme as it fostered good relations and associations with other teachers.

The induction programme provided newcomers with knowledge from the veterans, which enabled them to understand the concepts and the dynamics of pupils' learning. They mentioned the role of teaching, utilising learning materials and other useful teaching approaches of teaching and learning. The beginner teachers also acknowledged the classroom activities they learnt from. They appreciated by the end of their induction year that they had become knowledgeable of many classroom management skills such as the ability to reflect on lessons taught and the use of this was a basis for improvement of the learners' requirements and desires. Thus, having such skills enabled many to feel confident and more competent in their first year in the profession, hence leading to their experiencing some professional development.

In addition, it is important to acknowledge that beginner teachers learned to be ingenious and resourceful. This means they were able to plan and initiate answers to overcome obstacles they faced in the teaching environment. These teachers appreciated that pupils and their parents were customers who wished to acquire knowledge regardless of the conditions they faced in the classroom. They emphasised the significance of the welfare of the pupils above everything else. Hence, it can be concluded that the induction programme made beginner teachers aware, despite the challenges they faced, that they have the responsibility to ensure the pupils perform at a at an acceptable level.

5.3.3 Objective 3: Experiences of beginner teachers about induction programme

Based on the findings of this study, the beginner teacher's responses indicated induction programmes had a positive influence on their professional careers. Beginner teachers appreciated the exponential growth in attainment of pedagogical knowledge and the general improvements shown at personal, social and professional levels. They gauged this through the variations in the level of their competency at the beginning of their induction period and at the end after they had been orientated. Although, the induction programmes offered were inadequate and insufficient, the newcomers appreciated the progress they made in many respects such as comprehending professional growth and other school-related aspects.

The findings also revealed induction support strengthened and enabled beginner teachers to manage certain obstacles and hindrances in the work arena. These experiences enabled these new teachers to enhance their knowledge and understanding of the policies and procedures of both the ministry and their schools. Where induction support was not sufficient, these new teachers devised alternative ways of dealing with problems facing them in their class rooms and outside. Many beginner teachers were confronted with trying challenges as they were appointed at under-resourced schools where they had to adjust to work under pressure. Teaching and learning materials were often lacking in the schools, forcing them to work under resource constraint situations. Thus, due to these shortages, the newcomers were left with a dilemma as they had no practical knowledge of dealing with the shortages. This is echoed by Stansbury & Zimmerman (2000:7) in the literature review where new teachers suffered when classrooms lacked the necessary materials vital for teaching and learning such as desks, textbooks and exercise books as well as timetables.

Thus, shortage tended to affect these teachers more than the experienced ones because of lack of practice. However, veteran teachers due to more years in the teaching fraternity had the capacity to handle constraints of any nature in the teaching and learning spectrum. Thus, the positive effects of the constraints were that they compelled the new ones to improvise and to be resourceful in dealing with their classroom environments. In addition, these experiences strengthened the novice teachers to execute their duties effectively and attainment good pupil performance in their classrooms.

The veteran teachers appeared hospitable and friendly; however some displayed a negative attitude towards the beginner teachers. As a result, the beginners felt alienated and confused that they were not completely welcomed in the school they were deployed in. In addition, they were also not fully welcomed by the communities of their school and this had an added negative impact on their integration into those school communities. A study by Nault (2007) concurs there are high possibilities of tension between the new teacher's expectations and those of the communities in the vicinity of the school. This has negative implications on harmony and cooperation as imperative prerequisites for personal growth, development and consolidation of a teacher's personality.

The study also led to the findings that the novice teachers were anxious about the patterns and quality of their interactions. The attitudes and perception of the novice teachers were mostly determined by the attitudes of experienced counterparts (Fulton et al. 2005). However, these

interactions were crucial because the novice roles depended on the quality of their interactions with their experienced colleagues. New teachers were burdened with co-curricular activities, and other errands compared to the veterans who did not have the same roles and responsibilities. The newcomers were not in a position to complain about the unfair distribution of duties and roles for fear of being regarded as being unfit by other colleagues. This is echoed by Renard (2003) that if the novice teachers protested, they were automatically deemed unprofessional. The reason for not complaining was due to their wanting their experienced colleagues to accept them. Thus, acceptance by colleagues was a virtue which was regarded a condition for the process of acquiring a professional image and identity.

