

**THE INDUCTION OF NOVICE TEACHERS IN COMMUNITY JUNIOR
SECONDARY SCHOOLS IN GABORONE, BOTSWANA**

by

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DECLARATION:

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I hereby declare that: **THE INDUCTION OF NOVICE TEACHERS IN COMMUNITY JUNIOR SECONDARY SCHOOLS IN GABORONE, BOTSWANA** is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE
(Miss W. S. Dube)
GABORONE

DATE

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DEDICATION

This work is dedicated to my late parents, Mildah and Silas Dube; for the legacy they left me behind - of pure excellence, tenacious living, sharpened intellect and spiritual accuracy.

SUMMARY

This study focuses on the induction of novice teachers in Community Junior Secondary Schools (CJSS) in Gaborone, Botswana. The point of departure is that induction is an important factor that is essential to the success of every beginner teacher. It is the responsibility of the school management to provide comprehensive induction programmes that will support beginner teachers and retain them in the teaching profession. This problem was investigated by means of a literature study and an empirical investigation using a qualitative approach. A small sample of beginner teachers in six selected schools in Gaborone formed the sample for this study. Findings indicated that the extent to which novice teachers are given professional guidance and support in schools is not enough. It is recommended that induction programmes receive more priority in schools since the first year of teaching is the most important determiner in the teaching career of an individual.

KEY TERMS

Induction phenomenon, In-service training, Mentor, Novice teacher (Beginner teacher), Professional support, Protégé, The Principal, School Management Team, Staff development programmes.

LIST OF ABBREVIATIONS AND ACRONYMS

ADT	-	Adult Development Theory
BA	-	Bachelor of Arts
B Ed	-	Bachelor of Education
CJSS	-	Community Junior Secondary School
DSE	-	Diploma in Secondary Education
INSET	-	In-service Training
N	-	Total Number of Respondents
NEPI	-	National Education Policy Investigation
PGDE	-	Post Graduate Diploma in Education
PMS	-	Performance Management System
PTA	-	Parents Teachers Association
TQM	-	Total Quality Management

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CHAPTER 1

BACKGROUND, PROBLEM STATEMENT AND AIMS

1.1 INTRODUCTION

This study investigates the induction of novice teachers in six selected Community Junior Secondary Schools (CJSS) in Gaborone, Botswana. Induction is a vital element in the discussions on teacher development and retention; and there are no short term fixes to that. The fact that beginner teachers need support in order to perform their duties effectively is consistent with literature on novice (beginner) teachers (Brock & Grady, 1997; Ingersoll & Smith, 2004; Kitchen, 2003; Steyn, 2004; Killeavy, 2006). Novice teachers, like all other teachers in schools are of paramount importance for the provision and maintenance of quality education and bringing about educational reform. The more complex the educational reform, the less one can control it because matters such as skills, creative thinking and committed action cannot be mandated (Fullan, 1993:22). Hence the need to face the realities of induction beyond simple short orientation to a year long induction programme that will ensure successful integration of novices into the school environment.

According to Botswana's 1993 *Report of the National Commission on Education* (Government of Botswana, 1994) Article 10.6.6, recommendation 104 (c) and (d), proper induction of teachers should be a structured national in-service training programme assigned to experienced teachers; and supported by School Management Teams and other officials of the Ministry of Education. This recommendation is in line with Wayne, Youngs & Fleischman's call for schools to ensure that novice teachers are eased into teaching and that they are given "a comprehensive induction package" (2005:76).

An international survey report carried out in 2005 rated Botswana's Public Service at 25% compared to the international benchmark of 75% (Department of Information and Broadcasting, 2006:1). In response, Mr Moeng Pheto, the Minister of Labour and Home Affairs in Botswana at the time, called upon civil servants to reflect seriously on the strategies for quality service delivery, schools included. He referred to proper implementation of Performance Management System (PMS) tools and emphasised that the difference between good ideas and

making them work was their capacity to be translated into service. The Minister was making this address to the public service convention in Gaborone on Sunday August 13, 2006. The aim of the convention was to raise awareness in the public sector and to identify new ideas for improvement and growth of the public service (Department of Information and Broadcasting, 2006:1). In line with this report, this dissertation will explore and discuss the current induction initiatives of selected Community Junior Secondary Schools of Gaborone, in Botswana.

The induction of teachers has been examined in many studies (e.g. Ingersoll & Smith, 2004; Brock & Grady, 1997; Smethen & Adey, 2005; Olebe, 2005). Research results indicated that induction programmes need to be tailor made for beginner teachers in a more meaningful way. According to one local newspapers (Anonymous, 2000:1), the implementation of Performance Management System (PMS) has been a statutory requirement for all public servants in Botswana. In an effort to describe the concept of PMS, the Permanent Secretary of the Ministry of Commerce and Industry in Botswana, Mr Tswelelopele Moremi said that PMS is a holistic and integrated system for managing, monitoring and measuring performance (Anonymous, 2000:1). He further stated that the rationale of the PMS is to implement new ideas for the enhancement and the development of the public service. School Management Teams (SMT) likewise are challenged to re-evaluate their public reform strategies like induction programmes, with a view to implement PMS and improve service delivery in the public sector.

Attention was drawn to the fact that induction of novice teachers is and has always been non-compulsory in Botswana. Personal communication with the Principal Education Officer responsible for School Management in the South Central Region (Van Wyk: 2006) revealed that there are no mandatory laws and policies in place to guide schools in their efforts to induct novice teachers. Thus, the implications of making novice teachers' induction compulsory for all schools in Botswana are far reaching. Through this investigation the researcher hopes to share ideas and experiences on staff induction, which will lead to desired results.

It is vital to note that unlike other professions, newly qualified teachers are required to assume full professional responsibilities from the day they enter the classroom. New teachers have generally had to, “sink or swim and to learn by trial and error” (Little, 1982 as cited in Killeavy, 2006:168). Study after study shows that induction is about developing and sustaining the best in all of us for the good of all of us (Olebe, 2005; Conway, Krueger, Robinson, Haack & Smith, 2002; Smethen & Adey, 2005; Smith & Ingersoll, 2004). In an attempt to focus on the induction of novice teachers in Botswana’s Community Junior Secondary Schools, this study does not only shed some valuable light on the current induction practices in schools, but it also contributes to the debate on how best to lay the foundations that can facilitate comprehensive induction practices. According to Mouton (1996:19), the study can also assist school managers to understand the significance of the induction phenomenon, since understanding the phenomenon underpins the ability to deal with the problem.

In this study the terms beginner teacher and novice teacher will be used interchangeably.

1.2 PROBLEM STATEMENT

The induction of novice teachers in Community Junior Secondary Schools in Gaborone, Botswana; constitutes the main problem of this study. In the light of the above discussion, the main research problem is formulated as: “How is the induction of novice teachers carried out in six selected Community Junior Secondary Schools in Gaborone, Botswana?”

The purpose of this research is to provide reasonable answers to the following sub-problems:

1. What are the perceptions of novice teachers on the induction phenomenon?
2. What are the existing induction programmes and practices in Community Junior Secondary Schools in Gaborone, Botswana?
3. How do these programmes impact on the initiation of novice teachers?
4. What effect do different role players have on the induction of novice teachers?

5. How can existing induction programmes be upheld or enhanced for purposes of providing support to novice teachers?

1.3 AIMS

This investigation is specific to six selected Community Junior Secondary Schools in Gaborone, Educational Region of South Central Botswana. The specific aims of this research are as indicated below:

- To clarify and describe the concept of induction;
- To identify and describe the current induction programmes in Community Junior Secondary Schools;
- To identify and discuss common problems faced by novice teachers;
- To examine the effect that current induction programmes have on novice teachers;
- To examine efforts that may be put in place to uphold and enhance induction programmes in schools.

1.4 DEFINITIONS OF CONCEPTS

A conceptual analysis helps to form impressions and perceptions. It also helps to identify similarities in the induction abstract of this study and relate it to the larger frame of educational knowledge. In an attempt to determine what is relevant to the field of study and what is not. A tentative conceptual analysis was done as informed by Creswell (1994:107) with regards to the following concepts:

Community Junior Secondary Schools: These are secondary schools that offer a three year Junior Certificate of Education in Botswana (an equivalent of Grades 8 to 10). These schools are funded by the government of Botswana and governed in partnership with local communities.

Induction: Many recent studies have made suggestions on the meaning of the term 'induction'. For instance, Kelly (2004:438) describes induction as, "providing meaningful assimilation into the profession" while Olebe (2005:159) says that induction can be broadly characterised as professional education and development tailored for teachers in their first and second years of teaching. In the light of this study, Conway et al.'s (2002:9) definition of induction as, "a

programme provided to a beginner teacher that includes professional development that is specific to beginner teachers”, shall apply. For the purpose of this study, induction shall refer to the development of all new teachers in Community Junior Secondary Schools of Gaborone in Botswana.

Inquiry: Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem (en.wikipedia.org/wiki/Inquiry, 2009). It is an approach to learning that involves a process of exploring the natural or material world that leads to asking questions and making discoveries in the search for new understandings; a request for information.

Novice: Novice is a person new to a field or activity. In brief, a novice is a beginner. According to en.wikipedia.org/wiki/novice (2009), a novice is someone who is just starting to learn or do something. Terms like new teacher, neophyte, novice teacher, beginner and newly qualified teacher shall be used interchangeably. The assumptions underlying this study are that novice teachers are only those teachers who have recently qualified to practice as teachers. The rest of the teachers who are new in the school and not necessarily new in the teaching field are assumed to be familiar with teaching and therefore not part of this study.

Performance Management System (PMS): PMS is an instrument of change used in Botswana to enable government ministries and departments to conscientiously work towards optimum delivery of services to the nation. It is a new way of carrying out public service and government business with the aim of inculcating a culture of performance, accountability and focus on results to improve productivity, manage change and achieve set goals and objectives. Like all other public servants, teachers are also expected to strictly adhere to PMS principles (Government of Botswana, 1999: 5)

Policy: Policy: Policy is sometimes used in a narrow sense to refer to formal statements of action to be followed. Others use the word policy as a synonym for words such as ‘plan, or programme’. In the school situation policy usually means some general plan of action which is designed to achieve a particular goal at the

school, e.g. South African Schools Act, Botswana's Revised National Policy of Education (RNPE)

Staff Development Coordinator: This is a post of responsibility in Botswana's secondary schools. A Staff Development Coordinator is a School Management Team member with the same responsibilities as those of a Human Resource Manager in the corporate world. Their main responsibility is to address issues of personal and professional development of teachers and support staff in schools.

Teacher: In education, a teacher is a person who teaches; especially someone hired to teach. The role of a teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education (The American Heritage, 2003). This term refers to any person who teaches in a school. It is a more preferred term in Botswana to 'an educator'. For the purpose of this study, the two terms shall be used inter-changeably.

Time-table 'cycle': Botswana's Secondary Education time-table system uses a six day time-table. These six days are often referred to as a cycle. School days on the timetable are counted as day one to day six, instead of Monday to Friday. Given that there are 8 lessons in each day, it implies that the total number of lessons per cycle is 48. That is, 8 lessons multiplied by 6 days.

For the purpose of this study:

- The terms 'Principal, Headmaster and School Head' shall be used interchangeably.
- 'Novice teachers or beginner teachers' shall be people who have received either a degree or a diploma in education; pronouncing that they are qualified to teach in a Community Junior Secondary School and are currently employed in one of the public schools of Gaborone, Botswana. They are people who are undertaking their first two years of teaching in the classroom.

1.5 MOTIVATION FOR THE RESEARCH

The concept of a novice teacher (beginner teacher) differs with individual authors. Heyns (2000:161) describes novice teachers as teachers with less than one year of service or recently qualified teachers with little or no teaching experience. Other scholars include probationary teachers and teachers of up to two years of service in the list (Lyons, 1993; Vail, 2005). In their efforts to describe a beginner teacher, some authors go beyond these categories to include experienced teachers on transfer from other schools; teachers on internal or external promotion; and substitute teachers (Niebrant, Horn & Holmes, 1992). Some beginner teachers are older and more mature adults from running a business or rearing children, while others are veteran teachers who have changed from one school to another of a different school culture.

These individuals, like all other beginner teachers, come with their different needs and backgrounds on transition into teaching. According to Brock and Grady (1997:8), it is important to note that all these individual teachers will likely experience the pitfalls and dilemmas as other beginner teachers and that they too particularly need induction and on-going assistance. If the way things are done in the new school differs from the new teacher's previous schools, this may be a source of great discomfort to beginners (Brock & Grady, 1997:5).

Induction is a process, perhaps better described by Ingersoll and Smith (2004) as support, guidance and orientation programmes for novice teachers during the transition into their first teaching jobs. It is the linking of pre-service education and classroom practice for a novice teacher. Induction calls upon schools to help novice teachers to settle down in the classroom and into the teaching profession. Brock and Grady (1997) also highlight this aspect and liken staff induction to a bridge which links a student of teaching to a teacher of students. The authors further assert that teacher induction is distinct from pre-service, orientation and in-service training programmes. Rather than being addressed as separate entities, the three in-service training programmes need to be addressed from a holistic perspective.

To conceptualise transition into the teaching profession as 'a development journey', the theory of Stages of Development (Brock & Grady, 1997:65) is useful. The premise of adult development is that, just as children progress through common stages, so do adults. Researchers call this transition, *Stages of Learning to Teach* (Fuller & Bown 1975) as cited in Ryan (Ed.); as cited in Bullough, Young & Draper, (2004:370). The *Stages of Learning to Teach* has implications for the School Head to understand beginner teachers and provide individual assistance. First, there is the *Survival Stage*; this stage is characterised by insecurity, extreme difficulties and high expectations. Second is the *Mastery Stage*, characterised by teachers trying to perform well despite their differing levels of conceptual development. Finally is the *Impact Stage*, where novices address the issues of actually performing the task of teaching. During this stage, concerns for the learning of a child are of utmost importance to the teacher. Brock and Grady (1997) further assert that it would be of more benefit to incorporate teacher concerns and the level of commitment of teachers to Adult Development Theory (ADT).

Related to the proposition derived from ADT, is the observation that adults continue to change in predictable ways throughout their lives. Brock and Grady (1997:66-67) point out that interaction patterns of effective induction programmes for beginner teachers depend on the age, maturity and previous experiences of beginner teachers. For beginner teachers to be successful, they typically need a wide range of induction services. To get a complete view of a beginner teacher, principals have to consider profiles of novice teachers and the problems that they face. Principals must appreciate the importance of Adult Development Theory in order to understand the complexities of induction.

This study builds on the research findings of Bullough et al. (2004) and Wayne et al. (2005) who explored induction in relation to beginner teachers' professional needs and development. The two authors found that teaching is a very complex, unpredictable and difficult work and that induction can ease off the weight of frustration on novices. Some teachers feel that schools constrain the amount and the type of help which beginner teachers could receive from their colleagues. Beginner teachers spend most of their time physically apart from more

experienced teachers and consequently, they learn to cope with problems on their own since opportunities for assistance are not readily available.

Research indicates that good induction can provide a bridge connecting initial teacher training to career long professional development (Basit & McNamara, 2004:99; Smith & Ingersoll, 2004:682). To investigate the importance of staff induction and management, Ingersoll and Smith (2004) focused on different types and components of induction programmes. Results indicate that beginner teachers who were provided with multiple supports were less likely to move to other schools or leave teaching. In her study, Vail asserts that, “teachers who feel good about themselves at their work will look for ways to reach all their children” (2005:5). This statement suggests that beginner teachers who receive support and guidance from their schools are more likely to love their work and be more productive. Unfortunately, too many of the novices experience isolation and because of this, they leave the profession prematurely.

Vail (2005:5) further suggests ways of changing the conditions that drive teachers out of school. The following are specific to novice teachers:

- To offer support to new teachers;
- To treat teachers as professionals;
- To provide structured mentoring programmes.

According to Heyns (2000:162), the school principal has the overall responsibility of successful induction by carefully delegating these responsibilities to knowledgeable members of staff and officials, depending on the nature of the task. The content of induction programmes should be more structured and comprehensive. Induction programmes should cover matters related to the whole school; thus structures and procedures in the teaching profession. These may be presented through pre-orientation programmes, staff manuals, in-service workshops and meetings.

The objective of induction programmes should be to address the needs of beginner teachers. Upon addressing such needs, principals must heed Heyns’

observations which describe the needs of beginner teachers as, “of personal nature and professional nature” (2000:161). Thus, the individuality of teachers and the uniqueness of schools should determine relevant induction strategies, which are situational, calling for the balance between the needs of beginner teachers and those of the school. As stated in Heyns (2000:162), the needs of beginner teachers as well as the needs of schools form the basis of staff induction programmes.

The induction phenomenon has to be recognised and clearly understood. Makgopa (1992, as cited in Heyns, 2000:164) stated that it is possible that some school principals are either practicing staff induction partly or have not adopted it at all. He further clarified that in some instances, school principals are aware of the concept of staff induction and think that they are doing the right thing when in actual fact they are leaving beginner teachers out. Although Makgopa’s (1992) studies are based on a few selected schools in South Africa, some of his findings could as well be representative of a number of schools in Gaborone, Botswana.

It is clear that teachers in schools are overburdened with many responsibilities without guidance and support. The priorities to be investigated in this study relate to the nature of induction programmes in Botswana’s Community Junior Secondary Schools and the impact that such programmes have on the novice teachers’ initial year of teaching. These priorities will also serve to highlight the direction staff induction is following at present. As far as the researcher is aware, a study of this nature has not been carried out in Botswana.

This study will help to identify a number of issues that relate to the discourse (debate) in public education in Botswana and also reinforce concerns and proposals that have been made over the past few years in relation to public service reform strategies. The researcher’s intent is that a better understanding of the induction phenomenon’s influence on beginner teachers might stimulate the development of profitable and meaningful policies that will improve teacher development and quality service provided by Community Junior Secondary Schools in Gaborone, Botswana. There is a great need for empirical data to

support what teachers express as their perceptions with regard to current induction practices and the impact that such practices have in their initial year of teaching.

1.6 RESEARCH DESIGN AND METHODOLOGY

The objective in this study is to carry out the research by means of a literature study and an empirical investigation. Primary and secondary sources were used to provide a background to the empirical investigation. Careful choice of literature provided reliable, current and applicable data. In the study of primary sources, the investigation concentrates on books, articles and publications containing relevant information.

A qualitative design was adopted in order to facilitate an in-depth understanding of the induction of novice teachers in Botswana. Qualitative research (Paragraph 3.2) made it possible for the researcher to reflect on the findings interpretively and subjectively because she became part of the real life situation (Creswell, 1998:15; Mouton, 1996:142). According to Creswell (1994:6-7), the qualitative design holds that the researcher explores the topic, studies individuals in their own settings and writes findings in a literary style. The researcher had an opportunity to get close to the phenomenon and to form a holistic picture of induction of novice teachers.

In his other work, Creswell (1998:17-18) says that qualitative research asserts that the researcher's role (Paragraph 3.3) is that of an active learner rather than an expert who can pass judgement on participants. In addition, De Vos, Strydom, Fouche and Delport (2003:79) articulate that qualitative research is more concerned with observing and understanding than explaining and measuring. These factors, among others, strengthen the researcher's choice of a qualitative ethnographical tradition of inquiry (Creswell, 1998:58-68). Thus, in this study, a qualitative design was rightly aimed at describing and interpreting a social group and a system.

1.6.1 Sampling

De Vos et al. (2003:209) liken sampling to taking a portion of the population and considering it representative of that population. In this investigation, a non-probability sampling technique in qualitative research called purposeful sampling was used. The researcher picked only the information-rich participants who were able to give information about the phenomenon under study. In order to collect adequate data, Creswell (1998:121) states that this sample must consist of individuals who are not hesitant to speak and share their ideas and experiences.

For the purpose of this study, six Community Junior Secondary Schools in the city of Gaborone, Botswana were selected. These schools were selected on the grounds that they were information rich. Firstly, one novice teacher from each of the six schools was purposefully selected for the face-to-face semi-structured interviews. Secondly, two focus groups were formed. According to De Vos et al. (2003:311), the key principle to forming focus groups is 'homogeneity'; thus, to purposefully sample people who are similar, in order to get quick and rich data with detailed descriptions. The first focus group was made up of all the six participants primarily selected for the face-to-face semi-structured interviews. Then from each of the six schools under study, an extra novice teacher was purposefully selected to form the second focus group. At the end of the interview, the researcher had collected data from twelve teachers; thus, two teachers from each of the six schools.

1.6.2 Data Collection Methods

Data were collected through interviews, questionnaires and observation notes which were done as part of the interviews. Details of data collection procedures are discussed in Chapter Three (see paragraph 3.4). The idea of qualitative research was to purposefully select informants who would best answer the research questions. For this reason, the researcher had considered the following parameters that were raised by Miles and Huberman (1994, as cited in Creswell 1994:149):

- The setting - The research took place in a neutral atmosphere which was far away from intimidation and interference;

- The respondents - Novice teachers observed and interviewed were purposefully selected and were willing to be questioned;
- The events - Records of what the respondents were observed doing or interviewed about were carefully selected for the study;

The respondents were assured of anonymity and confidentiality and prior permission to audiotape the interviews was sought from each respondent.

1.6.3 Data Analysis and Presentation

Data analysis is described as the process of bringing order, structure and meaning to the mass of collected data (De Vos et al., 2003:339). A step by step account of the process of qualitative data analysis and interpretation as informed by Johnson and Christensen (2000:246-431) was followed. Data was recorded in a systematic order to facilitate the data analysis process (see Paragraph 3.6). The researcher analysed data both at the site during collection and also away from the site after completing data collection. Transcribed data from the interviews, questionnaires and field notes was segmented and presented in a narrative form (see Paragraph 3.7). Main trends and patterns in the data with reference to research questions was described and summarised. Once prominent issues had been identified, the researcher sorted out data, conceptualised it and then coded it. Interpretations were then made from the coded data. The final recommendations (see Paragraph 5.4) were informed by the findings (see Paragraphs 4.3 & 5.2).

1.6.4 Reliability and Validity

In a qualitative research, validity (see Paragraph 3.8) is largely determined by the extent to which the researcher minimises the amount of bias as far as possible. According to Cohen and Manion (1996:281-282), the sources of bias are the characteristics of the interviewer; the characteristics of the respondent and the actual subjective experience of the participants. The validity of information was primarily determined by the participants' willingness to communicate their experiences to the researcher freely in an atmosphere of trust. Furthermore, questions were carefully formulated to match the interviewer's characteristics with those of the sample being interviewed (Cohen & Manion, 1996:282).

The concept of reliability (see Paragraph 3.8) had to do with how well the researcher carries out the project. The researcher appreciated that an investigation was reliable if another researcher were to look into the same question in the same setting and come up with similar, though not identical results. The researcher also noted that her biases and values may increase the reliability of the investigation (Creswell, 1994:159). To ensure that what was recorded as data and what had actually occurred in the field were the true and actual perceptions of the respondents, data in this study was collected, analysed and interpreted in a uniform manner during the interview.

A detailed description of research design and methods will be presented in Chapter 3.

1.7 OUTLINE OF THE STUDY

In Chapter 1, the framework of the induction phenomenon is given as an introduction to the research study (see Paragraph 1.1). The framework helps to demonstrate the general perspectives and background of the induction phenomenon. Focus fell on the problem statement (see Paragraph 1.2), aims (see Paragraph 1.3) and motivation for the research (see Paragraph 1.5) providing a general view of aspects addressed. Definitions of certain concepts (see Paragraph 1.4) that will be used in this study and the description of methods of investigation (see Paragraph 1.6) were discussed in Chapter 1 as well.

Chapter 2 covers the review of relevant literature and builds a conceptual framework for an understanding of the phenomenon studied in this research (Creswell, 1994:22).

Chapter 3 gives a brief description of the research design (see Paragraph 3.2), the role of the researcher (see Paragraph 3.3) data collection procedures (see Paragraph 3.4) and a broad discussion on research instruments (see Paragraph 3.5) that are used during the study. The methods of data analysis (see Paragraph 3.6), reporting the findings (see Paragraph 3.7), issues of validity and

reliability (see Paragraph 3.8), ethical issues (see Paragraph 3.9) and limitations of the investigation (see Paragraph 3.10) are also discussed in Chapter 3.

In Chapter 4, all collected information is compiled, analysed and presented in a detailed discussion and interpretation of the results.

Chapter 5 provides a summary of important findings (see Paragraph 5.2) of the study. The main conclusions (see Paragraph 5.3) from both the literature reviewed (Chapter 2) and the empirical findings (Chapter 4) are presented in Chapter 5 as well (see Paragraphs 5.3.1 & 5.3.2). In addition, recommendations from the findings of the study (see Paragraph 5.4) and recommendations for further research (see Paragraph 5.5) are also highlighted. The chapter ends with concluding remarks (see Paragraph 5.6) on the study.

1.8 SUMMARY

In chapter 1, the detailed background of this study was presented. Then the researcher discussed the problem statement and the aims of this study with the intention of expounding on the objectives of this dissertation. Afterwards, the motivation for the research and definitions of concepts used in this study were stated. Furthermore, the researcher tried to present a short but relevant review of literature; giving facts, different points of view and theoretical aspects of the topic under study. A brief overview of the research design and methodology used in this study was put forward in this chapter with the hope of further discussing the details thereof in chapter 3. Finally, an outline of what all the chapters in this dissertation contain was given.

The following chapter provides a detailed review of literature on the induction of novice teachers in schools.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides the review of literature on the induction of novice teachers. The aim of this chapter is to build a conceptual framework for an understanding of the induction of beginner teachers in Community Junior Secondary Schools in Gaborone, Botswana.

2.2 THE CONCEPT OF INDUCTION

The term induction as defined by Cole and McNay in Buchner (1997:88) is derived from a Latin word `inducere`, meaning to guide, to introduce or to initiate; especially into something demanding, secret or of special knowledge. The term induction may also mean: introduction, orientation, initiation, training and support. Within the teaching profession, induction is often viewed as the extension of professional preparation for teaching, or as an introduction to a set of required skills and practices not learnt during training (Dowding, 1998:18). The induction process is a formal phase of introducing the novice teacher into the practice of teaching in a more advanced, effective and professional manner. It is an extension of teacher preparation meant to sustain and support teachers who have already completed an initial program of teacher training. Furthermore, induction is the period for improvement and transition; and a process whereby novices are supported to demonstrate competencies during their first year of teaching (Dowding 1998:18). Its main objective is to support beginning teachers and provide them with the skills and the knowledge they will need as they play their new roles of being teachers.

Steyn (2004:81) contends that the transition from student teacher to newly qualified teacher can be problematic. The best way of developing newly qualified teachers is to have a clear understanding of their problems and adopt constructive staff induction programmes that can train and sustain them in their job. Furthermore, beginner teachers often feel like strangers in schools even if they have spent much of their lives as students as well as student teachers. For this reason, the influence of early experiences in the induction of novice teachers

must neither be overlooked nor underestimated. Steyn (2004:83) provides the following aspects as components of a good staff induction programme:

- Matters relating to the school: This aspect, inter alia, includes the school culture, vision, values, policy, resources and other services offered by the school.
- Matters relating to the staff: This aspect, inter alia, includes an understanding of the school's organisational structure, work allocation, job requirements for staff and sound interpersonal relationships.
- Matters relating to teaching and the school's curriculum: Academic area policies, teaching paradigms as well as effective tuition skills and techniques require attention.
- Matters relating to students: Dealing with individual differences in the classroom, communicating with learners and dealing with learners who have behavioural problems often creates critical challenges to beginners.
- Matters relating to teacher-parent relationships: Difficulties in working and communicating with parents are common among novice teachers. Thus, information on teacher-parent relationships is provided.
- Matters relating to physical and financial resources: This aspect acquaints beginner teachers with school buildings and resources such as teaching materials and equipment. It also provides necessary information and skills in financial management.
- Matters relating to administration: The administrative work load, such as marking attendance registers, completing assessment forms and checking classroom inventory; often causes frustration and stress among beginner teachers. However, this aspect provides teachers with ideas, knowledge and skills in administrative matters.

A sound staff induction programme is a humane response to the hardships associated with the first year of teaching. It should be one feature of the broader programme of staff development that would benefit beginning teachers as they adapt to their new jobs. According to Andrews and Quinn (2005:110), providing support to beginner teachers is essential for staff retention and it also helps beginner teachers to become effective practitioners as soon as possible.

Education has undergone extensive change during the past few years. In an effort to improve services in schools, the government of Botswana has focused on strategies like Total Quality Management (TQM), Performance Management System (PMS) and Organisation and Management (O&M) of the education system. This calls for school managers to examine efforts that may be put in place to uphold and enhance productivity in schools. The role of the school management team is to provide conditions that can improve the learning and professional development of its teachers. Quality is not achieved by chance or by management dictates only; it requires change in management behaviour and the attitudes of all stakeholders. Schools cannot perform their functional tasks effectively if they are disorganised and are poorly managed.

In an effort to suggest an effective Total Quality Management technique tool, Brock and Grady (1997) highlight the staff induction phenomenon. They argue that it is undoubtedly true that staff induction requires proper planning and active involvement of all stakeholders. Recently (see Paragraph 2.9), there has been a growing interest in support, guidance and orientation programs aimed at inducting beginner teachers during their transition into their first teaching jobs (Ingersoll & Smith, 2004:28; Andrews & Quinn, 2005:110-111). Induction is an on-going process which begins upon appointment into the teaching profession and continues throughout life.

The transition into teaching would be more difficult were it not for the induction tool and total support rendered to novice teachers by all stakeholders (Olebe, 2005; Andrews & Quinn, 2005). Some sources (Mohr & Townsend, 2001; Brock & Grady, 1997:20; Koeberg, 1999:96) indicate that the first year of teaching is filled with high expectations and often-extreme difficulties. In a study conducted by Mohr and Townsend (2001:9), novices assume responsibilities and roles; and are consequently compelled to face various problems in the workplace. The first year experience is also a vital factor in the decision on whether or not to remain in the profession.

In recent years, sterling efforts have been made to ease the entry into teaching. Induction schemes have been devised to allow new teachers to take on their

responsibilities more gradually, with supervision and support (Hargreaves & Jacka, 1995:42). In some areas, particularly in developing countries, problems faced by novice teachers have forced school management teams to re-examine and revise past approaches to motivate and retain first-year teachers.

2.3 THE PURPOSE OF INDUCTION

The main purpose of staff induction is to integrate newly appointed teachers into school situations within the shortest time (Heyns, 2000:161). The following objectives of staff induction programmes are summarised by Steyn (2004:84) in an effort to explain why induction in schools is necessary:

- *Orientation*: Integrating beginner educators into the teaching profession;
- *Psychological support*: Enhancing the personal and professional welfare of beginner teachers;
- *Teaching skills*: Acquiring and developing the necessary knowledge, skills and attitudes for the classroom situation;
- *Philosophy of education*: Developing reflective practice skills and a commitment to continuous professional development;
- *Fear and insecurity*: Reducing feelings of fear, anxiety, insecurity and stress due to reality shock;
- *Staff turnover*: Reducing the turnover which follows when beginner teachers fail to cope and have negative feelings towards the profession;
- *Realistic educator expectations*: Assisting educators in creating realistic expectations of the profession;
- *Job satisfaction and a positive attitude towards the school*: Creating a supportive school situation which may contribute to educators' job satisfaction and their motivation.

Induction prepares beginner teachers to face the challenges and daily pressures experienced in teaching. From day one, novice teachers take on the same responsibilities as the experienced teachers. They are expected to perform as well as veteran teachers. Unfortunately, novice teachers often feel incapable because they possess insufficient knowledge and skills to do their jobs well. With neither past experience nor training to rely upon, they gradually feel unwanted

and unappreciated. Eventually, their commitment to stay in the teaching profession decreases. As indicated previously, the first year of teaching can make or break a teacher (Gaede, 1998:405). Retaining teachers should matter for many reasons. Studies (Chakalisa, Motswiri & Yandila, 1995; Nowlan & Steyn 1990; Killeavy, 2006) show that induction programmes may influence teacher retention and add to job satisfaction in a teacher.

Induction can also serve as a potential remedy for teacher attrition. According to Kelly (2004:442), induction provides support to beginner teachers through the following approaches:

- Intensive mentoring throughout the year;
- Cohort group networking to foster collaborative growth and;
- On-going inquiries into practice like attending seminars.

It should be noted that a meaningful induction experience can have a lasting effect on a teacher and the quality of his or her service (Kelly, 2004:443-445). It provides new teachers with opportunities to collaborate with other experienced teachers in the classroom; analyse their own practice and network with other novice teachers.

Since beginner teachers are the ones at risk of struggling with issues within the organisational structure, Ponticell and Zepeda (1997:8) suggest that formalised induction programmes can be more meaningful to beginner teachers. The conditions that drive beginner teachers out of school need to be changed. School improvement efforts require a reasonable degree of care to enhance teacher stability (Useem & Neild, 2005:44) since the best teacher is likely to stay if well inducted (Smith & Ingersoll, 2004:682). However, more has to be demonstrated through research on how various induction programmes may influence newly qualified teachers' competence, efficacy or the desire to stay in the teaching profession.

2.4 TRANSITION FROM SCHOOLING TO WORK

Several possible explanations are offered concerning the transition of beginner teachers from being a student teacher to being a practising teacher. However, a more plausible explanation is that offered by Brock and Grady (1997:2-3) that the first-year of teaching includes three major phases reflected in most career changes.

2.4.1 Phases of Career Development

The first phase is about the changes in the definition of oneself. In this phase, beginning teachers are concerned about switching over from their status of college student to that of a professional teacher. Teaching is a complex and idiosyncratic process. Regardless of their varied circumstances, all beginner teachers will undergo dramatic experiences in their personal and professional lives as they venture into a teaching career. Brock and Grady (1997) suggest that the behaviour, dress and lifestyle of a beginner teacher should be acceptable for teachers. Thus, novices have to be supported in this regard by the school administration as they establish themselves and become comfortable with this new identity and role of being a teacher.

Second to that is the phase in which new teachers experience the novelty of a completely new situation. In this phase many novices play the role of a teacher with confidence. They hope to succeed as they did while they were students at college. Unfortunately, novice teachers experience the problems they did not anticipate. Such challenges include the responsibilities of teaching and relating with other people in the school. It is in this phase that novices experience shocking realities of being unable to deal with some of these problems, unless with support. As a result, they become shocked and their commitment to stay in the teaching profession weakens (Kelly, 2004:439).

The third phase is about the challenges novices face in interpersonal support networks. According to Brock and Grady (1997:2-3), the transition from college to schools affects relationships with parents, friends and college lecturers. Many novice teachers do not only find themselves separated from their relatives and

friends, but they also find themselves in situations where they have to make decisions without the assistance of their families and friends.

2.4.2 The Exploratory Stage

Most of beginner teachers are recent college graduates on transit from college life as students to school life as professional teachers. They are expected to look, behave and speak as professionals (Brock & Grady, 1997:11). They have stepped out of a college culture of good friends and supportive lecturers into the realities of professionalism and independence. Literature describes this stage as the *exploratory stage* because it relates to the transition from schooling to working. This is the time when young teachers are most unsure of themselves and are also vulnerable. Novices find themselves far away from usual support systems; and some view this transition stage as a new kind of stress. At this stage, loneliness can be a problem for some beginning teachers (Nowlan & Steyn, 1990:11).

Often, the first and most fundamental pressures that beginner teachers will face have little to do with teaching, but they are nonetheless critical to the beginning of a career. Regardless of their varied circumstances, all of the beginners will undergo dramatic change in their personal and professional lives. College classes of student teachers cannot replicate the realities of day-to-day classroom teachings or the diversity of the school environment that novice teachers will encounter. So, they need ongoing assistance to guide them through the transition and support that encompasses personal and professional needs. According to Vail (2005:5), teachers who are supported and satisfied will do a better job of teaching than their discontented colleagues.

Despite the fact that in the past beginner teachers used to be left in isolation to solve what Brock and Grady term, “the so called problems of newness” (1997:10), many people currently think that it is ideal to support beginning teachers. In their guidelines on ways to support beginner teachers, Anonymous (2006:10) suggest(s) an entry plan to welcome teachers, take them on a tour of the neighbourhood and ask a master teacher to ‘shepherd’ them and ‘establish a support team for new babies’. Thus, the school management should make it a

habit to be there and focus on novices; and let them bond as a support group, particularly at the exploratory stage.

2.5 PROBLEMS FACED BY BEGINNER TEACHERS

Beginner teachers undergo a difficult transition from being student teachers to professional teachers. Often, the first and most fundamental pressures that beginner teachers face have little to do with teaching; but are critical to the beginning of a career. The findings reported by Heyns (2000:161-162) reveal a variety of needs that beginner teachers generally go through. These needs were categorised as *personal* needs and *organisational* needs.

2.5.1 Personal Needs

Several possible explanations are offered concerning the personal needs of beginner teachers. First are the financial choices that beginner teachers need to make. The first teaching job brings with it the challenges of financial support to beginner teachers. During their days as student teachers, beginner teachers were perhaps financially dependent on their parents or sponsors for living expenses, insurance, transport and health care. Now as employees, they begin to face the challenges of having to make right decisions on the above issues without the support they used to have before (Heyns, 2000:162).

Another challenge is that beginner teachers may have been offered a teaching post in a place unfamiliar and far away from home. As a result they become lonely, and miss their families and friends. In order to adjust to their new environment, beginners may perhaps want to find places of basic services like the bank, shops and health facilities. Brock and Grady (1997:4) explained that besides the stress of a new environment, novices may also be stressed out by the unfamiliar community and socio-economic backgrounds of the students they teach.

Beginner teachers enter the teaching career with their previous experiences of being observers, assistant tutors and/or student teachers. The change from university or college life to that of a working person is difficult in all areas. When they enter what would be the unfamiliar world of teaching, they are shocked by

the strangeness and the discomfort they feel. Veeman (1984:143) defines reality shock as, "The collapse of the missionary ideas formed during teacher training by the harsh and rude realities of everyday classroom life". Isolation and loneliness are cited as some of the possible causes of reality shock. The difficulties in the first year of teaching leave beginner teachers disappointed, especially when they learn of the realities of being a teacher. As pointed out by Buchner (1997:85), the disappointment and reality shock are a strain that is not a unique phenomenon to teaching.

In an effort to explain some of the causative factors of teachers' isolation, MacDonald (1991:12) states that teachers are disinclined to share professional concerns with one another because they need to have a break from classroom business when they are away from students (learners). They look for relief when they leave the classroom and prefer to discuss issues that are not related to work. MacDonald (1991:12) further asserts that this isolation tendency inhibits teacher growth and holds back opportunities from which beginning teachers would also benefit.

Meanwhile, beginner teachers may continue to experience periods of insecurity and self doubt on important decisions that need their attention. In some instances classrooms are isolated from one another, so beginner teachers have limited opportunities to observe the behaviour of veteran teachers. They lose confidence, feel inadequate and subsequently become unsure of their feelings towards the school and teaching as a profession. If this feeling is not appropriately addressed, resignations might follow.

The personal challenges and insecurities that come from being in a new school environment are often more pronounced in beginner teachers who are in the minority. These beginner teachers feel discriminated and unfairly treated; they also feel confused by the cultural demands, rules and regulations of the school. What is even more heart-rending is that they are constantly in doubt to enquire from colleagues because of the fear of being rejected. According to Andrews and Quinn (2005:112), new teachers are often overlooked and many things about the school are unclear to them. In some instances beginning teachers do not feel

welcomed. Where they find themselves welcomed, it would be so perhaps because they are considered as representatives of minority groups.

Killeavy (2006:169) describes minority groups as risk people like the physically disabled and the hearing impaired. Minority groups also include people of a different religion, race, culture or ethnic group. Novice teachers who fall into such categories are asked to solve problems other teachers experience with the minority children. They often face challenging assignments like attending to students of their own racial or religious background. To support this view, Ballantyne (1992:365) asserts that they eventually become frustrated, feel humiliated and ultimately leave the teaching profession. Unfortunately, as Heyns (2000:89) indicates, those who leave are among the most academically talented teachers.

2.5.2 Professional Needs

Much empirical evidence (Brock & Grady, 1997:12; Heyns, 2000:162; Steyn, 2004:86) exists to support the notion of the vulnerability of beginner teachers in their places of work. It is undoubtedly true that beginner teachers frequently complain that colleges of education do not prepare them enough for actual teaching (Steyn, 2004:85). Many describe their teacher training classes as too theoretical, general and irrelevant to school situations (Johnson et al., 1993:296). In reality, problems also arise from the fact that school settings are different.

According to Brock and Grady (1998:181), many beginner teachers report on poor working conditions in schools such as a lack of facilities and lack of resources. Teachers are frustrated by having to scout for vacant rooms whenever they have to teach. They also go without text books and other teaching materials for months.

Veeman (1984, as cited in Niebrand et al., 1992:85) identified eight common problems of beginner teachers, namely: classroom discipline; student motivation; response to individual differences; assessment of students' work; relationships with parents; organisation of class work; insufficient and/or inadequate teaching materials and supplies; and problems of individual students.

In a study conducted by Kurtz (1983), beginner teachers state that being short of interaction with the school administration as a major factor in the lack of success of beginner teachers. They need to know what to expect, how to relate and the role played by different structures and procedures in the school. Kelley (2004:439) states that this kind of neglect can cause premature burnout; since beginner teachers experience disillusionment and inability to cope with the countless daily demands of teaching. Focusing on the same issue, Killeavy (2003:16) states that beginning teachers do not want to be left alone. They need someone like the principal who can answer their questions and discuss with them issues such as culture-hidden agendas, traditions and regular events. Beginner teachers desperately want to know their principals' expectations of their teaching (Brock & Grady, 1998:182), they also need to know what their colleagues, the parents and the students expect from them. If these needs are not properly addressed, they may lead to feelings of disillusionment and failure (Steyn, 2004:86). Therefore, it is essential for the principal to establish frequent and open communication with beginner teachers.

It is important to note that teachers generally work alone in separate classrooms and are responsible for the administration of their own classes, lesson evaluation strategies and managerial policies. According to Steyn (2004:86), this isolation is characterised by geographic and professional isolation. Although it is often said that the challenges of such a situation provide excitement, in fact the opposite is true. Teachers feel uncertain, anxious and frightened to work alone without support and guidance from veterans (Ballantyne, 1992:360-366).

In addition to being isolated, beginning teachers feel overwhelmed by the amount of responsibility at work. Furthermore, they assume full responsibility for disciplining problem students, motivating students who lack enthusiasm and assessing students' work. Soon they realise that the exhausting nature of their work and lack of assistance from senior colleagues is stressful (Johnson & Christenson, 1993:296). Nowlan and Steyn (1990:11) state that in addition, beginner teachers are often required to teach subjects for which they have not been prepared to teach. Ultimately, they find that they are emotionally exhausted,

and consequently think that it is most unfair that they leave school every day feeling angry and depressed (Ballantyne, 1992:361).

According to Heyns (2000:86-87), many novices feel unprepared to handle classroom problems, perform routine tasks and make decisions. They struggle to develop styles of leadership consistent with school policies and that are responsive to students' needs. Instead of being focussed and fixed on productive teaching, they exhaust their energy on controlling student behaviour.

Further explanation on the reality of school life by MacDonald (1991:12) is that teachers' daily work is characterised by lack of teamwork and lack of supportive atmosphere. Flores (2001:14) attributes this to the existence of the gap between newly qualified teachers and veteran teachers at the school. Teachers seldom develop close relationships with their peers since they spend most of their time with their students. This results in very little exchange of ideas and practices in or between schools. Eventually, they resort to seeking for advice from outside sources on issues like instructional planning and solving classroom problems.

Some beginner teachers are challenged by being assigned the most difficult classes in the school. It is not uncommon for master teachers to divide up students and courses at the end of the year and ensure that beginning teachers get the most difficult and undesirable classes. In support of such observations, Nowlan and Steyn (1990:13) assert that novices are assigned classes of low ability; where attention deficit disorder, behaviour problems and learning disability are rife. Sometimes they are given high loads of teaching and are handed over big classes with diverse students that veterans know of and are delighted to escape. This makes it difficult for beginners to adjust. As a result of physical and emotional stress, Ballantyne (1992:36) asserts that novices develop feelings of resentment and giving up.

Novice teachers are sometimes overloaded with activities they cannot keep up with. Besides teaching, they are also expected to perform other tasks like providing pastoral care, being subject teachers, sports masters and class teachers (Flores, 2001:136). Eventually beginner teachers find teaching stressful

and tiring. Too many assignments, particularly those of an administrative nature contribute to the failure of beginner teachers. Senior members of staff who use beginner teachers to do what Nowlan and Steyn (1990:12) call `skivvy` work for them spend and waste the time of beginners and leave them overwhelmed in the long run. These problems require a different strategy; and if beginner teachers lack the necessary skills to approach such challenges, they are bound to fail in their duties.

Sometimes beginner teachers are treated with disrespect. Their actions and decisions are scrutinised and challenged by both parents and students. According to Brock and Grady (1998:181), beginner teachers receive demeaning comments, handle angry parents and deal with stressful situations. The two authors state that these experiences may be mistaken for lack of acceptance and appreciation by the parents. However the age and lack of experience of novice teachers may also provide the powerful disadvantage of being unable to adjust readily. As a result, they find acceptance into the working environment difficult.

With their weak knowledge and low skill base, beginner teachers are expected to apply generalised knowledge to specific and real situations. They find themselves lacking basic skills for lesson preparation, curriculum delivery, keeping up with paper work, classroom administration and time management skills (Steyn, 2004:85-86). Thus, the uncertainty regarding job requirement causes beginning teachers to experience fear, anxiety, feelings of insecurity and even stress over work performance expectations.

Without support and guidance from the principal, beginner teachers can be more overwhelmed with the relations and the complexities of their work. The difficulties of transition into teaching and the problems experienced by beginner teachers call for the positive and proactive role of the principal in the induction of beginner teachers. Clearly, beginner teachers view the principal as the most important person in the induction process (Brock & Grady, 1997:23).

2.6 THE ROLE OF THE PRINCIPAL

Principals must remain sensitive to the needs of beginner teachers and acknowledge the fact that beginner teachers are teachers in transition. The clearest message in Dollase (1992:125) is that, "it should become the norm, not the exception that a beginner will seek and be given help". To provide direct and appropriate support to new teachers, principals need to understand the problems of those teachers. Furthermore, principals need to know what their roles in helping these teachers are.

The findings of Brock and Grady's study (1997:75) clearly reveal that the principal's role is to assist all teachers especially beginner teachers in developing classroom managerial strategies that provide an orderly learning environment. This challenge means that the principal could attend to minor infractions referred by the teacher and be available to deal with seriously disruptive behaviour that interferes with teaching and learning. Such behaviour includes violence, vandalism and verbal attacks. This viewpoint maintains that the principal's support and assistance must continue throughout the first year and become part of an ongoing programme of professional development.

Coolidge (1992:29) further states that teachers need to feel appreciated. Moreover, they need to be guided as to whether they are measuring up to the principal's expectations (Brock & Grady, 1998:180). The principal must provide feedback and affirmation. Because of the power of the principal to create a pleasant or unbearable workplace; praise or criticise a teacher; offer or withhold resources; and provide or refuse support; the relationship between the teacher and the principal is of paramount importance. Some beginner teachers feel a bolt of panic at the sight of the principal. Niebrandt et al. (1992:309) called this panic the 'principal-sighting terror'. For a beginner teacher to succeed, the principal needs to create a supportive climate. The principal ought to treat beginner teachers as competent professionals, support their new ideas and encourage them to take risks whilst on the road to self discovery.