5.3.4 Objective 4: Experiences of principals and head of departments regarding induction

This study indicated that principals viewed beginner teachers as those who had no adequate knowledge of the teaching environment. The study indicated an induction programme was an important programme that should be administered at both regional and school level. They defined induction as an orientation programme in which novice teachers are taught the school's culture. The principals regarded the period taken for induction as long enough to train the new teachers on related matters and learning skills. HODs complained they were overloaded with their own work and found it difficult to divide their attention between their own work and that of mentoring novice teachers.

The HODs complained that some of the beginners would not listen to their advice and consequently it reflected negatively on their performance. They further stated that in addition most of the new teachers appointed at their school were untrained and did not have the pedagogical knowledge required for teaching. They stated the ratio between an HOD and beginners was 1:15; however, no heed was paid to their complaints by the ministry concerning the work load.

The principals were of the notion that if they had a designed induction programme they would be able to administer it at the school and in all likelihood there would be positive results. They proposed that it was paramount for the ministry to design a policy on induction to guide what the intentions are. The principals were responsible for introducing the beginner teachers to the mentors and learners during the introductions and welcoming. The HODs

were responsible for the classroom management and extracurricular activities. The selection of HODs as mentors was based on experience of the qualified teacher. The mentors of the beginner teachers were appointed primarily on the basis of experience, which would have qualified them for the position of HODs in the schools where they are stationed.

5.3.5 Objective 5: Strategies to improve induction programmes

The study also identified a number of strategies that are meant to improve and to overcome challenges experienced by beginner teachers, HODs, principals, and schools in making the transition of new teachers from their training institutions to their deployed schools as smooth as possible. The study revealed in order for the schools to understand the requirements of beginner teachers there was a need to carry out a needs assessment that would help identify the requirements of the new teachers.

The identification of such requirements would help the policy makers design a policy on induction and to create suitable support directed towards the needs of the beginner teachers. Thus, schools should carry out an assessment of the requirements of novices before undertaking induction programmes. These requirements would enable school managers and administrators to pay attention to the concerns of beginner teachers. Therefore, noting the needs of the novice teachers would automatically remove the unexpected repetition and wastage of resources and time. This would help save resources such as materials, funding and time itself and would make induction programmes specific rather than general in approach.

There is need to ensure a collaborative approach to induction programmes in which all stakeholders are included in the induction programme matrix. This is because effectual induction programmes are only possible when schools work in unison with all the stakeholders such as ministry, regional office, circuit inspectors, advisory teachers and parents. Working together creates a sense of ownership in which everyone concerned are able to see the initiative as being successful and that would motivate them to put extra effort into realising its fruition.

It was suggested that induction programmes should be planned and well implemented if they are to be successful. A planned and coherent programme will ensure that beginner teachers understand its content and how to follow the guidelines. It should be a programme flexible enough to make amendments as new information will be added as changes take place in the

work environment. The document must encompass all the irregular requirements of novices, and the induction programme should include all the areas related to the teaching profession. Thus, there is need for a comprehensive programme that will aid beginner teachers to access all necessary information pertinent to the induction programme.

The study also proposed that all induction supporters be selected based on training. The study found in selecting induction supporters matching must be according to subjects. This ensures the mentors and novices are able to assist each other in every respect especially in the first year. During the initial period newcomers require progressive support if they are to master the teaching and learning skills and be effectual in their contributions in the schools they are working in. The continuing support given to the novice teachers should be infused with evaluation and feedback. This helps the novices identify their areas of further development and rectify mistakes made in the process. It has been noted in literature (Nantanga 2014) that induction programmes infused with evaluation and feedback tend to be successful and effective to both novice teachers and the schools concerned.

5.4 General Conclusions

The study revealed a number of areas that demand particular attention in order to improve induction programme in the Erongo Region; hence these critical issues are limited to the region.