Some authors report that the real key for the principal is to keep new members informed. Brock and Grady (1998:179) and Coolidge (1992:29) assert that it is

the principal to whom novice teachers look for modelling and affirmation. The principal must communicate the school's values, norms and beliefs to the novices and help them develop a sense of belonging. As an instructional leader, the principal must provide resources; communicate expectations; provide feedback and assistance; and demonstrate knowledge and skills regarding the curriculum. In a nutshell, the principal should inspire and motivate members to achieve their maximum potential.

Furthermore, the principal plays a key role in the induction of teachers into teaching as a profession (Brock & Grady, 1998:179). To this end, the role of the principal in working closely with beginning teachers is imperative. Principals are the most important part of the induction process. They must see themselves in a nurturing role of staff development programmes with the responsibility to facilitate, organise and orchestrate induction activities. If beginner teachers are isolated professionally and personally, they may succeed alone or fail alone (Johnson et al., 1993:296). The principal should therefore adopt an open door policy and ensure a climate where an induction programme can blossom.

The responsibilities for the quality and standard of the staff induction programme rely mainly on the role of the principal. Principals should communicate the school's vision, mission, goals and objectives; and make them attainable by providing leadership and assistance to novice (beginner) teachers. In support of this point of view, Buchner (1997:89) provides the following as some of the roles of the principal with regards to communication:

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

While it is true that beginners must participate in extra mural activities, Kendyll (2001:19) asserts that beginner teachers must be protected from their own

enthusiasm in volunteering for additional responsibilities by the principal. For maximum success, principals must make sure that beginner teachers are not overloaded with extra-curricular activities and committee assignments; and that they are protected from classes of students with special needs. The principal's duty is to control and make sure that the teaching loads of beginner teachers are light and bearable until they have a command of their job. The principal may also reduce beginner teachers' stress by assigning a minimum number of duties to beginner teachers and advising beginner teachers not to volunteer for additional activities.

Furthermore, Kendyll (2001:18) asserts that the principal should allocate relevant workloads and assign a realistic number of students (learners) to beginner teachers. They must reduce the number of classes novices teach and ascertain that beginner teachers' assignments match their areas of training. Also, the principal can position the new teacher's classroom close to the mainstream of the school; provide adequate furniture and materials; and prevent the isolation that beginners often experience by arranging for scheduled meetings that would facilitate the integration of teachers within the same department.

Coolidge (1992:29) suggests a number of roles that the principal has to play in the development of beginner teachers. These roles include:

- Providing opportunities for beginner teachers to experiment as they find their professional identity;
- Alerting beginner teachers to the pitfalls of teaching and providing strategies to help avoid such pitfalls;
- Overseeing and keeping an eye on all role players like mentors, Heads of Departments and Staff Development Coordinators, in order to provide a strong, cohesive and clear induction programme;
- Defining their expectations for addressing issues of discipline.

By effectively taking charge of beginner teachers, the principal provides the best education possible to students. The principal should create a plan and schedule meetings with beginner teachers. Without support and guidance, beginner

teachers often grasp the first strategies that work and cling to them throughout their careers (Brock and Grady, 1998:179). The principal's support is essential to the success of an induction programme. Such support should be evident in the way the principal backs up and stands by other role players during the implementation of induction programmes. According to Buchner (1997:89), principals should have a voice in the selection of mentors. Thus, selection, training and assigning of mentors to beginner teachers should be an initiative taken by the principal. They are expected to facilitate in the relationship between a protégé and a mentor. Good teachers who understand novices and have the will power to work with novices are usually the right candidates the principal must approach and recommend for mentorship roles (Kendyll, 2001:20).

Concerning the creation of induction programmes, the role of the principal in providing support to beginner teachers has changed from direct to indirect support (Kendyll, 2001:21). The principal must be present and he/she must build up and maintain supportive attitudes in the school. Research shows that in the school situation, the principal has the overall responsibility for the successful induction of novice teachers (Heyns, 2000:162). Developing beginning teachers cannot be left in isolation and be expected to be successful. The principal must work with beginner teachers in planning and implementing realistic goals. By focusing on strategies for support described in the next section (see Paragraph 2.7), principals can increase the effectiveness of induction programmes for beginning teachers in schools.

Research (Kendyll, 2001:18-20) has shown that there are several key tasks that the principal can uphold and sustain in order to enhance the success of staff induction programmes. These tasks include:

- Providing a meaningful welcome and a supportive induction programme that would make novices feel welcome;
- Alerting novices to potential pitfalls and providing strategies for novice teachers to avoid them (Cooledge, 1992:29);
- Arranging for a mentor who will be an induction tutor to a novice. The principal can take this as their direct responsibility;

- Providing more time for beginner teachers. There are many competing demands on teachers' time like lesson plan preparations, lesson observations, meetings, library time and many others that the principal has control over;
- Adjusting working conditions of beginner teachers to a reasonable stress level. Sometimes beginner teachers must be protected from their own enthusiasm in volunteering for additional responsibility.

2.7 OTHER STRATEGIES FOR TEACHER SUPPORT

Ponticell and Zepeda (1997:10-12) suggest some strategies that can be used to support beginner teachers. They state that principals should provide opportunities for beginner teachers to engage in activities that will provide them with opportunities to know more about the context, climate and culture of their school in order to feel accepted. Such activities include athletics, ball games and social clubs. Through such activities, a beginner teacher is afforded a chance to meet and talk with teachers from other departments and relate with students (learners) in an open atmosphere and hence develop a sense of belonging.

Various strategies and ideas have been considered as an effort to address the problems experienced by beginner teachers and equip them with relevant coping skills. Such strategies include introduction sessions, orientation, mentoring programmes, collaboration, in-service training, school based workshops, various meetings and many others. Orientation programmes, whether at the regional or school level, constitute part of the induction process. This is the most important phase of teacher support. Authors such as Nsele (1994:120) say that this stage should be mainly about meeting with the principal and members of staff in the school. The main issues addressed during orientation are introductions and guided tours. The significant results attained in Nsele's (1994) studies suggest that orientation programmes can be effective if well implemented by an organised induction committee.

Support teams may also be formed. The school principal is however responsible for the evaluation of the programme. The main objective of these efforts is to

promote personal and professional well being; and boost the self esteem of newly appointed teachers. The induction programme clearly state a role played by each member and sources of help must be indicated and made accessible. Furthermore, the induction programme should promote and support teacher development (Bullough et al., 2004:386). Unfortunately, as Wayne et al. (2005:26) observed, not all newly qualified teachers are inducted in their first year of teaching.

Induction programmes may vary by regions, but a common strategy is to maintain mentoring programmes in the school. Principals should aim at improving the quality of existing mentoring programmes through team teaching, peer observation and collegiality (Samuels, Rodenberg, Frey & Fisher, 2001:313; Anonymous, 2006:10). Although in some instances a mentor may not be from the same school as the novice, it is desirable that the mentor and the protégé have the same teaching subjects and line of interests. Assigning new teachers to mentors and organising seminars and workshops gives new teachers opportunities for professional development.

Besides mentors, other role players who also play an important part in the success of beginner teachers are veterans who welcome beginner teachers and make them feel at home. Veterans offer support, encouragement tips and hints based on previous experiences (Wilkinson, 1997:49). Veteran teachers benefit from interacting with beginners too. They may also be exposed to new teaching techniques brought by novices. Evidence from a survey carried out by Dymoke and Harrison (2006:73) suggests that engaging in professional knowledge, sharing conversations with colleagues and working in collaboration with fellow teachers helps teachers gain their inspiration for their most effective lessons. The sharing of concerns, ideas and experiences encourages the spirit of collegiality and addresses problems of isolation that beginner teachers experience (Fletcher & Barret, 2004:322; Andrews & Quinn, 2005:113; Killeavy, 2006:170).

When solutions are sought, it is natural to direct attention to training and the possible contribution thereof in alleviating the problems experienced during the first year of teaching. Bangwandeem and Louw (1992:65) refer to the 'Triple-i

continuum' theory. The theory of 'Triple-i continuum' states that there are three phases of teacher training which are integral to the teaching profession; namely *initial* training, *staff induction* and *in-service* training. The initial training or pre-service training involves formal professional courses, school based training and internship or teaching practice. It is followed by the execution of the formal induction programmes which complements the third stage, namely the in-service training normally carried out in schools.

Critics of the *initial theory* argue that professional courses for student teachers should be improved and updated so that practical teaching is able to prepare students fully for teaching (Nowlan & Steyn, 1990:12). Furthermore, some authors like Buchner (1997:87) state that practical teaching should follow a proper curriculum. The extension of practical teaching is questioned because with all the implementation problems caused by different practices in schools, practical teaching is not helpful to students when they have to link theory to practice. The National Education Policy Investigation (NEPI in Buchner 1997:78) suggests two years of full time formal training of teachers; followed by two years of teaching practice, to address issues of transition from student to teacher, and to augment student teachers' theoretical knowledge. In their research findings, Nowlan and Steyn (1990:12) established that two years of extended practical teaching experience make student teachers more confident in their first year of teaching.

During the initial year of teaching, workloads for beginner teachers must be minimal. According to Williams (1999:26), the practice of giving weaker classes to beginner teachers to teach is not in the best interest of either pupils or teachers. Instead, Nowlan and Steyn (1990:12) suggest that beginner teachers should be given classes of average ability or a wide range of ability, whichever possible. Furthermore, Wayne et al. (2005:77) assert that new teachers should be given release time for preparation. They state that being overwhelmed with work makes the teacher more frustrated.

Time is one of the most precious resources today. Novice teachers must be allowed time to concentrate their efforts in developing classroom teaching

strategies without the added burden of administration and extra mural responsibilities. In addition, extra time must be set aside for novices to observe lessons conducted by the experienced staff (Dymoke & Harrison, 2006:83). New teachers must be given reasonable teaching loads, relevant support and proper guidance on lesson preparation and regular feedback (Williams, 1999:26; Kendyll, 2001:18). Time has an influence upon the attitudes and practice of all neophytes (Ballantyne, 1992:365). It can even leave personal relations neglected. Prospective teachers should be given time, resources and support to build up their professional identity. Administrative duties should be kept to a minimum for beginner teachers (Flores, 2001:144).

Teachers should be placed in appropriate positions for which they have been prepared (Nowlan & Steyn, 1990:12). For example, they must not be made to teach the subjects they have not been trained to teach. Bullough et al. (2004:386) describe supportive working conditions as organisational incentive for the professional development of individual teachers. More effective supervision and a supportive climate are reiterated throughout. Furthermore, leadership should be more positive and encouraging to boost up beginner teachers' morale and to ensure that they are retained in teaching (Flores, 2001:145).

The needs of beginner teachers vary. Some needs are common to all beginner teachers while others are unique to individual beginner teachers. There are some needs which are specific to particular school settings and others which are general to all schools. It is vital to ask beginner teachers to share their needs and contribute ideas for the enrichment of the induction programmes throughout. Furthermore, it is essential for all role players to be concerned about the welfare of beginner teachers. The principal, induction mentors, veteran teachers and beginner teachers should all have an input in designing and implementing the school's induction programmes.

2.8 MENTORING PROGRAMMES

The specific aim of a mentoring programme is to provide new teachers with a guide or a counsellor who has the willpower, the fortitude and the knowledge of working with novice teachers. According to Smith and Ingersoll (2004:683),

mentoring is the personal guidance provided usually by seasoned teachers to beginning teachers in schools. Informal mentorship exists whenever one person assists or explains something to another. Formal mentorship is an organised and systematic process of an experienced person helping a novice and also providing support and guidance.

It should however be noted that not all veteran teachers have qualities of being successful and competent mentors. Therefore, schools need to establish their decisive factors for selection of mentors (Brock & Grady, 1998:183). Mentors are been assigned to beginner teachers to guide them through the first few difficult steps of their professional lives (Hargreaves & Jacka, 1994:42). A mentor assists with teacher effectiveness both in and outside the classroom. As explained by Fletcher and Barrett (2004:323), a mentor is an educational companion. He/She becomes a means of helping a new teacher. Mentors contribute on different levels (Cole and McNay, 1998:10-11). For instance, to their protégés, mentors are guides, advisors, counselors, coaches, role models and people to lean and rely upon. Their most important roles lie in the leadership and the roles they play as facilitators in the broader development of novice teachers.

According to Dymoke and Harrison (2006:84), the importance of particular mentoring functions must be acknowledged. The functions must include:

- The consent of mentors to do the work;
- The age of mentors;
- The experience of mentors;
- Provision of supportive and informative settings;
- Opportunities for critical reflection on practice;
- Meaningful opportunities for professional debate.

Besides benefiting protégés, mentoring programmes benefit mentors as well. In the process of helping other people, mentors ask questions. They enquire and learn at the same time with their protégés. In some instances, mentors receive payment and/or get reduced teaching loads as a reward for serving and championing protégés.

A mentoring programme benefits the whole school too. It breaks the spirit of teacher isolation. According to Fletcher and Barrett (2004:329), schools that have successful mentoring programmes are those with climates conducive to sharing at the departmental level. Mentors help beginner teachers to work collaboratively with other teachers and thus help beginners to perceive teaching as a collegial and not an isolated profession.

Brock and Grady (1997:88) established that mentors may also assist during orientation and in-service training. They stress that good mentors are conscious and committed to their protégés. In view of the fact that mentors are not successful by virtue of appointment, it is vital for mentors to be sensitive and well trained on what's expected of them and on the resources available to them as they address the needs of beginner teachers. If a mentor is not from the same school as the protégé, someone in the school can be assigned to orientate the teacher and answer mandate questions related to where and how to find things in the school (Conway et al., 2002:14). In areas of specific issues, mentors may refer protégés to other veterans or involve them in some collegial activities. Mentor development programmes may include seminars, meetings with support groups and training sessions. In addition, successful mentors are developed over time through good training.

Requirements for good mentoring include:-

- Having the experience, knowledge, skills and values necessary to becoming an effective mentor;
- Having an understanding of learning theories, principles of learning and needs unique to the students within the school and its community;
- Being familiar with school policies, structures, procedures, culture, curriculum, environmental competencies and even instructional resources (Samuels et al., 2001:311);
- Being excellent teachers, good planners, organised and capable of cultivating a climate of respect both in and outside the classroom for both learners and teachers;
- Having the ability to interact and work well with others;

- Possessing good communication skills of listening and expressing the essentials;
- Possessing leadership qualities like the ability to adapt to different set ups, working with different individuals and solving problems (Samuels et al., 2001:311);
- Being well respected by peers;
- Being capable of handling confidential matters and;
- Willing to spend time and energy working with beginners, helping them with the curriculum, class management and time management strategies (Bullough et al., 2004:380).

A match between a mentor and protégé is important if mentorship programme is to be effective. People with common interests, teaching subjects, people of the same sex or of related age, usually work together well. For example, Van der Westhuizen (1995:554) has revealed that male mentors are not very willing to be role models for female colleagues partly because of possible jealousy on the part of their wives, suspicions by colleagues and the still prevalent sex role conflict which is based on the identification of a mentor and a protégé. Thus, a trusting relationship must be established between the mentor and the protégé. Mentors and beginner teachers need to be assured that their communication will be confidential. Also, boundaries must be set on when and where to disclose confidential information.

Mentors may as well wish to take beginner teachers out or show them around department offices or introduce them to members of the school governing body (Niebrand et al., 1992:88). This opinion is maintained by Kendyll (2001:19) who states that mentors need to hold regular and scheduled meetings with their protégés in order to share feedback.

University faculties are often invited to schools as consultants during the planning, implementation and evaluation phases of mentorship and induction programmes (Heyns, 2000:163). Where such working relations are in place, the university gains an opportunity to observe the needs of beginner teachers in

relation to teacher preparation while schools benefit from the research perspective.

A good mentoring programme is an important factor in the induction programme. The evidence is that mentor-based induction helps new teachers adapt to the culture of the new school (Vail, 2005:6). A mentorship programme should be closely monitored throughout the year. Every phase of this programme should be evaluated to provide feedback about the goals of the programme, role expectations, time management, supply and control of resources and administrative support. In order to ensure the quality of a mentoring programme, close monitoring and periodic feedback should be solicited throughout the year (Wayne et al., 2005:77). Brock and Grady (1998:182) sum it up well with the comments made by one beginner teacher who said, "Don't forget that at the end of the school year we are still beginner teachers. We have never ended the school year before." Such statements verify that novice teachers do need support throughout the year.

2.9 COMPARATIVE PERSPECTIVES OF INDUCTION PROGRAMMES

Governments around the world are responding to concerns about the quality of teacher preparation and teaching by commissioning reviews and proposing alternative ways of preparing and inducting new members in the teaching profession. Many states have developed sophisticated induction programs to support teachers in their first and second years of teaching (Samuels et al., 2001:312). Initiatives taken by some countries to solve this problem will be highlighted in this section.

2.9.1 Botswana: Botswana does not have a formal induction programme for addressing the needs of newly qualified teachers (Motswiri, 2003). Teachers serve on probation for a period of two years. During probation, there is no mandated programme to be implemented as a form of induction. At the end of the two years, newly qualified teachers are confirmed to their teaching posts. Extension of probation can be considered only when the teacher behaves in an extremely unprofessional manner. There are no conditions for induction reports

or processes prior to confirmation of employment. Instead, a doctor's certificate of fitness and a letter of recommendation written by the School Head, are sufficient to warrant the confirmation of a novice teacher into permanent employment. Newly qualified teachers who are not confirmed may have strong grounds for appeal to the Director of Teaching Service Management if it can be proven that their confirmation was unjustly delayed.

The two year probationary period for novices is a haphazard affair. It is left to the discretion of the School Management Teams to induct new teachers according to their plans. The mandate to induct newly qualified teachers into the teaching profession has not been set by Teaching Service Management, the teacher employing body in Botswana (Motswiri, 2003). Instead the employer carries out some activities, like in-service workshops for teachers, geared towards making teachers' services more effective (Chakalisa, Motswiri & Yandila, 1995). The Ministry of Education and the University of Botswana may provide in-service training programmes to benefit teachers in their efforts of learning how to teach. In some schools, the principal may assign someone like the Staff Development Coordinator or any seasoned teacher to guide and support beginners. In their study, Brock and Grady (1998:182) assert that the nature of assistance demonstrates that mentorship and induction programmes are largely in their infancy. It is evident that these efforts are few and far between.

2.9.2 Europe: To help new teachers to continue to learn on the job, several countries have introduced mentoring or individual programmes. In Europe, teaching loads of newly qualified teachers are reduced, mentor support is provided, and professional development opportunities are offered. The programme also includes performance management and evaluation (Killeavy, 2006:169). Their induction programmes are usually intended for the first year of teaching. According to studies carried out In Ireland, newly qualified teachers' reactions to induction programmes are highly favourable as they are structured towards professional development support (Killeavy, 2006:170).

Williams (1999:26) asserts that induction in Britain differs from past provisions in that the government has built clear and fairly meticulous support for new teachers. Although there is a question of money to make it work, it must be appreciated that novices need to be given reduced teaching loads. Headmasters are to ensure that induction is made available, while local authorities must guarantee that induction is mandated by formulating policies and funding the phenomenon. It is hoped that such efforts will make teachers secure in their first few days and months of teaching; and also make them feel valued.

Each novice teacher is designated an induction tutor in their first year of teaching. The role of an induction tutor is to guide, assess, manage, coach and facilitate the implementation of the staff induction programme (Dymoke & Harrison, 2006:73). Within this system there is a tension between guidance and assessment. The findings of Dymoke and Harrison (2006:74) revealed that there are few explicit references made to the induction standards during regular assessments. The potential of over-reliance on classroom observation when reporting on the newly qualified teachers' preparation and professional development was also noted.

England was the first European country to introduce a mandatory induction year in 1999. According to Smethen and Adey (2005:188), before the establishment of the statutory induction programme in England, there were schools that provided support for newly qualified teachers. Such practice was neither widespread nor seen to be universally successful. England and Wales turned the responsibility for teacher induction over to schools. A recommendation was made that all teacher preparation students were to spend 66% of their teaching preparation in schools. It was later implemented.

The same statutory law mentioned earlier was passed in Scotland by 2002 and later in Wales by 2003. This law states that schools should give each new teacher a mentor or induction tutor. While in England and Wales newly qualified teachers receive a 10% reduction of teaching responsibility, a 30% reduction was experienced in Scotland. The three countries have built a set of teacher performance evaluations of newly qualified teachers. For instance, England has

established national standards by which teachers are evaluated. A newly qualified teacher is to be evaluated at least twice a year, while in Scotland three times a year is the minimum for the evaluation of a teacher. In England, if newly qualified teachers fail, they lose their registration with the General Teaching Council of England; meaning that they may not be employed in public schools, but private or independent schools. In Scotland all teachers who complete initial training are guaranteed a teaching position, they may only apply for a teaching position at the end of the year if they have reached the standards. Failure to meet these standards will mean that the novice is dismissed, though they do have a right to appeal.

2.9.3 Japan: Because of the decrease in the school-aged population in Japan, the demand for teachers went down. Indications from San's (1999) study show that in 1991 only 21.3% of university teacher graduates obtained their teaching appointments. The findings revealed that there is a gap between theory and practice. The opinion of the teachers was that the professional education they received at the initial stage was very low. This study contributed to an understanding that teachers do develop skills to understand students, school management and community through their work as teachers (San, 1999:28).

In the light of the findings of different research reports, Japan's Minister of Education, Science and Culture introduced a compulsory induction training system in public schools for beginning teachers in 1989. Newly qualified teachers were expected to take a one year induction course in their first year of teaching (San, 1999:18). Induction training is provided by the Boards of Education and is done in two phases; a training programme at Education Centres and an internal internship training programme under the guidance of experienced teachers nominated by the school principal.

2.9.4 America: Most states in America mandate induction. According to Buchner (1997:89), most American states emphasise the cooperation of the school principals and school governing bodies, as well as both faculties of

education and local authorities, to organize and implement induction programmes.

The broader picture of America was portrayed by Smith and Ingersoll (2004, as cited in Wayne et al., 2005:76). The authors show that many states have an induction policy, but they lack a shared specific definition of what an induction program should entail. Depending on the location, induction may mean an orientation day for newly qualified teachers or being assigned a mentor who may or may not teach the same subject matter, or grade level or even be in the same building as the protégé. Smith and Ingersoll (2004, as cited in Wayne et al., 2005:76) further say that the proportion of American teachers who had either received or participated in an induction program had increased from 50% to 80% between 1990 and 2000. Research shows that much depends on the principal and other school leaders. Some scholars (Johnson et al., 1993:296) depict transition into teaching as extremely traumatic and as a source of burnout.

2.9.4.1 In California, the district authorities collaborate with the new Teacher Centre, (a Research and Development Centre affiliated with the University of California) on the development and implementation of a mentor based induction program for all first and second year teachers. A few teachers are selected and freed from classroom duties for several years so that they can be full time mentors. Each mentor is assigned fifteen new teachers during each school year. Kendyll (2001:1) reports that the California Legislature has committed itself into partial funding of an induction programme for every beginning teacher in the state. It is worth noting that the induction programme qualifies a teacher (mentor or coach) for beginners to earn a second-level license. Contact time between a mentor and a protégé is forty minutes a week or ninety hours a year. Finally, evaluation reports indicate that the induction program meets the state's goal of retaining new teachers (Fletcher & Barrett, 2004:32).

2.9.4.2 In Philadelphia, improving teacher retention is a top priority for the state. In their report, Useem and Neild (2005:46) state that fewer than half of new teachers were staying in the school District of Philadelphia after three years on

the job, while only one third were staying in the school to which they were originally assigned. In an effort to support teachers, teacher coaches were brought into all district schools to provide mentoring and in-class assistance to all beginning teachers. These teacher coaches are veteran local teachers, who had retired or were put on special assignment and were subsequently hired and trained to coach. Each coach is matched to some twenty teachers whose subject or/and grade level matches that of the coach. The coaches are based outside schools and have no classroom responsibilities. They help in whatever way newly qualified teachers may well require. As a result, staff retention in Philadelphia schools between the years 2000-2004 improved remarkably. It is also worth noting that their supporting programme starts with the strong initiatives of recruiting qualified teachers who are likely to stay in the system (Useem & Neild, 2005:45).

2.10 FEATURES OF A SUCCESSFUL INDUCTION PROGRAMME

The main aim of induction is to integrate newly appointed teachers into the new situation within the shortest period of time in order to minimise disruption of both the said teachers and the school; and hence ensure rapid productivity (Makgopa, 1995:5).

Beginning teachers deserve assistance with the issues that they determine to be important. They should not be made to learn through “osmosis’ in order to fit into the expectations of the school and their colleagues (Ponticell and Zepeda, 1997:19). The focus of induction programmes should be on beginning teachers’ questions, needs and concerns. The development of beginner teachers should be a combined responsibility of all role players in the school community. Brock and Grady (1997:43) assert that development induction is based on the premises that beginners possess a set of skills; that they have the desire to be good teachers; and that they seek improvement only when they perceive a need to change and want to do so. Thus, assistance should be planned and provided according to perceived needs. It should not only be founded on the vague view or understanding that researchers and/or principals may have on what the practical needs of beginners are.

In support of the above observation, Heyns (2000:165) states that the first step in the induction programme is performing a needs assessment to establish a rationale for the program. Once a decision is made to create a program, goals should be developed to tailor the programme to a specific school setting. These goals will provide the framework on which to build the programme (Brock and Grady, 1997:83). Goals are determined by the school size, geographical structure and financial resources. Possible goals may include the following:

- Improving the teaching performance of beginning teachers;
- Retaining promising beginning teachers;
- Promoting the personal and professional well-being of beginning teachers;
- Transmitting the school's culture and that of the teaching profession;
- Satisfying mandated requirements of the state or the school district.

Principals should however note that even the best induction programme cannot prevent problems usually associated with transition into a new profession unless the teacher has the relevant qualities like knowledge and practical skills of being a teacher (Killeavy, 2006). Teacher salary, workplace conditions, professional status and limited advancement opportunities may have a more powerful long term effect on teacher retention than the influence of induction programmes. Therefore goals need to be set accordingly and retention programmes must be adopted (Kelley, 2004:442).

The needs of a beginner teacher as well as the needs of the school are centred on the provision of quality education. This implies that schools expect newly qualified teachers to be productive and to make a positive contribution to the school. According to Buchner (1997:89), a simple and a successful induction programme should be:

- Unique to beginners as individual teachers;
- Unique to individual schools;
- Able to use the available resources;
- Easy to administer or implement.

Thus, to be successful, an induction programme must have the support and participation of all stakeholders. School Heads, teacher trainers/lecturers at Universities and Colleges of Education, Teachers' Unions and Federations, Ministry of Education Officials, Parents Teachers Associations and other role players must all be involved in staff induction programmes. Once the induction programme has been designed and the participants have been selected and trained, the focus should be directed towards providing assistance to beginners.

Induction programmes include some topics that are common to all schools, but the programme as a whole varies from school to school. Consistent to suggestions put forward by Makgopa (1995:28-42), Smith and Ingersoll (2004:683) and Heyns (2000:162), the following aspects should feature in a successful staff induction programme:

- Matters related to the school as an organisation;
- Matters related to the school's curriculum;
- Matters related to students;
- Matters related to staff and other role players;
- Matters related to other stakeholders and service providers;
- Matters related to school-parent relations;
- Matters related to physical and financial resources;
- Matters related to tuition and school fees;
- Matters related to school administration.

Induction programmes should not only focus on a beginner teachers' performance in the classroom, but should also focus on their transition into the school as a workplace. It is important that these novice teachers participate actively in needs analysis for their training so that induction activities are properly guided (Lee, 1997:16). Programme developers must be clear about what they want beginner teachers to learn and from whom.

Brock and Grady (1997:34) tried to separate issues of orientation from those of induction. Orientation addresses issues that are critical early in the year while induction addresses issues that occur once the school year is underway.

Orientation should not be mistaken for all the assistance that the teacher needs. It is just the beginning stage of the induction process. Orientation is done soon after the teacher has signed the contract with the employer. The type and amount of support depends on the age, background and previous experience of a teacher. This makes it apparent that orientation needs to be peculiar, specific and exclusive. Thus, individual needs must be assessed and addressed accordingly.

Teacher induction can also involve a variety of elements. Smith and Ingersoll (2004:683) suggest that workshops, collaboration, system orientation, seminars and mentoring would be appropriate for teacher induction. It is advised that newly appointed teachers not be overwhelmed with work. Orientation meetings are more successful if they are informal; their information is presented in small amounts and allows ample time for questions. Details must not escape the facilitators of orientation programmes. The most important information for new teachers is to know what subjects or classes they are to teach; where to get the teaching materials; what the principal expects from new teachers; and what the rules and regulations of the school say. It is also important for them to know the names and roles of colleagues. After the initial orientation, information on the larger scope of the school may follow (Brock & Grady, 1997:34). Novice teachers may be given a package with staff manuals and other documents like school policies. This package may perhaps provide a handy reference and raise issues for scheduled discussions later.

Periodic meetings with the principals where information on roles and responsibilities will be shared are essential. Research work by Brock and Grady (1997:48-50) shows that information shared on day one of orientation is congested and easily forgotten. Novice teachers are then handed to mentors who will escort individual teachers to their individual classrooms; provide class lists, curriculum handbooks, duty schedules, calendar of events and other documents. A meeting could be arranged with experienced teachers of the same department to provide more information and answer questions raised from the interaction of beginners and veterans. Follow up meetings could also provide additional information.

Mentors might encourage and organise small informal gatherings and lunches with members of the department. Even though mentors carry out their induction functions well, principals should also set aside some time to interact with beginner teachers throughout the year. After a successful orientation, beginner teachers will begin the year more confidently and feel well prepared for the new term. Brock and Grady (1997:44) assert that adults commit to learning when they perceive a need and when the information provided is relevant to their personal and professional needs. By being involved, beginner teachers are empowered to control their own professional development.

Beginner teachers need to be welcomed heartily and warmly; and be made to feel valued and accepted. During the welcome, mentors are introduced as soon as new teachers arrive in the school. Mentors can offer close assistance and ensure success in the first week by helping with classroom arrangements, making teaching materials available, being available to answer questions and clarify issues to the novice. Thus, support of, and for beginner teachers through induction must be on-going throughout the year (Brock and Grady, 1997:48-50).

Other features of a successful induction programme include information meetings which according to Brock and Grady (1997:48-50) provide time to impart information and answer questions. Support seminars and skills training conducted throughout the year to explore instructional techniques provide novices with skills, knowledge and opportunities to share ideas on management topics. What is more, peer-observation (where beginner teachers will observe and be observed by others) can broaden the perspectives of novices.

In addition, social functions held throughout the year provide opportunities for beginner teachers to develop collegial relationships and break down the isolation of teaching. Courses or seminars held outside the school will expand the knowledge base of teachers. After a successful orientation, beginner teachers will begin the year more confidently. Thus, a successful induction strategy is the key possibility of encouraging learning, enhancing teaching and expanding leadership opportunities in schools.

2.11 PROGRAMME EVALUATION

Evaluation results form the basis for reconstruction and modification of induction programmes. This is one area which is often overlooked yet it has to be an integral part of every programme. For evaluation to be successful, every programme must be implemented meaningfully right at the beginning of the year.

The whole evaluation process is summarised in diagram 1 below:

With reference to Figure 1 adapted from Heyns (2000:167), induction begins with a needs analysis process. First and foremost, needs are collected from multiple sources like principals, mentors, university lecturers, colleagues, parents, students and novices too; then follows the needs assessment procedure. Needs assessment provides data for establishing goals and objectives for the induction programme. On the basis of goals identified, plans for the induction programme are made.

The staff development programme includes specific induction activities and the persons responsible for their implementation. Each activity should be followed by an evaluation component. The evaluation plan must be dynamic because the needs of beginner teachers are not static. Evaluations could be done formally or informally through the following structures and procedures:

- Interviewing protégés and mentors;
- Administering carefully designed questionnaires;
- Observing protégés;
- Referring to relevant literature.

Therefore evaluation data can be analysed and presented as issues that emerged from the perceptions of beginner teachers.

An evaluation programme forms the basis for reconstruction and modification of induction schemes. A thorough evaluation programme is necessary to ensure the efficiency of the induction programme. It should be a continuous process in order to ensure that the necessary changes and adjustments are made during the programme. Programme drivers are responsible for its implementation. Heyns (2000:164) states that it is advisable for participants to be involved in the evaluation process, since evaluation results that are based on the participants' needs are significant and more meaningful.

2.12 SUMMARY

An overview of induction and its origins has been given. The literature review provided in this chapter aims to complement the rationale established in the previous chapter. Problems faced by beginner teachers have been discussed. Furthermore, strategies for teacher support have also been looked at, with specific reference to the role of the principal and mentorship programme. A brief review of comparative perspectives of the international approach to staff induction was made. Discussions thereof assert that induction programs familiarise new teachers with the culture of teaching and ensure that teacher retention is a priority. Finally a summary of a programme evaluation process is provided through a diagram since evaluation is an integral part of every programme or project.

The next chapter deals with the research design and methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents a detailed description of the research design and methodology that were used during the field work. Attention was given to the sampling of participants, research instruments and procedures for data collection. It also describes how issues of validity and reliability were handled.

The aim of this study is to explore current induction programmes and the impact that these programmes may have on the induction of novice teachers in Community Junior Secondary Schools in Gaborone, Botswana. This research follows a primarily qualitative approach to focus on the perspectives of novice teachers regarding induction in schools.

Qualitative research is an interpretative research. Matters like values, ethical issues and permission, which are vital to the data collecting process, are considered. Prior to data collection, the following arrangements and measures were set up:

- Application for permission to visit schools and interview novice teachers (see Appendices A and E) was sought well in advance from the Regional Education Office and relevant School Heads (Creswell, 1994:148);
- A letter requesting permission and laying out the plan of the research was prepared and sent to all participants (see Appendix F);
- Interviewing techniques as informed by De Vos et al. (2003:293-297) were observed;
- Ethical issues that were likely to surface during the interviews were also observed and controlled (De Vos et al., 2003:63-75).

While choosing the site for the study, the following issues were addressed:

- What will be happening at the site during the interview?
- Will it not be disruptive?
- How will the results be recorded?

In qualitative research, experience is studied holistically. Qualitative researchers are interested in meaning; that is, how people make sense of their lives, experiences and the structures of their world (Creswell, 1994:154). They are concerned with process rather than outcomes and products. They physically go to the people, the setting or institution to observe and record behaviour in its natural setting (Creswell, 1994:6-7). Qualitative researchers do so to understand experience as participants feel it or live it as far as possible.

3.2 RESEARCH DESIGN

This section discusses the research design which is determined by the research problem. It also explains how permission to conduct the research was sought; and further clarifies the researcher's role and issues of ethics. Since the aim of the research is to gain an in-depth understanding of the experiences of novice teachers, purposive sampling is employed. Novice teachers were interviewed face-to-face. Furthermore, maximum variation gave allowance for the inclusion of participants from different schools. Finally, the role of the researcher, as the main data collection instrument, was discussed.

3.2.1 Permission

When working with any administrative hierarchy such as the Regional Education Office, it is very important to follow appropriate channels of authority (Borg & Gall, 1989:104). Before attempting to visit the six selected Community Junior Secondary Schools in Gaborone, permission was sought from the relevant authorities to gain entry into various schools and carry out the research. The researcher wrote a letter (see Appendix A) to the Chief Education Officer responsible for schools in the South Central Region of Botswana (Gaborone in particular), to ask for permission to conduct the research in schools. In response, permission (see Appendix D) was granted on the conditions that all the information gathered would be exclusively for research purposes and that the interviews would not interfere with the teaching job of the researcher and the respondents.

The researcher wanted to gather the most relevant data on the induction of novice teachers in Community Junior Secondary Schools. To do this, the

researcher approached the School Heads of the six selected schools with a letter of approval from the Chief Education Officer responsible for schools in the South Central Region (see Appendix D). The purpose of the visit was to explain the aim of the research and to submit a request for support in this regard. Later, copies of the letter asking participants for the interview (see Appendix E) were hand delivered to the schools by the researcher. School Heads verbally granted the researcher permission to conduct the research in their schools. They further assisted the researcher in selecting information-rich participants. A letter (see Appendix F) was sent to each of the participants thanking them in advance for accepting the invitation to be part of the study; briefly explaining what participating in the project meant and assuring them that their responses would remain anonymous. Enclosed in the letter, was a copy of the interview schedule (see Appendix B) for each participant. Finally, arrangements for administering the questionnaires and conducting the semi-structured interviews were made.

3.2.2 Selection of Participants

To obtain this sample, only six schools were purposefully selected from the list of 56 Community Junior Secondary Schools in the South Central Region. This was done on the basis that these schools were conveniently located in Gaborone; thus, at an easy reach for the researcher. The sample of this study was comprised of twelve novice teachers; two from each school. The first six participants (one from each school) took part in both the face-to-face semi-structured interviews and the focus group discussions. Second, beginning teachers (one from each school) participated in the second focus group discussions.

Other settings and conditions of the six schools that the respondents worked under are described below:

- The selected schools are all public schools;
- The teaching staff and student population fall within the same range;
- Teaching and learning resources are evenly distributed per school;
- Furniture and other equipment are adequate in all the schools;
- All selected schools are funded by the government.

3.2.3 Profiles of Respondents

Blaxter, Hughes and Tight (2004) addressed the key issues of how best to ask potentially sensitive questions like the age of respondents. They suggested that instead of asking all of these questions directly and verbally, the researcher should make some prompt cards (that is, a short and easy feedback form that can be filled without delay) to collect such data. All the novices under study were asked to complete the prompt cards which were designed in the form of a questionnaire (see Appendix C). After the field work, the researcher compiled a complete list of information from the prompt cards into a table (see Table 4.1). The information on the prompt cards provided the researcher with the profile of the twelve purposefully selected respondents.

3.3 THE ROLE OF THE RESEARCHER

The objective of the qualitative research design used in this study is to understand the implications of the induction phenomenon on the personal and professional development of teachers. The researcher highlighted the meaning of shared perceptions and experiences of the respondents. In this context, the induction phenomenon could be seen as “a challenging hurdle to overcome in the urge for knowledge and human progress” (Harley, Bertram & Mattson, 1999). The researcher’s awareness of the complexity of the environment in which educators function; and her awareness of the emotional burdens and problems that novice teachers face, underpinned her choice of a qualitative research design.

Furthermore, the researcher envisaged the possible influence that she could have on the responses of the participants. Therefore, the researcher’s position regarding the latter is clearly stated. The researcher is familiar with the six Community Junior Secondary Schools visited in the South Central Region and is also a School Head in one of the schools. The researcher’s familiarity with the schools in the South Central Region and her managerial experience allowed her to establish a relationship of trust with the participants. The researcher was also assisted to anticipate the perceptions that novice teachers may have on induction in schools.

Particularly, in qualitative research, the role of the researcher as the primary data-collection instrument (Creswell, 1994:162) necessitates the identification of personal values, assumptions and biases at the outset of the study. As a result of this, the researcher's contributions to the research setting can be useful and positive, rather than detrimental.

3.4 DATA COLLECTION PROCEDURES

Data was collected by means of face-to-face semi-structured interviews which, according to De Vos et al. (2003:291), are the most predominant mode of data collection in a qualitative design. Secondly, focus group discussions (De Vos et al., 2003:305-312) were employed to explore thoughts and feelings and not just behaviour. Focus groups are group interviews (De Vos et al., 2005:305). It was hoped that matters that were not likely to emerge in the face-to-face semi-structured interviews were more likely to come out in focus group discussions because according to De Vos et al. (2003:291), group dynamics can be a catalytic factor in bringing information to the fore.

Questionnaires (Appendix C) in the form of prompt cards were administered in order to collect the data of the twelve novice teachers under study. The data collected from these prompt cards (see Table 4.1, Page 75) was part of a broader picture of the study aimed at investigating the influence of, and the interplay between, contextual and biographical factors on the process of professional learning and development of novice teachers. Observation notes were taken simultaneously as the researcher conducted the semi-structured face-to-face interviews and focus group discussions.

The use of multiple methods gave the researcher an opportunity to obtain further facts about and opinions from the respondents; and hence collects accurate, reliable and valid data. It was anticipated that through the personal encounter in the interviews, people were more likely to disclose aspects of themselves, their thoughts, their feelings and values than if they were fill in questionnaires (Cohen & Manion, 1996:272). By means of interviews with a schedule, the researcher hoped to get a detailed picture of the participants' beliefs, perceptions and accounts of a particular topic (Cohen & Manion, 1996:272).

Care was taken to encourage all participants to talk; while individuals who were likely to dominate the conversation in focus groups were checked. For the purpose of this study, the interview schedule contained the five themes that the researcher wanted to cover (see Paragraph 1.3). Within each theme, follow-up questions were made to pursue the implications of the answers to the main question. The order of asking questions differed from interview to interview. Data from the interviews was audio-taped and transcribed verbatim. Observation notes about the non-verbal cues and other significant behaviours which were noticed during the interview were made (Blaxter et al., 2004:176). Each interview was designed to be one hour long.

3.5 RESEARCH INSTRUMENTS

Research instruments, as informed by Bell (2005:115), refer to the best tools the researcher may use in an effort to collect information from the sources. In Paragraph 1.6, research methodology was discussed and data collection methods were explained. This section explains how interviews, questionnaires and observation notes were used in the research. The interview schedule (see Appendix B) used was constructed from a comprehensive literature review (see Paragraph 1.5 and Chapter 2).

3.5.1 The Semi-Structured Interviews

In this study, series of semi-structured interviews were conducted and recorded on tape, and this data along with field notes made during the interview served as a source of information. According to Bell (2005:157) survey interview is, “a conversation between the interviewer and the respondent with the purpose of soliciting information from the respondent”.

The purpose of interviewing is an interest in understanding the experience of other people and the meaning they make of that experience. Siedman asserts that, “interviews are powerful ways to gain insight into educational issues through understanding the experiences of those individuals whose lives constitute education” (1991:7). For the purpose of this study, the researcher conducted semi-structured interviews with the help of an interview schedule (see Appendix

B). The interview schedule constitutes a guideline for the interviewer and contains questions and themes important to the researcher (De Vos et al., 2003:302).

The researcher employed a contractual relationship with the participants in order to reach an agreement with them. The aim was to establish a relationship of trust and rapport that would make it easy for the participants to provide information. Johnson and Christensen's (2000:144) assertion that the interviewer should listen carefully and be the repository of detailed information was taken heed of. It was understood to mean that the interviewer should be armed with probes and prompts to use when greater clarity or in-depth information is needed from the participant.

The following were the basic principles that the researcher considered during the interview process:

- Respect and courtesy;
- Acceptance and understanding;
- Confidentiality;
- Integrity;
- Individualisation (De Vos et al., 2003:293-294).

Proper application of these principles enabled the researcher to accomplish the interview task without difficulty.

3.5.1.1 The Interview Schedule

The interview schedule (see Appendix B) was carefully compiled in order to commence without prejudices or predispositions. The interview schedule assists the researcher to ensure that the core learning areas of the inquiry are pursued with each participant. The main advantage of an interview schedule is that it provides for relatively systematic collection of data and at the same time it ensures that important data is not forgotten (De Vos et al., 2003:302-303). The audio recordings can authenticate the research findings. A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings which the questionnaire can never do (Bell, 2005:157). However, the interviewer was also

aware of the fact that the interview is time consuming, and that it only allows an opportunity to question a small number of people.

3.5.1.2 Conducting and Recording the Interviews

The twelve respondents were given an interview schedule (see Appendix B) which served as an advanced warning of the issues to be discussed. It also allowed the respondents to gather any necessary detailed information. The face-to-face semi-structured interviews involved the researcher and the six participants who were recorded separately. Each interview lasted for fifty minutes. The two focus group discussions were about ninety minutes long each. The focus group discussions were also held on different days.

Participants agreed that a tape recorder be used during the interview. A recording ensures that accurate data is collected by tape and stored to be transcribed later (Blaxter et al., 2004:172). Transcriptions consist of verbatim written records from the taped interviews. The interviewer took notes during and after the interview. Transcriptions were later sent to the respondents to explore changing views, comments and experiences.

3.5.2 The Questionnaires

Several authors have provided suggestions for writing qualitative research questions (e.g. Creswell, 1994; Creswell, 1998; De Vos et al., 2003). They state that the questionnaire is the most widely used data collection technique. According to Van den Aardweg and Van den Aardweg (1993:190), the following are characteristics of a good questionnaire:

- The questionnaire has to deal with a significant topic that the respondent will recognise as important enough to warrant attention;
- It must be attractive in appearance, neatly arranged and clearly duplicated or printed;
- Directions must be clear and complete and important terms must be clearly defined;
- The questionnaire must be as short as possible, but long enough to get the essential data;

- Each question must deal with a single concept and should be worded as simply as possible;
- Different categories should provide an opportunity for easy, accurate and unambiguous responses;
- Objectively formulated questions with no leading suggestions should render the desired responses.

In this study, a biographical data questionnaire was designed according to the above characteristics. Before the interviews and the discussions, each respondent was given a copy of a biographical data questionnaire (see Appendix C) to complete.

3.5.2.1 Construction of the Biographical Data Questionnaires

The aim of the biographical data questionnaire was to obtain information on the attributes and responsibilities of participants of this study. The findings of this biographical data questionnaire were not intended to constitute the basis of the discussions of this study but to shed some light on the background information of the participants. Whilst drafting the biographical data questionnaire, the researcher ensured that adequate time was allocated for the construction of the biographical data questionnaire. The researcher also took into account the fact that the design of the biographical data questionnaire takes time and effort to complete and that a biographical data questionnaire may be drafted a number of times before being finalised.

3.5.2.2 Administration of the Biographical Data Questionnaire

The researcher personally delivered the biographical data questionnaires to the selected schools, administered them prior to interviews sessions and collected them again after completion. Each biographical data questionnaire took five to ten minutes to complete. This method of administration simplified the process and the response rate. Administering the biographical data questionnaires was possible for the researcher because the sample size was manageable.

3.5.3 Observation Notes

During the interview, the researcher observed closely and noted particulars such as body language and other non-verbal cues like crossing arms, facial

expressions, hesitations to answer, hostility and nervousness. These observations were written and taken into consideration as appropriate categories and their properties were formulated from the participants' actual responses.

3.6 DATA ANALYSIS

Data analysis procedures were carried out simultaneously with data collection, reduction, interpretation and transcription. The researcher constructed information and themes reflecting the meanings and experiences of novice teachers. Focus was placed on direct questions with the help of the interview schedule.

In paragraph 1.6.3, the process of data analysis was briefly explained. According to Johnson and Christensen (2000:317), in qualitative research, the researcher collects data from several individuals and depicts their experience of a phenomenon. Creswell (1998:148) described five stages in data analysis as follows:

- Creating and organising data;
- Managing data by generating categories, themes and patterns;
- Reading and memoing to form codes;
- Describing, classifying and interpreting data;
- Representing and visualising (writing the report).

Qualitative data analysis in this inquiry involved coding, categorising and clustering. Coding refers to the process of dividing data according to a classification system (MacMillan & Schumacher, 1997:607). Categorising on the other hand refers to a stage where identified codes on issues which talk about the same thing are grouped together.

As mentioned earlier (see Paragraph 3.5.2.1) the interviews were audio-taped and transcribed into a master file. Data collected from the interviews and questionnaires were repeatedly studied and categorised into themes. The interview transcripts, observation notes and experiences shared by the respondents were coded into tentative conceptual categories. The data analysis

involved both narrative reconstruction of the participants' accounts and the categorisation of personal accounts into themes that emerged. The researcher connected the facts that were observed with the background in which they occurred. The researcher made sure not to draw conclusions in advance from data gathered in the field.