5.4.1 Induction policy

The study established in the Erongo Region the absence of a written document in the form of a policy on induction programmes was a persistent concern for principals. This had a direct bearing on how induction programmes were carried out in the region. The inexistence of a policy contributed to the informal and disorganised manner in which the programme was carried out. This means schools lacked the policy guidelines on how induction programme should be managed. Hence, in the absence of policy guidelines from the regional office or the ministry to conduct induction programmes, it is thus the responsibility of a school to manage its own induction programme. This forced schools to manage induction programmes according to their knowledge and experience, hence making the orientation programme not as effective as it could be in an organised milieu.

5.4.2 Erongo schools lack empowerment

Based on the way the induction programmes were managed in the Erongo Region, it can be argued both primary and secondary schools here demonstrated a lack of understanding of the importance to novice teachers. This was indicated by the lack of teacher professional growth and development. A case in point was the treatment which the new teachers received from other experienced teachers who regarded them as being trained at university and not in need of mentoring or in need of receiving further professional development opportunities. These attributes are paramount to the teacher development trajectory because they ensure effective teaching and learning in the classroom. This means schools in the Erongo Region failed to provide the necessary professional guidance that could help the new teachers fully exploit the opportunities available and develop themselves into experts.

5.4.3 Meeting the needs of beginner teachers

The findings of this particular study state that beginner teachers experienced many challenges during their first experience of teaching. This was the case as many of the newcomers hardly received any form of induction support leaving them to their own devices. Therefore, due to the disorganised induction programmes carried out in the Erongo Region schools, they had limited contribution to make towards the professional development of the new ones. Although, beginner teachers received some orientation which in a way impacted on their professional development, this induction was not complete, however, which cast doubt on whether it managed to satisfy the needs of the beginners. As evidenced by the results of the study, no particular provisions were put in place to attend to the requests of these teachers. It seems there was no difference in the support activities provided to novice teachers and to their experienced colleagues regardless of the fact that the requirements of the two groups were different.

It is apparent the development requirements of beginner teachers were not addressed as indicated by the number of unresolved grievances of these beginner teachers. Also evident at the end of the first year was the fact that many novice teachers were struggling to get assistance in their field. Thus, it can be deduced that for the novice teachers the experiences during the first year of teaching were to a greater extent characterised by their operating isolated from their colleagues. This resulted in a loss of confidence and self-esteem in beginner teachers, both inside and outside the classroom. The work environments became

hostile and unfriendly to them as they felt separated, segregated and alienated from it. This was commonly found in schools that did not even bother to welcome new teachers, something which dealt a severe blow to the self-esteem and diminished their sense of belonging.

5.5 Recommendations

Based on the findings of this study where especially the challenges that were met by both schools and beginner teachers during the induction programme, a number of measures can be suggested which would help both the new teachers and the schools to introduce and manage such programmes.

5.5.1 Allow beginner teachers to co-lead co-curricular activities

The talent in novice teachers can be recognized when school take cognisance of the special skills of new teachers especially during extra-curricular activities such as sports. This allows them to be open and flexible and can thus cement relationships with experienced teachers. Novice teachers should be given the chance to be inventive in staff development workshops and they should be allowed for their ideas to be evaluated by the other colleagues. It suffices to say, they should be given opportunities to take part in all school activities without being segregating from their colleagues because it is through such a participatory experience that a platform is created for them to learn from other teachers.

5.5.2 Empowering schools to provide induction

The study further proposes the Government has to formulate an induction policy for novice teachers which would ensure uniformity in all schools. A policy document would be mandatory for all schools to offer and deliver a uniform induction support for beginners. In order to make this initiative successful, it is essential to engage all the stakeholders involved. The enactment of such a policy will provide useful guidelines to the implementation of induction programme for the Erongo schools and mentors.

5.5.3 Schools should be conducive for teacher development

Another precondition necessary for the implementation of an induction programme is to make schools favourable to teacher development continuum. There are issues that need

attention such as where in the first instance schools need to be equipped with essential elements and the necessary skills to successfully offer the induction. Secondly, there is need to provide capable leadership in schools that are well prepared to meet the needs of the novices. These needs include provision of professional learning and development skills, the promotion of team work among colleagues; setting up an interactive environment conducive to teacher learning. Thirdly, there is a need for the development of positive attitudes in a school towards novice teachers and in particular their needs. Fourthly, there is a need to solve the issue related to the shortage of basic resources necessary for induction programmes. The lack thereof may distract schools and teachers from carrying out their mission of facilitating teaching and learning.

5.5.4 Afford mentor release time

Both the mentors and the novice teachers must be given time to specifically work with issues related to induction. This is because the regional office in the Erongo Region does not provide relief teachers who can assist beginner teachers with special requirements. In order to address this, the mentors and beginner teachers must be afforded release time for them to concentrate on the induction programme. This time can be created through exempting them from extra-curricular activities such as supervision of manual work, sporting activities and social activities. Provision of such time could be utilised for activities such as the mentor observing the beginner teacher, teaching a class with the mentor assessing the performance and providing constructive feedback.

5.5.5 Hold regular workshops for mentors and mentees

There is need to hold workshops or refresher courses in which mentors and mentees have the opportunity to develop and improve their teaching skills. These workshops must be held at regional and cluster level in order to ensure better attendance and skills sharing at local and national level. The personnel responsible for these workshops should be fully equipped and skilled. Thus, through workshops it is believed staff development in areas of professional growth and teaching and learning will improve.

5.5.6 Universities should offer induction programmes

All institutions offering teaching programmes should design their curriculum encompassing the subject of induction that involves teaching practice. The Ministry of Education should facilitate the adoption of such induction programmes into the teaching content of the institutions. There is need for schools and training institutions to collaborate and create a common vision for novice teachers.

5.6 Limitations of the study

This study focused on the need to understand how induction programme influences professional development of beginner teachers in the Erongo Region. The study was characterised by 13 novice teachers selected from various schools in Erongo and five mentors who were regarded as principals or HODs. The study was only limited to the Erongo Region; hence its results cannot explain the nature of induction programmes in other regions. Study was conducted in one geographical region and the findings therefore cannot be generalised.

Another potential restriction that could have been encountered was that participants might not have disclosed all the information related to their experiences. This is especially true where participants feared they would be victimised by school administrators despite their being given the assurance of the privacy of the process of collected data. In addition, another limitation that was noted was the study could not keep the originality of study due to transcription of tape recorded data; this led to the loss of the social encounter (Cohen, Manion and Morrison 2000:282).

5.7 Recommendations for further research

The study looked at selected schools in the Erongo Region. Since the study was focused on a small geographical area there is need for an extended study that will cover the other regions focusing on how induction programmes influences teacher development. The study proposes the following recommendations for further research:

- Implementation of mentoring and monitoring of beginner teachers in schools,
- There is a need to understand the potency of documenting as a strategy in the induction of beginner teachers,

- There is a need to strengthen partnership between primary and secondary schools and training institution in teacher education.

5.8 Chapter summary

This chapter presented the conclusions based on the objectives of the study; as well as the general conclusions that have been drawn from the study. Recommendations are made following the general conclusions from the study; limitations of the study and recommendation for further researches are also discussed.

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APPENDICES

Appendix A: Interview Guide for Principals and HODs

An analysis of the influence of induction programmes on beginner teachers' personal growth and professional development in selected schools in the Erongo region of Namibia

Interviewer: Twahafifwa Tupavali Nghaamwa

Name of school: Date:

The interview questions for Principals and Head of Departments

Part: 1 Biographical information

1. Age group: (a) 20 – 25 (b) 26 – 35 (c) 36 – 45 (d) 46 – 55 (e) 56 – 60
2. Level of education: (a) Basic Education Teacher's Diploma
 (b) Bachelor's Degree in Education
 (c) Honour's Degree in Education
 (d) Master's Degree in Education
 (e) Other
3. Years of experience as a principal or Head of Department:
 (a) 1-3 (b) 4-6 (c) 7-10 (d) 10-15 (d) 15
 upwards

Part: 2

1. Does your school have an induction programme for new teachers? If yes, can you describe what it entails?
2. How long does your induction programme take?
3. Which areas does your induction programme mainly focus on and why?
4. Can you explain how the induction programme seems to benefit the beginner teachers regarding their personal growth and professional development?
5. Can you name the stakeholders that are involved in the induction of beginner teacher and their roles respectively?
6. From your experience, what would you describe as setbacks of the induction programme of beginner teachers at your school?