The researcher used colour coding on the transcript by dividing data with the same themes and patterns into colour categories. Coding is fully described by De Vos et al. (2005) as a process whereby a segment of text that carries the same meaning is given a suitable name or description. A one coloured strip for each category was used. After coding, the researcher cut a significant passage from the transcript, pasted each piece on a full size sheet of paper and filled it in the appropriate folder for the category (De Vos et al., 2005:347). When analysing the data, the researcher employed inclusive reasoning to discover relationships or patterns through close scrutiny of the data.

3.7 REPORTING THE FINDINGS

The narrative text is the most frequent form of display for qualitative data. Therefore, the results will be presented in descriptive narrative form. The responsibility of the researcher is to convey the powerful message as it was found in the field to make sure that all issues surrounding the validity and the reliability of the study are clearly understood by the readers. The researcher understands the readers' need for assurance that what they read is true facts from the field (see Paragraph 3.9).

A holistic picture of experiences of novice teachers will be driven by a thick description of the construction of the respondents' experiences and the meanings they attach to them. This will allow the readers to vicariously experience the induction phenomenon and provide a lens through which readers can view the induction of novice teachers. The researcher found that participants had difficulty in expressing their true feelings. At the core, they experience the same kind of problems although they expressed it in different ways.

In an attempt to minimize the gap, the collected raw data was organised into narrative descriptions with major themes, categories and illustrative case examples extracted through the content analysis (Creswell, 1994:154). The interpretive perspective that underlines the study's narrative analysis allows the researcher a systematic study of personnel perceptions, experiences and the way they make sense of their lives (Creswell, 1994:162). The attempt therefore, is not to understand one, but multiple realities.

3.8 VALIDITY AND RELIABILITY

Validity in qualitative research is largely determined by the extent to which the data matches reality and represents the actual subjective experience of the participants (Creswell, 1994:158). The validity of information is primarily determined by the participants' willingness to communicate their experiences to the researcher freely (Cohen & Manion, 1996:282). In this investigation, all participants voluntarily shared information. The researcher used different methods of data collection (triangulation) like interviews, observations and questionnaires. Triangulation strengthens reliability and internal validity of the research work (Creswell, 1994:168). Soon after interviews, the researcher adopted plans to receive feedback from the informants to ask whether transcriptions and conclusions were true (see Paragraph 3.5.1.2).

Creswell (1998:125-128) stresses the importance of observer effects and feels that the reaction of participants to the interviewer must be assessed because it affects the validity of the study. For instance the possibility exists for a participant to lie, omit relevant data or alter the response so much that the truth becomes distorted (Cohen & Manion, 1996:171). On the other hand, if the participant relies on the interviewer for their psychological needs, or if too much detachment exists between the interviewer and the participant, then a seeming problem arises. The nature of the data could be inaccurate or the rapport between the interviewer and the respondent could lead to indifference or hostility.

According to Bogdan and Biklen (1992:44), reliability in qualitative research is viewed as the fit between what is recorded as data and what has actually occurred in the setting under study. To ensure such a fit, all data were collected,

then analysed and later interpreted in a uniform manner during the investigation. In addition, a detailed protocol for data collection, which ensures that the procedure of a qualitative study might be replicated in another setting, was followed (Creswell, 1994:158). The researcher established rapport with the respondents and was careful that the observations made did not impact negatively on the respondents.

To cross check the data, the researcher used a triangulation of methods. According to De Vos et al. (1998:35), triangulation is used to designate a conscious combination of more than one method. Triangulation is also described as cross checking of information and conclusions with multiple procedures or sources (Johnson & Christensen, 2000:208). When the different procedures are in agreement, a researcher has corroboration. The main aim of employing triangulation of methods was to increase the reliability of the data collected. In this study, literature review, biographical-data questionnaires, observation notes as well as the face-to-face semi-structured interviews and focus groups were used.

3.9 RESEARCH ETHICS

Issues of research ethics suggested by Blaxter et al. (2004:157-161) were considered. The researcher noted that the consideration of ethical issues was an essential part of any research project; and that such considerations need to be taken into account throughout the research project right from initial planning through data collection, up to writing a report. Research ethics refer to a set of principles that guide and assist researchers in deciding which goals are most important and in reconciling conflicting values. Ethics deal with the conduct of the research with humans that have the potential for creating a great deal of physical and psychological harm. According to Johnson and Christensen (2000:63-66), there are three areas of ethical concern. These are as follows:

- The relationship between society and science;
- Professional issues;
- The treatment of participants.

The researcher noted that the latter is the most important and fundamental issue that researchers must deal with.

Creswell (1994:165-166) provides the following safeguards that the researcher employed to protect participants' information rights:

- The research objectives and how data will be used were articulated verbally and in writing (see Appendix F) so that they were clearly understood by the respondents;
- Permission to proceed with the study was received from the respondent;
- Written permission from the Department of Secondary Education was granted (see Appendix D);
- All data collection devices were communicated to the respondents;
- Verbatim transcriptions and written interpretations and reports were made available to the respondents;
- The respondents' rights, interests and wishes were considered first when choices regarding reporting the data were made;
- The final decision about the respondents' anonymity rests with the respondent.

Macmillan and Schumacher (1997:148) assert that a criterion for a research design involves not only the selection of information-rich informants and efficient research strategies; but also adherence to research ethics. Researchers need to be sensitive to ethical principles because of the nature of their research topic and face-to-face interactive data collection.

The following are the guidelines followed to assure the ethical acceptability of this study (Johnson & Christensen, 2000:69):

- The researcher obtained the consent of the participants;
- No deception was justified by the study's scientific, educational or applied values;
- The participants were free to withdraw from the study at any time;
- The participants were protected from physical and mental discomfort and any harm and danger that may have arisen from the research procedures;

- The participants remained anonymous and the confidentiality of the participants was protected;
- Moreover, the participants selected the times and places convenient to them for the interviews.

By adhering to the above, the researcher elicited co-operation, trust, openness and acceptance from the participants. The manipulation of participants was avoided by the researcher (MacMillan & Schumacher, 1997:420). For example, the researcher negotiated the use of the tape recorder during the interview and assured privacy at all costs.

At all times, the researcher asked for openness and honesty from the participants. Confidentiality was assured from the beginning of the research programme in order to protect the participants' right to privacy (Cohen & Manion, 1996:367). Since there are many other similar Community Junior Secondary Schools in Gaborone, anonymity of the participants and their schools was definite and guaranteed. The aim of the research was explained to the participants. In addition, the participants were also assured that data would be used for research purposes only with the aim of improving the quality of education. Certain standards of professional conduct as informed by Blaxter et al. (2004:160) were followed.

3.10 LIMITATIONS OF THE INVESTIGATION

The aim of the investigation was to understand the induction of novice teachers in Community Junior Secondary Schools in Gaborone, Botswana. Since the information was collected from a small sample, the data collected is of limited predictive value and does not allow broad generalisations (Creswell, 1994:158-159). The study is also limited to the perceptions of only a few novice teachers. The small sample size and the fact that the respondents in the present study were all from Gaborone, limit the applicability to other populations. The study does not claim to suggest that the findings are typical of all Community Junior Secondary Schools in Botswana. Statements about the researcher's position and selection of participants enhance the study's chance of being replicated in other

settings (Creswell, 1994:158-159). The aim is not to generalise but to understand the phenomenon in depth.

In spite of these limitations, it appears that the value of this study lies in the awareness which it creates about the adaptation that the school management and other role players need to make as beginner teachers enter into the teaching profession.

3.11 SUMMARY

Important issues were discussed in this chapter. The researcher sought for permission to conduct a research study in the six Community Junior Secondary Schools in Gaborone, Botswana. The selection of the participants, data collection instruments and procedures were all discussed in this chapter. This chapter included a discussion of the quality of data collected by revealing issues of validity and reliability of the data collected. It then ended with ethical issues and limitations of the investigation. The researcher applied open communication skills and drew extensively from her own background to maximise the ability to gather information from the participants.

The chapter that follows documents the results of the fieldwork. It deals with the presentation of the data collected, data analysis and the interpretation of the results.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents and discusses the results of the data into understandable concepts and helps the reader to make sense of information found in the field. One of the main goals in this study was to capture the perceptions of novice teachers on staff induction programmes and the influence of such perceptions on their attitude towards teaching. The researcher intended to bring the information to the reader as it was found in the field. The aim of this chapter is to assist the reader to understand the induction of novice teachers in Community Junior Secondary Schools. Although these findings are based on research in Gaborone schools, they have implications for other schools in Botswana as well.

The induction of novice teachers unfolds in different sections of Chapter 4. The information rich semi-structured interviews and the focus group interviews provided raw data on induction of novice teachers in CJSS. The findings are presented and analysed statistically as well as in the narrative form. For the purpose of this study, data analysis presents main findings and reports only on what the researcher deems significant within the aims of the study, as cited in paragraph 1.3.

4.2 PROFILES OF PARTICIPANTS

The questionnaires in this study were part of a broader picture of the research aimed at investigating the influence of, and the interplay between contextual and biographical factors of the respondents of the questions in the interviews. The significance of the profiles of the twelve novice teachers was to assist the reader and the researcher in understanding the context and the background of the novice teachers under study. The data that emerged from the questionnaires showed that management, conditions of work and contexts of schools for all novices under study were the same.

The study does not aim to focus much on the findings of the biographical-data questionnaire except where their relevance gives meaning to the main findings. There is a common notion that the views of the respondents are influenced by

gender, age, qualifications, work load and other factors. In line with this view, the researcher purposefully selected the respondents and schools with similar characteristics in order to limit the disparities caused by the variables in the findings of the study.

The respondents were asked to complete a questionnaire. At the end of the field work, the researcher compiled data from the questionnaires into Table 4.1 below.

Table 4.1: The aggregated profiles of novice teachers used in the study

Novice Teachers	Gender	Age	Highest Professional Qualifications	No. of Subjects Taught	No. of Classes Taught	Lessons per Cycle (Workload)	Subject Taught
A	F	24	B. A. + P.G.D.E.	1	3	18	Moral Education
B	F	22	D. S. E.	1	4	28	English
C	F	25	B. Ed.	1	3	18	English
D	F	20	D. S. E.	2	3	15	Setswana
E	M	26	D. S. E.	1	3	21	Agricultural Science
F	M	25	D. S. E.	1	3	18	Business Studies
A1	F	26	B. Ed.	2	6	22	Moral Education
B1	M	23	D. S. E.	1	6	30	Setswana
C1	F	20	D. S. E.	1	3	21	Home Economics
D1	M	27	B. Com.+ P.G.D.E.	1	4	28	Integrated Science
E1	M	23	B. Com.	2	6	25	Business Studies
F1	M	21	D. S. E.	1	4	28	Guidance and Counseling

Key: D. S. E. - Diploma in Secondary Education
 B. Com. - Bachelor of Commerce
 B. Ed. - Bachelor of Education
 B. A. + P.G.D.E. - Bachelor of Arts plus Post Graduate Diploma in Education
 B. Com. + P.G.D.E. - Bachelor of Commerce plus Post Graduate Diploma in Education

Only two novice teachers were picked from each of the six selected schools. The consent of the novices selected for the study was sought before selection was finally made. The gender composition of the sampled participants was cross tabulated with other attributes. The researcher assumed that male and female would approach the phenomenon in this study differently. Therefore, it was necessary to understand that gender might be one of the important variables that would influence the respondents' views and actions. As a result, there was a

balance of gender in the respondents as reflected in Table 4.1. Half of the respondents is male and the other half is female.

The information in Table 4.1 serves as a reference to assist the reader with information on the participants as referred to throughout the chapter. Participants were coded A to F1. To meet the need for confidentiality and to provide privacy (see Paragraph 3.9), these code names were recorded on the biographical data questionnaires (see Appendix C) and the transcriptions of interviews (see Appendix B). The information collected was adequate data for the qualitative research.

The twelve teachers, two from each school, were purposefully selected to participate in this study. All of them were in their first year of teaching. Their teaching subjects were: Moral Education, English, Setswana, Guidance and Counseling, Agricultural Science, Business Studies, Home Economics and Integrated Science. Their ages ranged between 20 and 27 years. The differences found in the profiles of the respondents complemented Brock and Grady's (1998:179) observation that first year teachers represent different age groups, backgrounds and experiences (see Table 4.1).

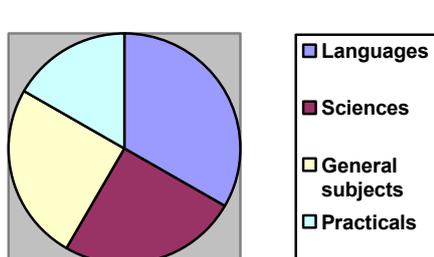
The findings revealed that the participants have different educational background and it was clear that they also have a different amount of work in their schools. The various educational qualifications of newly qualified teachers were: Diploma in Secondary Education (DSE); Bachelor of Arts Degree (B.A.); Bachelor of Education Degree (B Ed.) and Bachelor of Commerce Degree (B Com.). Other novices had a Post Graduate Diploma in Education (PGDE) as an additional qualification. Except for PGDE graduates, all of the novices under study had followed an integral model of teacher training, that is, the subject matters and the pedagogical subjects were distributed throughout the teacher training course. In actual fact, a PGDE covers teaching methods and practice. The gender composition of the twelve teachers under study was cross-tabulated with the teacher's qualifications as reflected in Table 4.2 below:

Table 4.2: Qualifications of teachers according to gender

Qualifications	Gender		Total	Percentage
	Male	Female		
Diploma	4	3	7	58%
Degree	2	3	5	42%
TOTALS	6	6	12	100%

The researcher observed that there was an insignificant difference between teachers with Diploma and Degree qualifications as regards to gender. This information was a necessary variable in this study because one's educational qualifications may also determine how the respondents view certain concepts such as the need for in-service training, staff induction and other forms of support. Data on the variable which looked into the subject departments of the respondents is presented in Bar Chart 4.1 and Table 4.3 below:

Table 4.3: Number of respondents per subject department



Subject Department	No. of teachers
Languages	4
Sciences	3
General Subjects	3
Practical Subjects	2
TOTAL	12

Bar Chart 4.1

The results above indicate various subject departments in which the newly qualified teachers in this study belong. The findings revealed that all areas of specialisation in subjects offered at Community Junior Secondary Schools level were fairly represented. The implications of these findings were that the views of all subject departments would be made known since the newly qualified teachers under study came from different subject departments. The researcher also found that the respondents were teaching their subjects of specialisation. Each novice teacher was either teaching one subject or two subjects.

There was a significant difference in the teachers' workload. It was also found that the number of classes taught by novices under study ranged from three to six. The lowest teaching load was 15 periods 'per cycle'; while the heaviest teaching load was 30 periods (see Table 4.1). Besides teaching, the majority of novice teachers indicated that they were expected to perform other tasks at their schools like being subject leaders, class teachers, ball sport coaches and subject club coordinators. Such findings are important because they reveal that the respondents did not have an equal teaching load.

Although some of the items in the interview and biographical data questionnaire may not necessarily be vital to the aims of the research, all are concerned with the integration of novice teachers in a new working environment and may have a positive impact on the teachers' experiences. Because of their conceptual overlap, data were examined separately and simultaneously as part of the analysis.

4.3 FINDINGS

Data from the face-to-face semi-structured interviews and focus group discussions was analysed and the findings are presented in the following paragraphs. Data emerged as a response to the five main research questions reflected in the problem statement (see Paragraph 1.2). Data from the semi-structured interviews was obtained in two ways. Firstly, six beginning teachers participating in the study were interviewed in the face-to-face semi-structured interviews (see Paragraph 3.5.1 and Appendix B). Then focus group discussions were held. Clarity and understanding of the reality surrounding the induction of novice teachers in Community Junior Secondary Schools was gained through the perceptions of the participants.

4.3.1 The Outline for Categorisation of Raw Data

The categorisation and analysis of raw data into specific themes started during the first phase of the interviews. Field notes also assisted the researcher in the analysis process. Evidence of the experiences of the participants was gathered during the interview sessions. It provided thorough evidence and informed

knowledge which stimulates the realisation of the complexity of induction in Community Junior Secondary Schools. Perceptions as narrated by various participants explained more about the novice's perceptions on the induction of novice teachers in CJSS than realised by the participants themselves. The researcher compiled the captured raw data into specific themes outlined below:

- The concept of induction;
- Induction programmes currently practiced in schools;
- Features of current induction programmes;
- Impact of current induction programmes;
- Problems faced by novice teachers;
- Addressing the needs of novice teachers;
- Support for novice teachers;
- Relevance of induction programmes to the needs of novices;
- Relations with other role players;
- Mentoring programme;
- The role of the principal.

The outline highlighted above will hopefully assist the reader to understand that general perceptions and remarks of the participants are based on deeper rooted concepts. Because the participants knew each other well and were familiar with the agenda of points to be covered during the interviews (see Appendix B), discussions were relaxed and open. Data was analysed using the comparative method of content analysis described in paragraph 3.6.

For the purpose of these discussions, the findings of the interviews were presented according to the research sub-questions or themes which were formulated during the process of data analysis.

4.3.2 The Induction Phenomenon

The findings revealed the importance and the seriousness that the phenomenon has on novice teachers. They also uncovered how much was known about this complex phenomenon. The researcher asked each participant what they understood by the term 'induction' (see Appendix B, Question 1). To this general question, only one (Novice C) out of the six respondents in the face-to-face semi-

structured interviews said that she did not have a clear idea of what staff induction was about. The majority of respondents demonstrated their full understanding of the term 'induction' and their definitions were in line with Buchner's (1997:88) statement:

The induction phase can be described as a formal phase in which the teacher is introduced into the practice of teaching.

Novice B defined the primary task of induction as: "To provide new teachers with the skills they will need in their complex roles as teachers, counsellors, and educators". Another said that induction was the programme that tells teachers what they are supposed to do and what they are not supposed to do.

The analysis was primarily based on the data collected from the face-to-face semi-structured interviews and focus group discussions. Participants' views of the concept of induction were given in different ways. Below is a record of some of the brief definitions that participants gave on the concept of induction:

- *Introducing a new teacher to the staff (Novice F);*
- *Explaining channels of communication (Novice E);*
- *Sketching a new working environment (Novice A1);*
- *Saying what is expected of new-comers (Novice C1);*
- *A process of introducing a new employee (Novice A);*
- *Training people on how to approach problems (Novice E1);*
- *Teaching people what they are supposed to do and not to do (Novice F1);*
- *Being taken through what is in the school, classes, staff members, school grounds and the like (Novice D1).*

The findings revealed that the views of the respondents on the concept of induction were well versed and consistent with the literature on novice teachers. In the focus group discussions, the respondents said that introducing newly qualified teachers to school structures provides opportunities for beginner teachers to settle more quickly. Moreover, it is necessary to introduce novices to the procedures of the school. By procedures, the researcher means school rules

and regulations, school policies and channels of communication. It was also worthy to note that since some of the novices under study did not have comprehensive induction programmes in their schools, their interpretation of the concept of induction was based on their pedagogical views.

Regarding the issue of who should initiate, coordinate and manage the induction process (see Appendix B, Question 2), the researcher found that:

- When the school accepts the responsibility; a laissez faire approach like lack of planning and lack of control, will follow;
- When the Ministry of Education accepts the responsibility by giving the mandate and funding induction programmes in schools; certain behavioral aspects and certification will be the focus;
- When teacher training institutions like Colleges of Education Teacher and Universities accept the responsibility; an expansion of graduate course work is found.

Novice teachers were of the view that the importance of cooperation for the successful implementation of all those involved in the induction programme should be addressed by all the concerned parties. They said that all those involved in the induction of novice teachers must follow a holistic view with regard to the development of novice teachers into competent professionals. It is clear that School Management Teams, Ministry of Education Officials, Lecturers of Colleges of Education and Universities, Teacher Unions and the like, have a role to play. Thus, their cooperation will strengthen the induction programme considerably (Cole and McNay, 1998:110).

In summation, it is clear that teachers are knowledgeable of the induction phenomenon. Whether they were themselves inducted or not, they are aware that for one to be well integrated into the teaching profession, one must do so through some form of initiation. Unfortunately, the findings revealed that not all teachers are inducted at their places of work.

4.3.3 Induction as Currently Carried Out in Schools

Participants in this study were of the view that they were caught up in situations that led to feelings of frustrations and constant pressure. When asked if their schools' approach to the induction of novices was the right way to initiate newly qualified teachers (see Appendix B, Question 4), 83% of the respondents said, 'no'. As highlighted by novice D, "We are completely lost. There are no induction programmes in our schools".

Because of their understanding of the concept of induction, the majority of teachers have admitted that the way induction is carried out in schools is not comprehensive enough to help beginner teachers settle in their new jobs. They expressed that the programmes were not relevant to the needs of beginner teachers. To underscore the importance of providing effective staff induction in the school agenda, Howe (2006:288) says that teacher induction should provide opportunities for experts and neophytes to learn together in an environment conducive to the smooth integration of novices into the teaching profession. Efforts and demands of the current induction practices in schools are not enough to make novice teachers and veteran teachers to appreciate and support one another.

The 'sink or swim' metaphor (Little, 1982 as cited in Killeavy, 2006:168) is so ingrained into the teaching culture that everyone is familiar with the expression. The cliché is widely considered a traditional rite of passage that not all can escape. According to the findings of this study (see Appendix B, Question 5), only half of the respondents attest to having induction programmes in their schools. This implies that the rest of the schools under study did not have clearly outlined induction programmes for novices. It is for such reasons that some beginner teachers attributed their successes to chance and risk. As highlighted by one respondent (Novice D1):

I seem to always get surprises and the unexpected in everything that goes around this school. Sometimes I guess right on how to do things, and sometimes I miss it completely and eventually end up doing things wrongly.

The uncertainties beginner teachers experience about their own success lead them to feelings of inadequacy and self criticism. Novice A was self critical and felt worthless:

Maybe I am not the right person for this job. I often find school matters very difficult to handle; and if I do so, it is not with much enthusiasm. I am already tired of trying in vain.

Professional development works only if it involves teacher development, that is, personal development (Dymoke & Harrison, 2006:85). New teachers need to develop confidence in decision making as well as developing a positive image of themselves as teachers. This can minimize the risk of teachers who merely implement what they are told to do even if it is contrary to their will.

Teachers also learn a great deal from observing each other and from interpreting classroom experiences. However, when participants were asked to give their views on the way observation was carried out in schools (see Appendix B, Question 4), it was established that observation is more focused on beginning teachers being observed and receiving feedback. It was also clear that self evaluation and joint discussions were a rare practice in schools. An important question remains as to the extent to which beginning teachers value the opportunity to observe veteran teachers.

School management should value observation programmes and realise that observation practice is helpful to us. It engages us in professional conversations with colleagues and saves us from feeling rejected and unappreciated as we learn from their experiences and viewpoints. It can also address the problem of isolation that we often feel in and outside the classroom.

Because observation is a well desired phenomenon, it needs strong support. It is worthy to note that professional dialogues as well as feedback have central roles in the process of induction of novice teachers.

Discomfort and low self esteem put extra pressure on beginners. Physical and emotional perceptions become clear as revealed in their inner feelings. In response to Appendix B, Question 3 and 5, the researcher further found that the respondents feel unappreciated and unsupported in schools. Novice B1 explained:

I do not know what I am capable of doing; even if I try my best, they still fail to be of help to me. I spend most of my time alone with the students and when I experience problems I figure out the solutions all by myself without assistance.

The school management has to apply strategies that can be used to support beginner teachers and provide them with feedback that can make them feel appreciated and valued.

Furthermore, some respondents believe that poor methods of induction have made some teachers lose interest in the teaching profession. Some of the respondents who said that they have induction programmes in their schools were complaining that such programmes were not implemented at the right time and in the right way. They said that where induction programmes are wrongly implemented, like being carried out poorly, problems are likely to arise (Novice D1). They said that induction is only effective if it is approached appropriately.

Some novice teachers indicated that staff induction programmes in their schools did not contribute enough in their personal and professional development because induction was carried out many months after the arrival of beginner teachers. The novices said that sadly, by then, all beginners knew almost everything entailed in the programme and had unfortunately learnt it the hard way. However, the common sentiment shared by all respondents was that as far

as teacher development and retention are concerned, induction is vital; and there are no short term fixes to that.