7. What additional support do you think your school requires in order to improve the induction programme for beginner teachers?

8. Do you have any other comments or recommendations on the induction programme at your school?

Thank you very much for your time!!!

Appendix B: Interview Guide for beginner teachers

An analysis of the influence of induction programmes on beginner teachers' personal growth and professional development in selected schools in the Erongo region of Namibia

Name of school..... Date:

Beginner teacher's questions

Part: 1 Biographical information

1. Age group: (a) 20 – 25 (b) 26 – 35 (c) 36 – 45 (d) 46 – 55 (e) 56 – 60
2. Level of education: (a) Grade 12
 - (b) Basic Education Teacher's Diploma
 - (c) Bachelor's Degree in Education
 - (d) Honour's Degree in Education
 - (e) Other
3. Years of teaching experience
4. The number of years that you have been teaching at this school.

Part: 2

1. Can you describe the reception that was accorded you on your first arrival at this school?
2. Did you undergo any induction programme when you started teaching at this school?
If you did, how long did it last?
3. Can you state the areas that were the main focus of the induction programme you went through?
4. In your opinions, which area should have received more attention and why?
5. Explain how the induction programme helped you develop in your teaching experience.
6. Which stakeholder(s) were or are involved in your induction programme (supervisors such as principal and HODs, school board members, fellow teachers, etc.)?

7. Describe the connection you feel towards your experienced colleagues for further support in your profession.
8. Explain the ways in which your experienced colleagues enhance your growth and development as a beginner teacher.
9. Explain the social and emotional growth you gained from your supervisor.
10. How would you describe the induction programme you have gone through regarding its contribution to your personal growth and professional development?
11. What sort of mentality would you advise other new teachers to have in order to have a successful induction programme?
12. Do you have any other comments or recommendations regarding the induction programme at your school that you would like to share?

Thank you very much for your time.

Appendix C: Letter by the Research Ethical Committee



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jou kennisvenoot • your knowledge partner

Approved with Stipulations New Application

19-Apr-2016
Nghaamwa, Twahafifwa TNT
Victoria Street
Stellenbosch

Proposal #: SU-HSD-001116

Title: AN ANALYSIS OF THE INFLUENCE OF INDUCTION PROGRAMMES ON BEGINNER TEACHERS' PERSONAL GROWTH
AND PROFESSIONAL DEVELOPMENT IN SELECTED SCHOOLS IN THE ERONGO REGION OF NAMIBIA

Dear Miss Twahafifwa Nghaamwa,

Your New Application received on 16-Mar-2016, was reviewed
Please note the following information about your approved research proposal:

Proposal Approval Period: 14-Apr-2016 -13-Apr-2017

The following stipulations are relevant to the approval of your project and must be adhered to:

The researcher classified the envisaged research study as low risk. The DESC agreed with this classification. The REC finds the risk classification to be appropriate.

Institutional permission has been obtained from the Namibian Department of Education with the proviso that the Regional Director of Education should be notified of the study and the institutional permission. The REC would recommend that institutional permission should also be obtained from the schools that will participate in the research. In obtaining the institutional permission from schools it should be made clear that the Namibian Department of Education requested feedback on the research. It should moreover be made clear how the feedback will be provided [i.e. whether the identity of participating schools will be revealed].

Please provide a letter of response to all the points raised IN ADDITION to HIGHLIGHTING or using the TRACK CHANGES function to indicate ALL the corrections/amendments of ALL DOCUMENTS clearly in order to allow rapid scrutiny and appraisal.

Please take note of the general Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

Please remember to use your proposal number (SU-HSD-001116) on any documents or correspondence with the REC concerning your research proposal.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Also note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary). This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki and the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health). Annually a number of projects may be selected randomly for an external audit. National Health Research Ethics Committee (NHREC) registration number REC-050411-032.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 218089183.

Included Documents:

Permission notice

DESC Report

REC: Humanities New Application

Sincerely,

Clarissa Graham REC Coordinator Research Ethics Committee: Human Research (Humanities)

Investigator Responsibilities

Protection of Human Research Participants

Some of the general responsibilities investigators have when conducting research involving human participants are listed below:

1. Conducting the Research. You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research. You must also ensure that the research is conducted within the standards of your field of research.
2. Participant Enrollment. You may not recruit or enroll participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use. If you need to recruit more participants than was noted in your REC approval letter, you must submit an amendment requesting an increase in the number of participants.
3. Informed Consent. You are responsible for obtaining and documenting effective informed consent using only the REC-approved consent documents, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

4.Continuing Review. The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is no grace period. Prior to the date on which the REC approval of the research expires, it is your responsibility to submit the continuing review report in a timely fashion to ensure a lapse in REC approval does not occur. If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

5.Amendments and Changes. If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, number of participants, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You may not initiate any amendments or changes to your research without first obtaining written REC review and approval. The only exception is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

6.Adverse or Unanticipated Events. Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research related injuries, occurring at this institution or at other performance sites must be reported to Malene Fouch within five (5) days of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the RECs requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch University Research Ethics Committee Standard Operating Procedures. All reportable events should be submitted to the REC using the Serious Adverse Event Report Form.

7.Research Record Keeping. You must keep the following research related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence from the REC

8.Provision of Counselling or emergency support. When a dedicated counsellor or psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

9.Final reports. When you have completed (no further participant enrollment, interactions, interventions or data analysis) or stopped work on your research, you must submit a Final Report to the REC.

10.On-Site Evaluations, Inspections, or Audits. If you are notified that your research will be reviewed or audited by the sponsor or any other external agency or any internal group, you must inform the REC immediately of the impending audit/evaluation

Appendix D: Letter from the Permanent Secretary



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200
Fax: +264 61- 2933922
Email: Cavin.Muchila@moe.gov.na

Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

To: Ms Nghaamwa Twahafifwa
P. O Box 1162, Rundu
missnghaamwa@hotmail.com

Dear Ms Nghaamwa

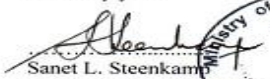
SUBJECT: PERMISSION TO CARRY OUT A RESEARCH STUDY: *"AN ANALYSIS OF THE INFLUENCE OF THE INDUCTION PROGRAMME ON BEGINNER TEACHERS' PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT IN SELECTED SCHOOLS IN ERONGO REGION OF NAMIBIA"*.

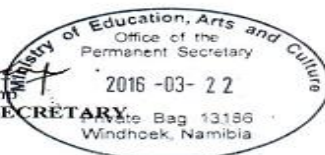
Kindly be informed that permission to conduct research for your Degree in Erongo region is herewith granted. You are further requested to present the letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr C. Muchila at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you soon.

Sincerely yours


Sanet L. Steenkamp
PERMANENT SECRETARY



22.3.16
Date

All official correspondences must be addressed to the Permanent Secretary

Appendix E: Permission letter by the Erongo Education Director



ERONGO REGIONAL COUNCIL

DIRECTORATE OF EDUCATION

Telephone : 064-4105101
Fax : 064-4105136
E-mail: dirsec@mae.org.na

Private Bag 5024
SWAKOPMUND

Enquiries : Mr. J. /Awaseb
Date : 11 May 2016

Ms. Nghaamwa Twahafifwa
P O Box 1162
RUNDU

RE: PERMISSION TO CARRY OUT RESEARCH STUDY AT SCHOOLS IN THE ERONGO REGION

Your request to carry out Research Study: "An Analysis of the influence of the induction programme on beginner teachers' personal growth and professional development in selected schools in Erongo region" has reference.

Your request has been approved on the following conditions:

1. The principals should be approached for further arrangements with regard to dates and times.
2. Minimum interruption of normal school programme is advised.
3. Participation of teachers should be voluntary.