4.3.3.1 Features of Current Induction Programmes

Discussions in this study have assumed that being qualified to teach is based on the assumption that new teachers still have much to learn when they enter the classroom, even if they have completed their pre-service programmes and received a teaching degree. Key induction strategies suggested by Lyons (1993:14-15) can give schools every opportunity to be well focused and ensure optimal service of quality to novice teachers. According to the findings of this empirical study, induction is crucial to the socialisation of novices into the teaching profession. A careful consideration of the responses of beginning teachers (Novice B & B1) indicates that only a small percentage of schools practice staff induction. It could therefore be concluded that only limited attention is devoted to induction in the schools under study.

According to the respondents in the focal group discussions, induction carried out in schools vary according to individual schools but these practices are consistent with the literature on beginners (Steyn, 2004:83 as cited in Paragraph 2.2; Buchner, 1997:89; Kendyll, 2001:18 as cited in Paragraph 2.6). The induction features mentioned by beginners in response to Appendix B, Questions 3 and 4 were no different and only varied in their occurrence within schools and the value accorded to them by school management teams (see Table 4.4).

A deeper understanding of how the induction phenomenon was practised in schools developed when participants answered questions on the data reflected in Table 4.4 below.

Table 4.4: Features of the induction programmes in schools

Induction Activity	Focus Group (Total Number=12)	Percentage of Respondents
A welcome by the School Head	9	75%
An introduction to teachers only	9	75%
An introduction to student body	9	75%
A guided tour	7	58%
Extra curricular activities	6	50%
An introduction to support/ancillary staff	6	50%
A short orientation programme	4	33%
A school based workshop (3hrs or more)	4	33%
An introduction to school committees	4	33%
A meeting for all new teachers	3	25%
A staff manual	3	25%
An assigned mentor	2	17%

The critical outlook and reflection of the participants on the current induction practices led them to a realisation that schools were not doing enough in an effort to induct beginner teachers. The data in Table 4.4 revealed that induction was being carried out in bits and pieces and that schools employ various induction activities haphazardly; thus, exposing teachers to situations of learning through 'osmosis' (see Paragraph 2.10). As Novice F expressed, schools should have comprehensive induction programmes that will cover the needs of beginner teachers.

The researcher observed that a welcome by the School Head and being introduced to students and teachers is significant and valuable to novices. Most of the participants are of the view that they were welcomed by the School Heads and were introduced to both students and teachers. They further said that mere welcomes and introductions alone are not enough to help beginner teachers to settle quickly in their new places of work. They are of the view that it is important

for beginner teachers to be introduced to all the role players and other stakeholders in the school as novice C declared:

Introductions are important. All members of the support staff need to know who I am so that when they see me moving around the school they will not take me for either a trespasser or a probable thief. I would like to work in an environment where everyone knows me and I know them.

The frequency of some variables made it clear that besides welcome remarks and introductions, a guided tour was popularly used as a way of initiating teachers in their new places of work. In addition, beginning teachers like Novice B1 view guided tours as an opportunity to meet teachers from other departments and to have an idea of the place they will be working at:

Guided tours take me to see people at work. I would rather meet people doing work and see how they do things in their departments. Because in that way, they can create more time to talk to me and say one or two more things they could not have said in the staffroom where novice teachers are presented in a general common manner.

The commitment of beginner teachers was apparent up to a level where it was harmful to them. Novice teachers are ready and eager to be trained and taught in order to know more about teaching. This was confirmed by novice C1 who said:

I am willing to read as many books as I can and attend all workshops and meetings that can direct me and lead me into doing things accordingly. Failure to perform because I was never told what to do or how to do often leaves me stressed. I want to do my best against all odds.

Such remarks make it apparent that not all teachers resign when encountering problems in their first year of teaching.

According to the respondents, it was found that staff manuals and arranged meetings for all newly qualified teachers were the least considered and practised in schools. Other induction activities like introductions to committees, workshops, short orientation programmes and extracurricular activities were highlighted by novices.

It was clear that induction activities varied with the school management's concept of induction. According to the findings, not all beginner teachers were deprived of induction opportunities. Those who felt that there were not enough induction programmes in their schools blamed the school management. This was illustrated by one respondent (Novice D) who said, amidst tears:

Our staff induction programmes are lacking. Principals expect us to work without support and guidance. This situation makes me feel like bursting out and crying for help!

Furthermore, in response to Appendix B, Question 1 of the interview schedule, beginner teachers find themselves caught up in situations that lead to feelings of frustration and emotional stress. Some respondents doubted the ability of their principals to successfully induct them. They felt that the ignorance of the facts about induction of novices by the management of schools puts effective teaching at risk.

There was also a response to the effect that schools' induction programmes were not systematic and consistent. For example, some respondents from one school discovered that they had been inducted differently (Novices B & B1). In this instance, Novice B1 reported that he had a guided tour while the other did not:

It seems that for things to happen, we all look to him. Our School Head does not seem to know what he is supposed to do and what he is not supposed to do during induction. I think they also need support in the form of training. He is not even contented and at ease with what he does. Their programmes are inconsistent and all over the place.

It was also evident that out of the six schools under study, there was one outstanding school with a comprehensive induction policy and whose beginner teachers (Novices B & B1) were fully inducted. The rest of the schools are reported to have no solid staff induction programmes besides brief welcomes, introductions and short orientation programmes which are carried out haphazardly.

From the data in Table 4.4, it was evident that only half of the respondents have been introduced to extra curricular activities. According to novice F1, the impression that activities like intermingling with students through extra curricular activities were valuable and effective in helping beginner teachers to settle quickly and with ease was implied:

During extracurricular activities time, we speak and learn in a free and open atmosphere. We also have an opportunity to work with fellow teachers and different students amicably.

It is clear that coaching sports and joining school clubs give beginner teachers the opportunity to meet and interact with students outside the classroom context. Novice C1 disclosed further:

Besides, involvement in these types of activities, extracurricular activities enable us to interact with the parents, sports masters, fellow coaches, support staff and the school management team on a regular basis and in an informal way.

Consistent with the records in Table 4.4, induction efforts such as providing staff manuals and assigning mentors to novices were cited as the least popular induction methods practised in schools. It is unfortunately so because though difficult to implement and monitor, mentoring is one of the induction methods that have lasting and long term effects in the life of a teacher.

As indicated by the data collected, four of the six schools under study do not arrange common meetings between novices although this is vital because novices can learn from one another and provide each other with necessary and relevant support. Novice E1 affirmed that through such meetings, novices may share experiences and help each other as they settle into teaching:

I think the School Management Team cares and have taken a good stand towards organising a special meeting for us novice teachers only. It is clear that the team has realised that there is a problem and only such meetings can make us support each other and be strong for one another.

Novice teachers who are part of the induction programme that includes meetings as part of their induction strategy are happy because they think that they can achieve good results from such meetings. Novice teachers feel appreciated and supported through such arrangements.

The fact that there is no rigid policy on how induction should be carried out in schools results in inconsistencies (Table 4.4). An investigation of deeply rooted aspects which influence management's success and induction approaches at their schools might help reverse this disparity. School Management Teams should prioritise the induction phenomenon in their staff development plans and make appropriate alterations to serve the needs of beginner teachers as Novice D1 suggested:

The School Management Team and all role players should be open-minded and supportive of all induction programmes available. They should not only practice those they like and ignore those that are difficult to implement. We should be exposed to all induction programmes because our needs as novices are different and we learn differently too.

It was found that participants are united in the opinion that the activities included in the schools' induction programmes can make or break a beginning teacher.

In response to Question 3, Appendix B, beginning teachers have brainstormed twelve induction activities that are commonly practiced in schools (see Table 4.4). It was estimated that these features of induction programmes would foster the development of a network of activities through which beginner teachers would benefit. The researcher envisages that through this network school management teams responsible for the induction of novice teachers would begin to understand various events and operations in the school.

Data further indicated that mere welcomes and simple introductions are the most common forms of induction activities practised in schools. Probably it is because such activities are easy to carry out and may have short term effect in the career of a novice teacher. Only long term efforts like mentoring and in-service training can have a lasting effect in the life of a teacher.

4.3.3.2 Impact of Current Induction Programmes

It was clear that the respondents to Appendix B, Question 4, consider workshops to be very helpful. Induction programmes for new teachers are themselves new and as reported by most respondents, risks must be taken and innovative ideas must be tried so that improvements can be made. School based workshops were cited as particularly helpful in solving problems and answering questions raised by beginners. Through school based workshops, participants relate freely with other teachers and get an opportunity to learn how things are done in a more relaxed atmosphere. One teacher (Novice F) expressed:

In the workshop training session we meet different teachers and support staff. We partner in the decision-making processes and even plan activities together. The spirit that is in control therein is peaceful and conducive. For me really, workshops are effective and they leave me challenged.

Induction appears to hold promise as a possibility for encouraging learning, teaching and expanding leadership opportunities in schools. So far, within the

school, induction workshops work well for novice teachers and through such workshops teachers eventually get to know what they are supposed to do.

Extracurricular activities have a positive influence on the induction of novice teachers because of the free atmosphere that reigns outside the classroom and formal meetings. Participants in the focus groups described joining social clubs in the school and outside the school as activities that could provide assistance and enhance a sense of belonging to beginning teachers. In addition, Novice A1 said:

Staff welfare programmes and other social clubs within the school help teachers to meet other members of staff outside the formal setting, and give them a sense of belonging. One can really use this opportunity to register their interest in joining the school community in informal and social activities like staff welfare clubs.

In response to Question 4 (see Appendix B), novices said that through interacting with other members of staff in informal settings, they actually get an opportunity to learn more about what is expected of them as teachers. Novice A1 explained:

I like it when we work together as a team. It gives me confidence in what I am doing, and I know where to go and who to ask when I need help.

Good activities that can instil a sense of belonging such as: introductions to committees; introductions to student body; introductions to teachers; and introductions to non-teaching staff (see Table 4.4) are common features in some schools. It was also regrettable to find that not all schools are making enough efforts to have these activities in their induction programmes. Such activities are motivational and as revealed by the following testimony (Novice B1):

After being given the task to be a drama coordinator, I had an opportunity to work directly on a regular basis with people such as the School Head, the Bursar and the Supplies

Officer. This assignment gave me an opportunity to have direct contact with many people when I was planning for competitions with other schools and submitting reports.

This implies that school management teams sometimes ignore the seriousness of induction and let people learn by chance. It was also found that only a few novice teachers who come from schools with well defined staff induction programmes felt welcome and appreciated. The rest of the novices found it difficult to settle in their new environment. The critical outlook and reflection on their teaching leaves them dissatisfied with their situation and brings them up to a cross road where they feel that they need to take drastic career decisions. As Novice A disclosed:

We are not very ambitious. We just want to work for three years and then get out of teaching because of the poor reception that we got from the School Heads and other members of staff.

From the above discussions, it can be noted that where support is not effective, “the frustration and inability to cope becomes apparent in the resignations of young teachers” (Buchner, 1997:86).

Regarding the impact of the programme, the researcher argues that the content is determined by the results of the beginner teachers’ needs analysis. Needs regarding the personnel factors, school based problems, curriculum matters, administrative issues and relationships must be analysed and reflected in induction programmes. Being sensitive to the needs and personalities of beginner teachers is vital; and in this case, the content (see Appendix B, Question 5) and the process of the induction of novice teachers must be negotiated rather than imposed or prescribed.

4.3.4 Addressing the Needs of Beginner Teachers

Beginner teachers were asked if the induction programmes at their schools take the needs of beginner teachers into consideration (Appendix B, Question 5). The answers to this prompt underscored complex but subtle negotiations in which these beginners are engaged as they learnt about the staff induction efforts of the individual schools. 33% of the participants said 'yes' while 50% said 'no'. The rest either reserved their comments or said 'partly'. One participant (Novice E) concurred:

Induction meets our needs. It helps us to fit easily and well into other departments of the school. We are trained on how to conduct ourselves, how to relate with others and how to handle students well.

The same respondent further said that staff induction made them feel positive about the school. Most of the participants said that induction programmes were mainly concerned with meeting set deadlines, following school policies and procedures and were not really about meeting individual needs. This led to unpleasant experiences in which novices were made to feel that staff induction programmes were meant to tell them what they are supposed to do and what they are not supposed to do. It is also clear that discomfort and lack of in-depth knowledge puts extra pressure on novices. Novice C complained:

Handling difficult students has always been a cause of frustration to me. I am always on the look out so that their behaviour does not get me into trouble.

School management's attitude is sometimes questionable. Novices said that members of the School Management Team were always busy with their programmes and neglected the needs of beginner teachers. Novices complained that there were no orientation programmes to cater for their needs. One respondent (Novice C) further said:

Maybe because we are in the city, things are done differently. We were never introduced to the support staff, the parents of the children we teach, the stores, the local banks and the like. Social needs of teachers are not catered for in the induction programmes. It seems the school management does not care about our safety and happiness.

Novice F said that she was lucky because the school was in her home town. So, she never needed anyone to help her with most of her problems since her family and friends were around most of the time.

Two other respondents (Novice D1 & B1) were pleased that staff induction programmes in their schools were to a certain extent helpful. They said that although staff induction programmes were not all encompassing, induction programmes helped them fit easily into the school. “Now we can relate well with others and conduct ourselves in a good way”, said Novice B1. On the same note, Novice D who thought that staff induction was relevant to some degree said, “If it had not been due to the staff induction programme, I would not have managed to come this far”.

Principals sometimes overlook the importance that the induction of novice teachers has on the learning environment and apply a control and check management style. Novice A1 felt that management was controlling and insensitive. Conversely, one novice teacher expressed that staff induction was imposed on novice teachers at the wrong time and in the wrong way. So it was failing to serve the purpose which it was meant to serve. As confirmed by Novice A:

They wait for you to make a mistake; which is when their induction will come. So, their induction is only done when their need arises and when the damage has already been done.

From this remark, it was clear that effective induction programmes in schools need to be proactive and not reactive. These findings clearly demonstrate that some beginning teachers were full of anger and frustration due to delayed or lack

of support from schools. Such responses reveal that there was a lack of relationship between novices and other role players.

As the focus group discussions went on, the same novice (Novice A) said:

I am careful not to speak in their staff meetings. After all in their meetings they just speak and no action is taken.

Such frustrations express the resentment and lack of support for beginner teachers. These findings reveal that not enough is being done to relieve the anxiety of beginner teachers. The teachers, who found staff induction programmes to be all about meeting deadlines, complained that staff induction programmes in schools do not cater for their needs. The fact that most novices are far away from families and old friends, calls for more support such as mentorship, guided tours and orientation.

A clearly outlined staff induction programme is critical in assisting teachers in schools. In an attempt to offset the isolation of beginner teachers and the problems they face in their first year of teaching, some schools have formulated induction policies and programmes that have currently been put into practice.

A considerable number of respondents however indicated that staff induction programmes in their schools have enabled them to adjust effectively to their new work environment. They said that the programmes were relevant, helpful but unfortunately not mandated. This observation called for improvement of the already existing programmes. It also concurred with the findings of Ponticell and Zepeda (1997:8) that, "A formalised induction programme needs to be tailored to account for organisation structures and other resources needed to make the design and delivery of induction programmes more meaningful".

Another effort of addressing the needs of novice teachers is the school's approach to collaborative working and its provision of opportunities for common scheming and team teaching. Upon examining the reports of collaboration in this

study, it was found that opportunities for the collaboration in some schools were limited and useful as reported by novice E:

At the beginning of the term we schemed together as a team. The scheme of work was called a common scheme. I thought it was a good introduction into the term's work. Little did I know that I would be left on my own until the end of the term? I had to manage classes on my own and implement the curriculum without help. This experience left me disillusioned and frustrated.

It is clear that due to lack of knowledge and clearly outlined induction programmes, respondents could not tell what constitutes a substantive programme that would take the needs of a beginner teacher into consideration. Numerous participants indicated that they had difficulties in knowing what was relevant and what was not relevant to their needs. Caught between the world of isolation and that of being professional teachers, most beginner teachers felt that there was a lot lacking in the relevance of induction programmes carried out in schools.

4.3.5 Problems Faced By Novice Teachers

Data collected (Appendix B, Question 6) indicated that, upon entering the school environment, beginner teachers were influenced by the organisational factors. Classroom experiences generated emotional stress as individuals attempted to come to terms with the realities of classroom life. They felt ill prepared and confused by the shock of transition from school life to professional life.

Although these findings were based on research in Community Junior Secondary Schools, they have implications for other schools too. For example, a series of common problems experienced by beginning teachers (Appendix B, Question 7) were in line with similar research findings by Veeman (1984) as cited in Niebrand et al. (1992:85) (see Paragraph 2.5.2):

Table 4.5: Problems experienced by Novice Teachers

PROBLEM	No. of Respondents N=12
Classroom management	12
Student assessment	10
Student motivation	8
Class work organisation	8
Problems of Individual students	8
Individual differences between teachers	6
Relationship with parents	6
Implementing the curriculum	4
Inadequate teaching materials	4

The information above is vital because it outlines the problems that novice teachers in schools experience. Part of it will be used during the recommendations of this study in the next chapter. The way the respondents feel about and emphasise problems faced by novice teachers (see Appendix B, Question 7) shows that class discipline is a top concern. The second issue was coping with mixed ability classes. Embedded within these responses are three themes:

- Issues of student discipline;
- Issues of relationships;
- Issues of curriculum demand.

These responses show that newly qualified teachers are unable to address teaching and classroom related problems like dealing with mixed ability students, class size, discipline, rewards and punishment (Buchner, 1997:86). The respondents felt that what school management was doing to support beginners was not enough. Instead, they suggested that mentoring for a period of one year

and lesson observation would be the most ideal form of help, as one novice indicated:

We need to be guided on how to handle students in a class and how to deal with problems of class management. It was overwhelming for me to teach big classes, maintain order and make sure that teaching and learning is taking place. Certainly, without teacher assistants issues of the classroom are tough. We need teacher assistants to help us at least for a period of one year.

Concerning relationships, the focus is on the department of education, inspectorate, principals, colleagues, parents and pupils. It is evident that a staff induction programme would be rendered meaningless if it failed to address issues of personal relationships. Dealing with insensitive and inconsiderate co-workers makes life difficult for newly qualified teachers. In one instance, one beginning teacher indicated:

Some of the people I worked with used to leave me alone, with no one to talk to and that made me feel lonely and neglected.

A disclosure such as this, voices out the loneliness and isolation which stems from lack of care and lack of attention experienced by novice teachers in schools.

Bezzina, Stanyer and Bezzina (2005:33) argue that shorter courses and exposure to teaching practice and work in schools are limited and concentrated to one academic year of the P.G.D.E. programme. So the P.G.D.E. graduates are to complain less about student discipline compared to those teachers of shorter years of training. This view has been countered by the findings of this study. Although this is a very limited study, the researcher found that teachers with a P.G.D.E., Degree and Diploma qualifications (see Table 4:1), shared the same experiences and problems irrespective of their educational backgrounds. As asserted by one novice teacher:

I doubt the way we are trained for teaching. What we learn at colleges of education and what we experience in schools is completely different. It is not always easy to know when and how things are done in schools. We need more teaching practice than what teacher training institutions provide now.

Some respondents complained about a complete lack of support in schools. They said that without support at the beginning of the year; a newly trained teacher was bound to face serious challenges.

Novice teachers feel exposed to abuse by veteran teachers during the allocation of classes and find it hard to reach the objectives they set for themselves such as to be seen as successful. They explained that when they are overworked, they try their best without success and consequently feel like failures because they do not have a say in the decision making process. Novice F1 explained how some of them feel trapped into situations:

We are given the classes that they shun; not only in terms of discipline but in terms of academic performance too. When we experience difficulties in handling such classes, they see us as failures.

Comments such as this imply that novices feel uncared for and unsupported by other teachers. Instead, they feel that the actions of other role players add to the frustrations and problems they already experience.

When novice teachers are unsettled in their relations and experiences with other role players, it affects the way they perform their work. An overwhelming number of participants indicated that they had difficulties in working with a variety of people like fellow teachers, students and the school management. One novice teacher (Novice D1) said:

I was a fresher from college. I was frightened, not sure if I was doing the right thing. I was careful not to step onto anyone's toes. People did their own thing and they didn't care. I needed someone and there was no one to talk to in the staff room, yet it was full of people.

The above comment gives the impression that people mind their business and do not care about novice teachers.

Difficulties experienced in working and communicating with parents are common among novices. Some beginners also indicated that other teachers, support staff and some students do not give them due respect. Novice F disclosed:

I looked very young when I started teaching; and for this reason, they made fun of me. The students wanted to know my first name. Even the parents in the general PTA meetings treated me badly. They never took me seriously. They used to ask, 'Are you sure you are a teacher?' That made me annoyed and irritated'.

Furthermore, beginner teachers cited having problems with class management and curriculum delivery. One science teacher said that the science laboratories were crowded and the number of students was unbearable. He explained how it was difficult for him to manage a big class and said that there was no order in the classroom:

Organising and controlling big classes is overwhelming to me. I wish there was someone around to help me with class control as well as lesson preparation. My day time is always action packed and I always look forward to sunset. There is no pleasure in my work.

Nonetheless, the same teacher stated that he later learnt to accept and face up to the challenges. One participant (Novice C1) explained how she did not know

about the procedures of administering monthly tests. She said that she only learnt the day before a test was administered that every teacher was supposed to set, type, photocopy and staple the test papers assigned to them without help. In detail the respondent clarified:

I only managed to meet the deadline through the help of teaching practice students who were around at the time. I wished someone had told me earlier. Some things are not well communicated although they are important.

It was apparent from the above findings that unclear and confusing expectations by the school management and other role players can cause a problem for beginning teachers. The frame of mind of novice teachers is influenced by the climate in the working place. If communication is not clear, novice teachers may develop negative attitude towards the school and teaching profession.

On the other hand, beginners who managed to deal with the challenges of their work on their own said that they have difficulty in being appreciated for the good job they do. One beginner teacher offered this insight:

We need to be commended for the good work we do. We want them to acknowledge our efforts, no matter how small... Sometimes it pains to think that they consider our efforts as insignificant.

Comments such as this imply that feedback and communication are important and should not be separated from the induction programme of novice teachers. Furthermore, the general findings made from these discussions support the fact that people do shift identity; depending on the moment and circumstances. This sense of separate identity articulates itself more profoundly among minority groups such as novice teachers in the school. For example, terms such as 'they', 'them', 'us' and 'we' were used often by the respondents. These suggest that there is a gap that exists between novices and other teachers as well as the desires and reality of teaching. Until the school management think that induction

is important as much as novices do, the identities of novice teachers and the rest of the school community will always be in conflict. Novice teachers see themselves primarily as novice teachers and then after as members of staff in a school. Only induction programmes can bring all role players together and reduce the problems of separate identities experienced in schools.

4.3.6 Relations with Role Players

A deeper understanding of the induction phenomenon developed when participants evoked on the impact that other role players made on their initial year of teaching (See Appendix B, Question 7). Table 4.6 shows how the respondents viewed the support given to them by other role players.

Table: 4.6: Degree of support rendered to novice teachers

School Community	A	B	C	D	E	F	Total Novices N=6	%
Department mates	X	√	√	√	√	√	5	83%
Head of Department (HOD)	X	√	√	√	x	√	4	67%
Senior Teachers	X	√	√	X	√	√	4	67%
Subject Coordinator	X	√	√	X	√	X	3	50%
Students	X	√	√	√	x	X	3	50%
Fellow novice	X	√	√	X	x	√	3	50%
Deputy Head	X	√	x	√	x	√	3	50%
Colleagues	X	√	x	√	√	X	3	50%
Staff Development Coordinator	X	√	x	√	x	X	2	33.3%
Principal	X	√	x	√	x	X	2	33.3%
Mentor	X	√	x	X	x	X	1	16.7%
Ancillary or Support Staff	X	√	x	X	x	X	1	16.7%
TOTAL	0	12	6	7	4	5	34	47.5%

Key: √ means helpful
X means not helpful

4.3.6.1 The Most Supportive Role Players

It was clear from the results of the face-to-face semi structured interview that there was only one beginner teacher (Novice B) who received help from

everyone and yet another one (novice A) who never got help from anyone at all. The researcher observed that if teachers are worried about their relations with role players, it will certainly affect the way they perform their duties in the classroom. The rest of the teachers got help from different individuals. According to the respondents, among all role players, department mates were the most helpful.

Some novices projected the negative feelings of frustration that developed from unbearable situations of having to struggle on their own. As one respondent (Novice E) said:

Not everyone cared about me. I tried to find my way in everything I did; right from the classroom up to the extra curricular activities. I even had to ask the people I met along the corridors about simple things like where to get chalk and how long lunch break was going to be.

Novice D stressed that because she was new at the school, she felt isolated professionally, socially and physically. She explained how she spent her first few days alone while other teachers were deeply knit in their groups of friendships. She further explained:

I was surprised by the way one Agricultural Science teacher took care of me and made friends with me. When I first arrived at my new school, she welcomed me, involved me and kept me close company. All this she did to cover the loneliness and the isolation that she was already beginning to feel. Soon after, she told me that following the announcement of my arrival, she was happy to have a fellow new comer arriving at the same time as herself.

Not only do such experiences reflect on the characters of people in schools, they also imply that staff induction is still a distant concept to some schools in the education system.

In relation to how newly qualified teachers perceived support given by members of the school community, novice teachers identified members of their departments as the best, followed by Heads of Departments and Senior Teachers.

A deeper understanding of the phenomenon developed when some participants said that their principals had been most helpful to them in their initial year of teaching. Such respondents were well established and settled in their places of work. It was also implicit that being helped to settle in one's initial year of work by the principal provides opportunities to learn more about the context, climate, characteristics and culture of the school.

Within these schools, it was uncommon for one type of support and assistance to begin early and be carried out through the year. It was also possible to hear of the support that is withdrawn early in the year or delayed. As testified by one respondent:

I was helped by the Staff Development Coordinator for only two weeks. Then she left me and went her own way. Afterwards I would momentarily meet her in staff meetings and staff briefing session... seated far away from me. This meant that she had done her best in welcoming me in the first few days although the job was complete.

The researcher has heard of reports of a few examples of spontaneous, teacher-initiated collegiality (Novices B, D & E). A positive collegial atmosphere makes it easier, but one novice teacher acknowledged the failure of other role-players in establishing working relations with him.

4.3.6.2 The Least Supportive Role-Players

When asked who had been least helpful to them in their first year of teaching (see Appendix B, Question 7), 83% of the one-to-one semi-structured interview respondents said that the mentors and the ancillary staff had been the least

helpful. Other role players who were cited as the second least helpful were the principal and the staff development coordinator. The findings were as set out in Table 4.7 below:

Table 4.7: Role players least helpful to novice teachers

Least Helpful	Total N=6
Mentors	5
Ancillary Staff	5
Principal	4
Staff Development Coordinator	4

Key: N= Total number of respondents

Four respondents of the one-to-one semi-structure interviewed said that the principal had been least helpful to them. It was found that lack of support from senior members of staff like the principal and the Staff Development Coordinator sets novice teachers in an undesirable situation. Novices found themselves in situations where they had to make their own plans to cope while the focus of quality teaching was neglected as a result. About the ancillary staff, Novice F had this to say:

If the ancillary staff had been introduced to us and our work explained clearly; we would not have experienced as many problems as we did.

One respondent (Novice A) who had earlier said that she never got support from anyone explained:

I had expected a warm welcome from everyone. But when I was introduced, people gave me a cold shoulder. I think that because Gaborone is a big city; people mind their own business. If you ask for help they feel irritated. If you do not ask, they say that you think high of yourself. These

experiences have taught me to listen to my instincts and do what I think is right.

Novices realised that they had to do something about their situation. They felt that no one really cared and that the role-players were too busy while the quality of learning and teaching was being compromised in the process.

The empirical data revealed that most beginner teachers were unhappy. A picture emerged from one school where Novice E said that she had to introduce herself to the students she taught because no one had done so. Being unaware of such experiences by novices might limit opportunities for job satisfaction and impact negatively on staff retention efforts. The differing attitudes exhibited towards newly qualified teachers indicate that there is lack of focus on the implementation of staff induction programmes in schools.

4.3.7 Mentoring Programme

So far, the findings in this study hold the promise that the ways in which beginners interpret their own experiences of induction is influenced by many factors like their personal biography, supervisors' management style, working environment and expectations.

The respondents to Appendix B, Question 8 had different perceptions about mentoring programmes in their schools. The majority of them said that they had no mentoring programmes in their schools. Only one of the six face-to-face semi-structured interview respondents (Novice B) confirmed having a mentoring programme in her school. Another respondent (Novice E) said:

We have no mentors in our schools. That is the reason why we say that there is no induction in our schools. We only struggle and survive on our own.

Novice D further said:

Mentoring is a foreign concept in our school. There is no one to guide us or to provide us with support. We always have to fend for ourselves. Sometimes when we ask for information, no one answers. Staff meetings are not even helpful because they address general issues of the school.

Novice teachers considered mentoring to be the most effective form of professional development. Sadly, in some schools mentoring programmes were not in place. Some beginner teachers had made personal and informal arrangements of observing other teachers and depending on them for support. As novice F said:

I had to depend on my subject coordinator for help and guidance. I would sit next to him during meetings and ask him questions on issues I was not clear about. His talents and reputation are what attracted me to him. So, I knew that if I attached myself to him, I would benefit a lot.

All the respondents unanimously indicated that the usefulness of the mentorship programme is that it enables them to grow confident in their work.

In a comprehensive review of literature on mentoring programmes (see Paragraph 2.8), the researcher found many studies and mentoring guidelines that involve the kind of careful control that would demonstrate value added by mentorship. A carefully and well guided mentoring programme is perhaps the most expensive approach, but is potentially the most fruitful.

The respondents from a school that had mentorship programmes said that mentors introduce novice teachers to the:

- Teaching and non-teaching staff;
- School environment;
- Rules and regulations;
- Student body.

The same respondents (Novices B & B1) added that mentors also work together with the Staff Development Coordinator to organise workshops for novice teachers in order to address relevant issues of concern to beginner teachers. The implications of this finding suggest that mentoring is essential since it places more emphasis on assisting newly qualified teachers with issues of discipline, relationships and curriculum delivery. According to the respondents, mentoring programmes also address issues of isolation and the lack of support that newly qualified teachers in schools say they experience.

It is also worthy to note that the findings (see Appendix B, Question 8) reveal that mentors help novice teachers by:

- Providing opportunities to observe other teachers' lessons;
- Encouraging novices to interact with their colleagues within the school;
- Serving as a guide during the interaction with other teachers within the school.

Novice teachers in this study said that they received the least amount of help in the area of curriculum and instruction. For this reason, mentors are supposed to help novices integrate a range of skills and knowledge from teacher training institutes into being teachers.

The need for more effective supervision and a supportive climate was reiterated throughout the interviews. Although in their accounts the respondents were not specific about how they wanted the mentors to do their work, it was very clear that a mentorship strategy would make the transition from student teacher to professional teacher smoother:

We need someone on our side to speak to us and to speak on our behalf. Teaching can be lonesome at times; particularly when there is no shoulder of a mentor or a veteran teacher to lean on.

Throughout their accounts, most of the novice teachers referred to their first-year teaching experience as being isolated and stressful.

The positive evaluation of mentorship programmes as an induction strategy seems to be related to the need for quality support and guidance. The results of this study indicate that mentor based induction may help novice teachers to discuss issues with colleagues as well as have an opportunity to interact with the school management.

Discussions with the respondents (see Appendix B, Question 8) reveal that very little mentoring is being practiced in schools. Significant results attained in this study suggest that mentoring programmes can be effective if well implemented. They can serve to reduce the sense of isolation and minimise lack of support beginning teachers often feel. Thus, school management should work at improving the quality of existing mentor programmes; and where such programmes do not exist, they should be introduced.

4.3.8 Staff Development Coordinators

In 2006, the Ministry of Education in Botswana instituted a new post of a Staff Development Coordinator in secondary schools, a responsibility that could be compared in some respect, to that of a Human Resource Manager in the corporate world. This initiative substantiated the fact that the government was committed to improving staff welfare and promoting staff development programmes in schools. The findings in this study (see Appendix B, Question 9) revealed that it is necessary for every school to provide novice teachers with an access to staff development programmes, either through Staff Development Coordinators or through the school management team. Such support would help novice teachers identify their strengths and improve their teaching practice.

The respondents said that in addition to mentorship programmes and collaboration, they wanted a year long assistance programme facilitated by the Staff Development Coordinator. They further suggested that induction of novice teachers should be used to reinforce the efforts of staff development programmes in schools which are designed through the input of all staff

members including newly qualified teachers. As stated by one respondent (Novice D1):

The Staff Development Coordinator should organize regular workshops and include us in task forces which will give us opportunities to work with other teachers as we learn from them.

With the introduction of the office of the Staff Development Coordinator, the role of the principal in supporting beginner teachers has changed from direct to being indirect. By focusing on the strategies described above, principals can increase the effectiveness of induction support for newly qualified teachers in their schools.

4.3.9 The Role of the Principal

There seems to be mixed messages about what role the principal must play in the induction of newly qualified teachers (see Appendix B, Question 9). All the respondents were of the opinion that as soon as the novice teacher arrives in the school, the principal should welcome him or her. The respondents (Novices B & C1) further said that principals should arrange for the orientation of all newly qualified teachers within a short space of time. Furthermore, Novice F1 suggested:

After the orientation process, principals should appoint someone like the Staff Development Coordinator who should induct beginners on relevant topics as prescribed by the induction policy.

Other expectations from the principal that novices raised in the focus group interviews included being:

- Readily available to provide support to novices (Novice A);
- Capable of holding no grudges against novices (Novice E);
- Able to care about the welfare of novices (Novice A1);
- Able to appraise the performance of novices (Novice D);

- Able to introduce novice teachers to all role players (Novice E1);
- Sensitive to problems experienced by novice teachers (Novice F);
- Professional, friendly and open to novices (Novice D1);
- Willing to explain government policies to novices (Novice C);
- Sure those novice teachers are given manageable classes and less teaching loads (Novice B1).

The above responses clearly show that novices realise that principals must do something about the induction phenomenon. They expressed their perception of the principal as a key person to the induction of novice teachers and further said that the principal's involvement makes beginner teachers feel accepted and secured.

Some key terms in the above list imply that all novices are vulnerable and therefore need protection and support from the principal. The fact that novices complain when principals are not fully involved in their induction shows the regard and value that novices have attached to the office of the principal. The respondents tried to hide their struggle by upholding the stance that they are often disappointed if the principal is not at the directing end of induction programmes in schools. This calls for the need to reform the induction phenomenon and to improve the principal's involvement in the staff induction programme.

The kinds and number of support provided by principals to newly qualified teachers vary, as do their effects on the motivation of the recipients and the providers. From a practical viewpoint, these data suggest several lessons for the principals as far as induction is concerned. They suggest that the most effective induction programme should offer packages of support to beginners by:

- Campaigning for reduced teaching loads for beginners;
- Encouraging extra classroom assistance to beginners;
- Reducing the likelihood of beginning teacher turnover;
- Providing beginners with opportunities to participate in group and collective activities.

Unfortunately, it is in those schools where teacher turnover is most prevalent that it would be most difficult to establish stable and effective teacher collaboration (Ingersoll and Smith, 2004:39).

Most novices in this study feel that principals are vital for beginner teachers' assistance and it is their due responsibility to provide such assistance and support through mentoring programmes and other staff development programmes. It is however regrettable to note that according to this study, mentoring is still at its infancy and that only one out of six schools under study has mentoring programmes in their staff development plan..

Some respondents (Novices B & B1) were happy that their principals were playing an active and a positive role in their induction. They said:

She is always engaging. She is the kind of person who does not hold grudges; and has adopted an open door policy for every one; novices included. So, we feel comfortable to go to her office and discuss issues with her.

Making reference to their experiences and knowledge, the respondents were asked what their principals should do to assist newly qualified teachers to adjust effectively in their work environment. The most frequent responses were:

- *To be open and approachable* (Novice F1);
- *To be less strict* (Novice C);
- *To make newly qualified teachers feel at home* (Novice D1);
- *To be organised* (Novice B).

“Principals act as the strongest link for beginners. They must not neglect their role,” one beginner teacher (Novice C1) emphasised.

Research results show that poor staff induction and lack thereof leaves a lot to be desired in most of the schools under study. They further imply that the

existence of supportive and informative leadership have a strong impact on the perceptions and attitude that teachers may adopt towards induction in schools.

4.4 SUMMARY

Throughout Chapter Four, the researcher presented the data as it was gathered in the face-to-face semi-structured interviews, focus group discussions, questionnaires as well as the observations that took place during the interviews. The topics and themes discussed in Chapter Four were presented as offered through the perceptions, needs and concerns of the participants. The researcher tried to bring the information to the reader as it was found in the field.

The following chapter concludes the study with a summary of the findings, recommendations and conclusions. A discussion of the tendencies found in the field and possible future research will also be presented in the next chapter.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This study explored and offered some insights into the induction of novice teachers in Community Junior Secondary Schools in Gaborone, Botswana. To pursue this study, the induction process in six selected schools was examined to find how novices become integrated into the teaching profession. The hope was to find out if induction was carried out in schools; and if so, to what extent.

To do this, Adult Development Theory as described by Brock & Grady (1997:65) was considered. This theory emphasises the importance of inducting new teachers in their first year of teaching and providing them with a smooth transition through the stages of learning to teach. The literature reviewed in Chapter 2 highlighted the significance and value of the induction phenomenon.

A detailed description of the research design and data gathering procedures in Chapter 3 prepared the reader for raw data on the findings in the interview session (Chapters 3 & 4) to be presented and discussed. The dissertation finishes off with a general summary of the study to draw conclusions and to make recommendations for further research (Chapter 5). It ends with brief concluding remarks to summarise perceptions of the participants found in the field.

Induction of novice teachers is a very important matter within any education system. Unfortunately, not all school managers and teachers understand this concept clearly. Every novice teacher needs to be inducted into the career they want to pursue. Teaching is not all about making money to put food on one's table, but also to be satisfied about one's career. When teachers are inducted there is a greater chance of retaining them in the teaching profession.

5.2 SUMMARY OF IMPORTANT FINDINGS

The purpose of this study is to investigate the induction of novice teachers in Community Junior Secondary Schools with a view to developing guidelines that are aimed at ensuring successful integration of novice teachers into the education system. In this section, an overview of the study is presented in relation to the research problem set forth in Chapter One (see Paragraph 1.2). To pursue this study, the induction phenomenon was examined from the point of view of novice teachers.

This research also sought to find out how novice teachers could be better inducted into the teaching profession. In other words, the hope is to see who should play direct and indirect roles in integrating novice teachers into the teaching profession. To do this, a model of the implementation stages of induction was studied (see Diagram 1 - Paragraph 2.11). This model emphasises the importance of planning, maximum involvement and evaluation as creative forces of a comprehensive staff induction programme.

In Chapter One, the researcher reflected on and related to the aspect of common experiences involving induction of novices. In paragraph 1.2, an overview of the study clarified the concept of induction and indicated how the phenomenon evolved. The information revealed in the literature review led to the formulation of the problem statement. The research problem was discussed and was formulated as follows:

“How is the induction of novice teachers carried out in selected Community Junior Secondary Schools in Gaborone, Botswana?”

The five sub problems that were identified were as follows:

- What do novice teachers understand by the concept of induction?
- What are the existing induction programmes and practices in Community Junior Secondary Schools in Botswana?

- How do these programmes impact on the integration of new teachers in the education system?
- What is the impact of different role players on novice teachers?
- How can existing induction programmes be upheld or enhanced for sustainable development of teachers?

With the research problem as focus, the researcher tried to address five specific objectives (Paragraph 1.3) in an effort to create an understanding of the implications induction has on novice teachers; and to generate an understanding of the role players. The motivation for research (Paragraph 1.5) and central definitions of concepts used in the study (Paragraph 1.4) were explained. An outline of the qualitative methodological account (Paragraph 1.6) described the research method used in this study. To summarise the programme of the study (Paragraph 1.7), the researcher overviewed and highlighted contents captured in the different chapters.

In Chapter Two, a literature review highlighted specific aspects as components of a good staff induction programme (Paragraph 2.1). The definition of induction was looked into and awareness of the importance of induction was raised (Paragraphs 2.3 & 2.4). The problems faced by novice teachers were investigated in paragraph 2.5. The research also drew attention to different 'actors' or role players who either impact directly or indirectly on the induction of novice teachers. Such role players included the principal (Paragraph 2.6) and the mentors (Paragraph 2.8).

Furthermore, the study focused on the strategies for teacher support (Paragraph 2.7) and gave a comparative perspective of how induction was implemented in other countries (Paragraph 2.9). Finally, the chapter underlined the importance of an effective and a successful induction programme (Paragraph 2.10) with extended focus on the evaluation of such a programme (Paragraph 2.11) and the influence it has on quality education.

In Chapter Three, elements of qualitative methodology and procedures were introduced (Paragraph 3.1); followed by a discussion of the research design (Paragraph 3.2). The qualitative design of the study was chosen because of the exploratory nature of the study. The detailed description of how permission to collect data from schools was sought (Paragraph 3.2.1 & Appendix A & E) and granted. The purposeful sampling process (Paragraph 3.2.2) laid the grounds for ethical issues such as confidentiality and trustworthiness (Paragraph 3.9). The role of the researcher (Paragraph 3.3) as a focal instrument in the data collection process (Paragraph 3.4) was defined in order to accomplish a reliable and a valid study. This section also explained how semi-structured interviews and focus group discussions (Paragraph 3.5.1) were used in the research. The biographical data questionnaire (Paragraph 3.5.2) and observation notes (Paragraph 3.5.3) were taken as part of the interviews. The face-to-face semi-structured interviews and focus group discussions were recorded as they commenced.

Triangulation of methods was used to obtain further facts on and opinions about the phenomenon to make the study more accurate and reliable. Assembling and analysis of data was part of the reporting process (Paragraphs 3.6 & 3.7). The validity and reliability (Paragraph 3.8) of the research as well as research ethics (Paragraph 3.9) were discussed in this chapter. Finally, the limitations (Paragraph 3.10) of the study were outlined.

Chapter Four defined the themes and categories as they emerged from the field. It began with the profiles of the participants (see Table 4.1 & Paragraph 4.2). The profiles of the respondents were important because they provided the background of the novice teachers in this study. These themes were linked to the literature reviewed as categories and sub-categories were constructed (Paragraphs 4.3.1). The following themes were found:

- The concept of induction (Paragraphs 4.3.2 & 2.2). This theme created awareness of the induction phenomenon.
- The fundamental ways in which induction was carried out in schools were discussed in paragraph 4.3.3. Within this theme the sub-categories that emerged were:

- Features of induction programme (Paragraphs 4.3.3.1 & 2.10). This category described induction activities in schools;
- The effects of induction on novice teachers (Paragraphs 4.3.3.2 & 2.3);
- Problems faced by novice teachers (Paragraphs 4.3.5 & 2.5);
- Throughout the study, it was evident that support for beginner teachers is vital (Paragraph 4.3.4 & 2.7);
- The role played by other stakeholders in the induction of novice teachers in their first year of teaching (Paragraph 4.3.6). The two sub-categories in this theme were:
 - The most supportive role players (Paragraph 4.3.6.1);
 - The least supportive role players (Paragraph 4.3.6.2).
- Mentoring programmes in schools (Paragraphs 4.3.7 & 2.8);
- The roles of the Staff Development Coordinator (Paragraph 4.3.8) and the Principal (Paragraphs 4.3.9 & 2.6).

The construction was done around the tendencies found in the field in order to underline the reality of induction of novice teachers in CJSS as experienced and described by novice teachers themselves.

Chapter Five provides a summary of important findings (Paragraph 5.2). The main conclusions from both the literature reviewed (Paragraph 5.2) and the empirical findings (Chapter 4) are presented in paragraph 5.4 of this chapter. Furthermore, recommendations from the findings of the study (Paragraph 5.4) and for further research (Paragraph 5.5) are highlighted. Chapter Five ends with concluding remarks (Paragraph 5.6) on the implications of the induction of novice teachers in CJSS.

Finally, an effort is made to describe induction in Community Junior Secondary Schools in Gaborone, Botswana from the participants' point of view; and to report it realistically rather than ideally. The researcher hopes that by analysing the meanings which beginning teachers gave to certain events and situations, it will be possible to describe the first year of teaching in CJSS as it is, rather than as it should be.

5.3 THE MAIN CONCLUSIONS

The induction of novice teachers will always be part of the education process. How we manage it will determine the influence it will have on novice teachers and the quality of service they provide. This study, although far from conclusive, has helped to identify a number of issues that will help policy makers and other stakeholders in their discourse. It will also reinforce concerns and proposals which were made over the past few years in relation to staff induction.

The following conclusions were drawn from the literature reviewed in Chapter Two and empirical data presented and discussed in Chapter Four.

5.3.1. Conclusions from the Literature

- The extent to which novice teachers received professional guidance and support in the form of induction at the initial year of teaching is low (Paragraphs 1.1 & 2.5.1).
- The induction of novice teachers is an important factor that influences beginner teachers' insight and awareness of themselves as teachers (Paragraph 2.2).
- Beginner teachers develop skills of dealing with issues of curriculum, discipline and relationships with other role players through collaborating and socialising with other teachers (Paragraphs 2.3 & 2.7).
- Novices are caught in a working situation where their background knowledge is restricted to text book knowledge while the school situation demands more than that (Paragraphs 2.3 & 2.7).
- The induction experiences of novices are important in the development of personal and professional skills (Paragraphs 1.5 & 2.8).
- The significant results attained in this study are that a mentoring programme can be effective in ameliorating the sense of isolation and lack of support novices often experience (Paragraphs 2.8 & 4.3.7).
- Planned induction activities with mentors, other teachers and administrators should be provided to beginner teachers to ease the transition from student teacher to professional teacher (Paragraphs 2.4.1 & 2.8 & 2.10).

- Power relationships tend to enforce a dominant view of the way things ought to be; they also regulate behaviour through authority and influence. Consequently beginner teachers resort to playing it safe; they spend more time focusing on following established orders and work within existing power relationships than they do on classroom concerns (Paragraph 2.6).
- The pitiable accomplishments and set backs of novices are due to poor communication and lack of interaction between role players (Paragraphs 2.7 & 2.10).
- In less successful induction programmes, beginner teachers are viewed as cheap labour. They are assigned odd duties which their more experienced colleagues dislike doing. As a result, beginner teachers are burdened with some responsibilities additional to the already difficult task of becoming classroom teachers (Paragraphs 2.5).

A way of overcoming these factors is to recognise the needs of novice teachers and giving them due attention. All school principals must teach their staff members about concepts such as the induction phenomenon. If a triple-i continuum of *initial training*, *induction* and *in-service* training is adopted in schools (Paragraph 2.7), a self-directing professional teacher with the ability to adapt and assimilate into teaching can be produced.

5.3.2. Conclusions from the Empirical Studies

- School management focus mostly on welcomes and introductions (Table 4.4 in Paragraph 4.3.3.1), which are easy and quick to implement. Instead they should focus more on long term activities like mentoring (Paragraph 2.8) and in-service training (Paragraph 2.7) through workshops (Paragraph 2.8) which have a long term effect on beginner teachers.
- Cooperation between universities and schools at present is limited to arrangements for practical teaching. There is an implied lack of relationships and continuity between initial teacher education and induction programmes in schools; the former being provided by Colleges of Education and Universities and the latter by schools (Paragraph 4.3.5).
- Induction activities must be varied and carried out throughout the induction year (Paragraph 4.3.3).