Kind regards,

J. /AWASEB
REGIONAL DIRECTOR



Appendix F: Consent letter to beginner teachers



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jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

AN ANALYSIS OF THE INFLUENCE OF INDUCTION PROGRAMMES ON THE BEGINNER TEACHERS' PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT IN SELECTED SCHOOLS IN THE ERONGO REGION OF NAMIBIA

You are asked to participate in a research study conducted by **MISS TWAHAFIFWA NDAHEKELEKWA TUPAVALI NGHAAMWA** from the School of Public Leadership at Stellenbosch University. The results from this study will contribute to the research thesis which is part of the course requirements. You were selected as a possible participant in this study because you have undergone an induction programme as a beginner teacher at the school.

1. PURPOSE OF THE STUDY

The study is designed to analyse the influence of the induction programme on the beginner teachers' personal growth and professional development.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Sign this form as an indication that you consent to take part in the study. Do not give your information regarding your personal identification. This interview will be recorded in order to make it easier for analysis.

The interview session will take 20 – 25 minutes.

3. POTENTIAL RISKS AND DISCOMFORTS

The researcher has not established any potential risk or discomfort that could lead to the withdrawal of the participant.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The research study will provide an insight on how an induction programme influence the personal growth and professional development of the beginner teachers. The study will benefit the society in that it will establish the current practices regarding induction of new teachers at various schools as well as make recommendations on how the current programme can be improved. The research will also be of benefit to future researchers who are interested in the similar topic to build their research studies on.

5. PAYMENT FOR PARTICIPATION

The participants will not receive any payment for their participation.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of ensuring that the participants withhold their names and any other information that could lead to their identification. The researcher will use a code-lockable audio to record the data. The audio will be kept in a safe

at the researcher's house and no one, other than the researcher will have access to it. Three years after this interview, the researcher will erase all the data from the audio.

The results will be made available to the School of Public Leadership at University of Stellenbosch and to the study leader because the information is needed to prove that the study has been conducted. The copy of the final research will also be forwarded to the office of the Permanent Secretary as requested.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact:

Miss Twahafifwa Ndahekelekwa Tupavali Nghaamwa at 00264813820277 (researcher) or Zwelinzima Ndevu at office number: 0027218082150 (study leader).

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE
--

The information above was described to me

by In English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Subject/Participant

Signature of Subject/Participant Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____
 .He/she was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

Signature of Investigator

Date

Appendix G: Consent letter for the principals and head of departments



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jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

AN ANALYSIS OF THE INFLUENCE OF INDUCTION PROGRAMMES ON THE BEGINNER TEACHERS' PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT IN SELECTED SCHOOLS IN THE ERONGO REGION OF NAMIBIA

You are asked to participate in a research study conducted by **MISS TWAHAFIFWA NDAHEKELEKWA TUPAVALI NGHAAMWA** from the School of Public Leadership at Stellenbosch University. The results from this study will contribute to the research thesis which is part of the course requirements. You were selected as a possible participant in this study because you are a principal or supervisor of the beginner teachers and are responsible to conduct an induction programme with them.

1. PURPOSE OF THE STUDY

The study is designed to analyse the influence of the induction programme on the beginner teachers' personal growth and professional development.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Sign this form as an indication that you consent to take part in the study. Do not give your information regarding your personal identification. This interview will be recorded in order to make it easier to analyse.

The interview session will take 20 – 25 minutes.

3. POTENTIAL RISKS AND DISCOMFORTS

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The research study will provide an insight on how an induction programme influence the personal growth and professional development of the beginner teachers. The study will benefit the society in that it will establish the current practices regarding induction of new teachers at various schools as well as make recommendations on how the current programme can be improved. The research will also be of benefit to future researchers who are interested in the similar topic to build their research studies on.

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The results will be made available to the School of Public Leadership at University of Stellenbosch and to the study leader because the information is needed to prove that the study has been conducted. The office of the Permanent Secretary has also requested a copy of the final report.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

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SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me

.....

by In English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Subject/Participant

Signature of Subject/Participant Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____
He/she was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

Signature of Investigator

Date