- Findings reveal that seminars allow novices to participate in the discussions and to learn with others at the same time (Paragraph 4.3.3.1).
- Some collegial activities might help beginning teachers to accomplish teaching related work and learn more about teaching (Paragraph 4.3.4).
- Departmental meetings and lesson observations provide support to beginner teachers (Paragraph 4.3.3.2).
- Collaboration allows novice teachers to team with others and hence develop work relationships out of group efforts. Regularly scheduled collaboration with other teachers on issues of instruction can impart cooperation skills to novices, boost their self esteem and raise their association levels with the school management (Paragraph 4.3.4).
- Open communication with the principal is vital because it is through communicating with school management that novice teachers could learn more about the school's policies and culture (Paragraph 4.3.9). Communication also offers links between a novice and other role players (Paragraph 4.3.6).
- Staff development coordinators can organise school based workshops in order to offer instructional practices that eventually reflect on practice (Paragraph 4.3.8).
- The extent to which novice teachers develop knowledge and skills as teachers at the end of an initial year of teaching is determined by their survival skills, implying that those without such ability may eventually quit (Paragraph 4.3.5).
- It is apparent that despite their roles being similar to those of professional tutors, Staff Development Coordinators in CJSS do not play an expected active role in inducting novice teachers (Paragraph 4.3.6).
- The perceptions and experiences of beginner teachers vary across schools. Novices from schools with comprehensive induction programmes have higher perceptions compared to those from schools with weaker induction programmes (Paragraph 4.3.3.1).
- Novice teachers are not involved in the identification and analysis of their needs (Paragraph 4.3.7).

- Beginner teachers bring strengths that a school can tap from. They have innovative ideas and latest teaching techniques that may benefit veteran teachers. Their involvement in committees might be used to revitalise and renew the commitment of members to the objectives of the organisation (Paragraph 4.3.2).

The importance of induction of novice teachers is widely documented and generally includes three main arguments:

Learning while teaching

Induction provides novices with opportunities for an extension of knowledge and skills. Typically, newly qualified teachers experience problems (Paragraphs 2.5 & 4.3.5) during this phase. Induction offers opportunities to consult and collaborate with colleagues and to engage collectively in the teaching profession.

Acquiring new knowledge and skills

The concept of induction refers to a process whereby beginner teachers acquire the cultural, social and practical knowledge and skills traditionally associated with the teaching profession and the school community. Ideally, learning has to do with change in knowledge and skills (Paragraph 4.3.2).

Commitments to school improvement and the profession

Compared to other professions, teaching has a high turnover rate, which is not only costly to learners, but to the profession of teaching (Paragraph 4.3.5). Due to specific contextual differences, novice teachers have needs and therefore require varied and diverse kinds of support during their initial years of teaching (Paragraphs 2.6, 2.8, 4.3.2, 4.3.4, & 4.3.5):

- Policy makers and other relevant officers do not provide enough resources that can support novices in meaningful career transactions, growth opportunities and the desire to remain in the teaching profession (Paragraph 4.3.4).

- The major difference between the amounts of support received by beginning teachers with a mentor assigned by the school versus those without assigned mentors, serves as a powerful evidence of the importance of formal mentoring programmes in schools (Paragraph 4.3.7).
- The current problems faced by beginning teachers and the need for novices to become effective practitioners, make the immediate implementation of effective mentoring programmes imperative (Paragraph 4.3.5).
- Participation by beginning teachers in school events and extracurricular activities gives beginners an opportunity to meet colleagues, students and parents outside the formal context of the classroom. Such activities may be characterised by many learning opportunities (Paragraph 4.3.3.2).
- A good staff induction practice seems to be a rare practice in Community Junior Secondary Schools in Botswana. Conclusions made from the literature study in this dissertation reflect that schools do not have comprehensive induction programmes (Paragraphs 2.5 & 4.3.4).

This work demonstrates that induction does matter indeed. It further shows that there is a variation between initial teacher education and the realities of school life. Teacher education is continuous and certification marks only the beginning of a career in education. A meaningful induction experience has lasting effects on teacher quality and retention. Thus, policy makers and school management teams should use this and other induction research work to craft and refine their induction programmes.

5.4 RECOMMENDATIONS

This study has explored and offered some insight into the induction of novice teachers in CJSS. The findings from this research have significant implications for support reforms and provision to novice teachers in Community Junior Secondary Schools. Teaching is formative in nature. Therefore it is crucial to link the pre-service stage with the induction phase to reinforce the conclusions of this research. The answers to key research questions of this study are listed in the recommendations below:

5.4.1 Supportive Guidance by the Principal

Support for novice teachers is especially important in their first year of teaching. Principals are seen as the key people for the induction of novice teachers. For that reason the recommendations are as follows:

- Principals should welcome novice teachers in their new place of work and assure them of support and guidance during their initial year of teaching and throughout (Paragraph 2.6).
- Principals should initiate orientation and long term induction programmes. They should walk new teachers around to tour the school and introduce them to each and every member of staff (Paragraphs 2.7 & 4.3.4).
- Principals should initiate and support all induction programmes in the school through the staff development coordinator and other relevant role players (Paragraphs 4.3.6 & 4.3.8).
- Principals should anticipate some of the questions novices might have and appoint mentor teachers who will guide novice teachers throughout the year (Paragraphs 2.8 & 4.3.7).
- Principals should involve novice teachers in the process of identifying and planning for their development needs (Paragraphs 2.7 & 4.3.4).
- Principals should adopt an open door policy for novices and also remember that their presence and intervention will be necessary at times (Paragraphs 2.6 & 4.3.9).
- Finally, principals should relate with novices in a way that will make novices feel professional. Thus, affirm the good and correct the wrong gently (Paragraphs 2.6 & 4.3.9).

Regarding different roles of the school community in the induction process, principals should contribute by:

- Communicating the aims of the school's induction programme and involving all members of staff (Paragraphs 2.8 & 4.3.7);
- Ensuring that an atmosphere conducive to the induction programme in the school prevails (Paragraphs 2.8 & 4.3.6);
- Identifying and assigning appropriate mentors (Paragraphs 2.8 & 4.3.7);

- Guarding novice teachers against abuses like being allocated heavy and irrelevant workloads (Paragraphs 2.5 & 4.3.6);
- Accepting the responsibility and accountability for the quality and standard of the school's induction programme (Paragraphs 2.10, 4.3.8 & 4.3.7).

During the training of mentors principals must ensure that induction programmes place more emphasis on the importance of mentors by:

- Planning lessons with their protégés;
- Observing and being observed by their protégés;
- Conferencing with protégés for feedback (Paragraphs 2.8 and 4.3.7).

5.4.2 Involvement of Other Teachers

The study has revealed that experienced teachers can also help beginner teachers adapt to their new environment and the teaching profession. It was apparent from the findings of this study that new teachers fear being rejected and isolated.

In this regard, the recommendations are as follows:

- Experienced teachers should facilitate the entry of new teachers into the profession by welcoming and appreciating them (Paragraphs 2.4 & 4.3.4).
- Veteran teachers should be willing to mentor novices if approached by the principal to do so. They should be willing to offer necessary information, skills, support and guidance (Paragraphs 2.8, 4.3.7 & 4.3.9).
- When helping new teachers, experienced teachers should explain things in great detail. They should be willing to coach novices on how to:
 - Address issues of the curriculum (Paragraph 2.7);
 - Read and interpret school manuals (Paragraph 4.3.4);
 - Document and keep school records properly;
 - Handle issues of discipline (Paragraphs 2.4, 4.3.4 & 4.3.5).
- Old teachers should be willing to learn from novices and to alternate lesson observations with novices and provide constructive feedback (Paragraph 4.3.7).

It is important for novices to be treated as professionals by their colleagues and other role players right from the start of their career (Paragraphs 1.5, 2.7, 2.8, 4.3.4 & 4.3.7).

5.4.3 Involvement of Other Stakeholders

Policy makers must take a hard look at long standing practices that have impacted negatively on the integration of novice teachers and threatened the quality of education. A number of factors mentioned by newly qualified teachers hinder the transition of novice teachers into the teaching profession. Some of these factors such as the initial training and funding for professional development programmes are beyond the control of the school management.

Recommendations about involving other stakeholders are as follows:

- The Department of Education should pay more attention to the supply of equipment, furniture and other teaching resources needed in schools. Improving the conditions of school buildings and facilities positively affect the morale of novice teachers. A positive morale will positively impact on the attitude of novice teachers (Paragraphs 2.10 & 4.3.6).
- Universities and Colleges of Education should help beginner teachers by providing them with quality courses which emphasise the skills as well as the content of teaching.
- They should expose student-teachers to a variety of teachers' manuals and other relevant documents so that when faced with the reality of teaching, newly qualified teachers can use any of them efficiently. They should also design comprehensive and effective teaching practice programmes that will expose prospective teachers to the realities of teaching. Two years of extended practical teaching experience can make student teachers more confident in their first year of teaching (Paragraphs 2.10, 4.3.2 & 4.3.5).
- Regarding dealing with parents; Colleges of Education should offer courses in Psychology which emphasise interpersonal relationships (Paragraph 2.7).
- Teacher Unions and Federations must acknowledge and support induction programmes in schools and appreciate the fact that induction is a phenomenon rarely practiced in schools (Paragraphs 2.10 & 4.3.2).

Beginner teachers should also be committed to the profession, aim at personal excellence and adhere to the programme as part of personal and long-term professional development.

5.4.4 Effective Staff Development Programmes

It is recommended that Staff Development Coordinators become more aware of the induction phenomenon as well as its impact on the professional development of novice teachers. Induction programme drivers should be experienced teachers who are also sensitive to the needs of novice teachers (Paragraphs 2.10 & 4.3.8). Furthermore, it is recommended that they keep current records of induction programmes in their schools. Consistent with the findings of this study:

- School management teams should spend more time on planning and searching for suitable induction programmes (Paragraph 2.10).
- Induction programmes should receive more priority in schools since the first year of teaching is the most important determiner in the teaching career of an individual (Paragraphs 2.4, 2.10 & 2.4.1).
- School management teams, novices and veteran teachers should be engaged in the continuous study on how to improve induction programmes and to create an environment conducive to beginning teachers (Paragraphs 2.4, 2.7, 2.10, 4.3.4 & 4.3.9).
- School management teams should promote collaboration and collegiality in schools (Paragraphs 2.7 & 4.3.4).

5.5 FURTHER RESEARCH

- This topic of staff induction does not include the perceptions of other role players such as school principals, supervising teachers and mentors who are involved in the initiation of beginner teachers into teaching. Another research possibility would be to obtain the perceptions of principals and other supervising teachers who are the implementers of induction programmes in schools. Findings from such studies are necessary to complement the findings of this study.
- Case studies of beginner teachers would be an extension of this study to gain insights into the process of learning to teach.

- Since this study is limited to a few schools in Gaborone, a replicating study in other areas is needed.
- This topic is open to further research in a larger section of Botswana. It would be interesting to find the perspectives of novice teachers in rural areas of Botswana and how they would respond to questions like those asked in Appendix B.
- The teachers in this sample were all employed in public schools. In future, a comparative study of private schools in respect of teachers' personal and professional development in their initial year of teaching is recommended.

More has to be demonstrated through research on how various induction programmes may influence newly qualified teachers' competence, efficacy or the desire to stay in the teaching profession. However, the data collected is of limited predictive value and does not allow for broad generalisations. Thus, the importance of all these studies should be to promote support and retain excellent teachers for the good of the education service in Botswana.

5.6 CONCLUDING REMARKS

Along with the conditions for an educated and informed nation, propounded by Botswana's Vision 2016, education is viewed as a very important component. Therefore, if education influences the long term future of a nation, a dominant position must be allocated to the training and professional development of teachers. Without a doubt, the induction phase and the quality of beginning teacher's first year of teaching experience is of paramount importance. The principle of ongoing training and development must be emphasised.

It has been the contention of this study from the beginning that if teachers are made to feel that they belong, they will find their adaptation less difficult. Awareness has been raised in this study. It is hoped that this study will be of value to school managers and that all those involved in education will play their role and do their best to promote excellence in schools.

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Application for Permission to Conduct Research

Gaborone West C.J.S.S.
P. O. Box 20628
Gaborone

Reference: GBW 54426 IV (120)

16 May 2007

Chief Education Officer
South Central Region
Ministry of Education
Private Bag 00343
Gaborone

Dear Sir

This serves to request for permission to conduct a research study in six Community Junior Secondary Schools of Cluster 2 in the South Central Region. To complete my Master's Degree, I have to do a research on the dissertation.

The topic of my research is, "**Induction of Novice Teachers: A Qualitative Investigation of Community Junior Secondary Schools in (Gaborone) Botswana**". The data will be collected through biographical data questionnaires and the interviews for beginning teachers and School Heads. This exercise is scheduled for the month of June.

For this exercise to be a success, the cooperation of School Heads in the six selected schools is required. I look forward to give you feedback on the research. Your constant support in my studies is highly appreciated. It means a lot me as a School Head who would like to contribute to the development of teachers and School Management Teams in the region.

If you need more information about my M. Ed: Management, you are welcome to contact my supervisor, Professor EJ Van Niekerk at the University of South Africa at either one of the following numbers 0027 12 429 4034 (work) or 0027 83 276 3896 (mobile phone) or e-mail: yniekej@unisa.ac.za

Yours sincerely

Wilhelminah S. Dube

(UNISA STUDENT- Number 3574-851-6)

Encl: Interview schedules and questionnaires

Interview Schedule

TEACHER'S CODE:

*For Researchers Use Only***INTERVIEW SCHEDULE**
SEMI - STRUCTURED INTERVIEW**TITLE: INDUCTION OF NOVICE TEACHERS: A QUALITATIVE INVESTIGATION OF COMMUNITY JUNIOR SECONDARY SCHOOLS IN (GABORONE) BOTSWANA**

This semi-structured interview schedule is to be used in interviews with selected teachers of six Community Junior Secondary Schools of the South Central Region. The information disclosed will be treated with strict confidentiality and will be used for research purposes only. Your contribution is important.

The induction of novice teachers in Community Junior Secondary Schools in Botswana is a matter of concern. The researcher is investigating the impact that the induction programmes have on novice teachers in Community Junior Secondary Schools. This has led to the formulation of the following questions.

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

2. Which one of the following do you think should be responsible for the induction of novice teachers?
 - The school administration;
 - Ministry of Education Officials;
 - Teacher Training Institutions;
 - Universities.

3. Have any of the following procedures occurred in your first year of teaching:

- Formal introductions by or meetings with your:
 - School Head?
 - Staff Development Coordinator (Professional Tutor)?
 - Subject Coordinator?
 - Head of Department?
 - Mentor?
 - Others (Specify) teachers?

4. What constitutes the induction programme of your school?

- Have any of the following helped you to settle easily into teaching?
 - Observation of your teaching by other teachers?
 - Opportunities for you to observe lessons of other teachers?
 - Regular and formal reflection on your practice through:
 - Self evaluation?
 - Joint discussion?
 - Review by another teacher?

Ask for particular examples where the answer is YES.

If NO, how do you feel about its absence?

Can you suggest anything useful to replace it?

5. Who is responsible for the induction programme in your school?

- How does the school management ensure that the content of induction programmes in your school link with your needs as a beginner teacher?
- How were your professional development needs identified?
- Were you involved in this process?
- How were these needs addressed?

6. So far, what has the initial year of teaching been like for you?

- Have you experienced any problems in your place of work?

Ask for particular examples and details if the answer is YES.

7. What are the problems experienced by novice teachers in schools?
- Who has been most helpful to you in your initial year of teaching?
 - Who has been least helpful to you in your initial year of teaching?

Ask for an example of how they have been most and/or least helpful.

8. Do you have mentors who are responsible for the support of novice teachers in your school?

If YES, ask for the role and responsibility of the mentors during the induction period?

9. Explain how your:

- Staff Development Coordinators can identify with and support beginner teachers.
- School Head can identify with and support beginner teachers.

10. How would you describe the induction programme of your current school?

- Are any of the following evident in your school?
 - Orientation Programme?
 - Mentoring programme?
 - Peer observation?
 - Collaboration/ Collegiality?
 - System for enquiry and reporting events?

If yes, ascertain what use the respondent has made of them.

I THANK YOU FOR YOUR TIME

A Biographical Data Questionnaire for Novice Teachers

TEACHER'S CODE:

For Researchers Use Only

A QUESTIONNAIRE FOR NOVICE TEACHERS

PROMPT CARDS

This research project is intended to investigate the induction of novice teachers in Community Junior Secondary Schools in Gaborone, Botswana.

Instructions

- Please do not put your name on this paper.
- Please take a few minutes of your time to answer every question, unless you are asked to skip that which does not apply to your situation.
- You are kindly asked to fill in the questionnaire on your own
- All information collected will be used strictly for purposes of this study and will not be disclosed for any other purposes.
- Lastly, please feel free to write notes about the things you feel are very important. Use the blank spaces provided below, if you have to.

BIOGRAPHICAL DATA

Gender: _____

Age: _____

Highest Professional Qualifications: _____

Number of subjects taught: _____

Number of classes taught: _____

Number of lessons per cycle: _____

I THANK YOU FOR YOUR COOPERATION

Permission Letter to Conduct Research in Schools

PLEASE TURN OVER

Asking Participants for an Interview

TEACHER'S CODE:

For Researchers Use Only

Gaborone West C.J.S.S.
P. O. Box 20628
Gaborone

Reference: GBW 54426 IV (124)

16 May 2007

The School Head

_____ C. J. S. S.

Gaborone

Dear Sir/ Madam

RE: REQUEST FOR AN INTERVIEW

I am a Masters in Education candidate at the University of South Africa and doing my dissertation in the field of teacher education. I am particularly interested in novice teachers and wonder if it could be possible to obtain from you the names, addresses and phone numbers of such teachers in your school. My special interest is to investigate the induction of novice teachers. Once I complete the dissertation, I will be very happy to send you a summary of its results.

I realise that it will be unethical to distribute the names of teachers without their prior consent. For this reason, I urge you to consider polling certain individual first year teachers asking them if they would be willing to participate in a research project and send me the names, addresses and phone numbers of those who agree to be interviewed. Meanwhile I will be grateful if you could provide me with the names of likely candidates for my study.

Participating in this study will involve two interviews with one of the participants and only one focus group interview with both of the participants. These will be conducted away from the work environment and at a time and place convenient for the respondents. No other demands will be placed upon the respondents.

If some first year teachers think that they will be interested in the study, but have questions or some hesitancy about volunteering, I will be happy to speak with them on the telephone prior to their committing themselves to the project. I can be reached at 3922700 (Work), 3926108 (Home), 71382121 (Mobile Phone) and/or e-mail address wilhelminahdube@yahoo.co.uk.

Needless to say, I have great respect for the teaching profession and I realise that I will be taking up some of the teachers' time. I am grateful for this opportunity and I thank you for cooperating in helping me determine my sample.

Please forward the names to me in the enclosed self-addressed and stamped envelope. I look forward to hearing from you.

Yours sincerely

W. S. Dube
(School Head – G-West CJSS)

Encl: Interview Schedule and 2 Questionnaires

I THANK YOU

TEACHER'S CODE:

*For Researchers Use Only***Letter to Participating Novices**

Gaborone West C.J.S.S.
 P. O. Box 20628
 Gaborone

_____ (Date)

Dear _____

Thank you for accepting to be part of my study. I look forward to meeting you in person. The purpose of this letter is to inform you about your role as a participant. My interest is to investigate the meaning which first year teachers give to their experience.

To do that I would like to conduct recorded face-to-face semi structured interviews and a focus group discussion with you during which time you could share your perceptions, experiences and viewpoints. I assure you that I will address this data with the utmost confidentiality.

I realise that I am taking up some of your precious time. Therefore I would like to meet you at a time and place convenient for you. My one request is that it be a quiet place where we can converse undisturbed so that I can record the interview. Each interview will last for not more than one hour. There will be a short questionnaire on your biographical details to fill out.

I will be calling you soon to set up an appointment. Know that I am grateful that you accepted to be interviewed. I look forward to our first meeting. If you have any further questions, you may call me at 3922700 (Work), 3926108 (Home), 71382121 (Mobile Phone) and/or e-mail address wilhelminahdube@yahoo.co.uk

Yours sincerely

 W. S. Dube

(School Head – G- West C. J. S. S.)

Encl: 2 Interview Schedules
 Permission Letter from Chief Education Officer

Transcript of an Interview with Novice E

- A Good morning madam. Thank you for accepting to be part of my study. As indicated in the letter (Appendix F) that I handed to you earlier, I still assure you that I will address this data with utmost confidentiality. My interest is to investigate the meanings which first year teachers give to their experiences at work.
- B You are welcome. It's my pleasure to respond to your study. I am glad that our discussion will be treated with confidentiality.
- A Firstly, what do you understand by the term 'induction?'
- B Well, eh... induction means, "Explaining the channels of communication".
- A Who do you think should be responsible for the induction of novice teachers?
- B Well... I think the principal should be the person most responsible for our induction. He should orientate us... tell us about the school... show us around and introduce us to other teachers and our students. Yes... induction is the principal's duty.
- A Referring to your experiences, have any of the following procedures occurred in your first year of teaching:
Firstly, have you been formally introduced?
- B Yes, when I came to the school I did meet him (*The School Head*) formally... eh... yes, on the day I reported for work. Then he introduced me to other teachers in the general staff meeting. Unfortunately I never met him again until this day.
- A Have you ever been introduced to the staff development coordinator, subject coordinator, Head of department and many others in question 3 of the schedule I gave to you?
- B No, not even to one of those. Like I said previously, the School Head only called my name in the staff meeting as if he was making a roll call, I raised my hand in appreciation. I still remember clearly that he... never even told me who the others were. As for my seniors and supervisors, I was never introduced to them. I only presumed and speculated what the positions of other people in the school were. No one even introduced me to my students. I had to introduce herself to the students I taught because no one had done so.
- A What constitutes the induction programme in your school?

- B We have no induction programme in my school. Like I told you, there is no communication here. Here they just want us to go to class and discover things on our own. They called us six months later for training which was even carried out very late when we no longer needed it.
- A Let us look at the issue of lesson observations. Has the observation of your teaching by other teachers helped you to settle quickly into teaching?
- B I don't know what you mean by that. Fortunately, because in our subject we spend most of the time in the garden, I sometimes stay behind and look at what others are doing. Also, during change of lessons, other teachers pass by and see what I am doing. But whatever conversations we might hold, they would just be informal... as part of greetings and not necessarily feedback on what I am doing or what they have observed. As for the members of the Senior Management Team, I have never seen them in the garden... never ever since I came to this school. Otherwise no one has ever visited or observed my lessons since I came to his school.
- A Who is responsible for the induction programme in this school?
- B Like I said no one... There is no induction programme in this school. I only experienced in-service training which was not helpful either.
- A How were your professional development needs identified?
- B I am sorry to say that, I don't know! I don't even know what you mean by my 'professional needs'.
- A Well... Let us leave it at that, shall we go to the next question. So far, what has the initial year of teaching been like for you? Say... have you experienced any problems at work?
- B Well . . . er...my first year of teaching was like living hell.
- Firstly, I was very lonely. I did not like the first days in particular. I was not excited about going to work, since there was no one to talk to. People minded their own business and as far as they were concerned, I did not exist.
 - Secondly, I got comfort and consolation from my students. I am lucky that mine is a practical subject. So we go to the garden most of the time and in an atmosphere outside the classroom I talk a lot with the students. The only problem I had in the garden was that of keeping the students under control and making sure that they did what they were told to do within limited time. No one was there to check me, but later I managed to depend on myself in everything I do.
 - The other problem I experienced was that of doing the administration work. Because of lack of orientation in the department, I didn't know where to get the storeroom keys from, where to get the seeds from and where to collect garden implements from. For most of these questions, I would only

get my answers from the students. Sometimes I would ask my colleagues on how to do things. In other instances the answers were short and I would get the impression that I was becoming a bother to them.

A What are the problems experienced by novice teachers in schools?

B Well... many. We experience problems of feeling lonely in a workplace. We experience problems of not knowing where to get things and how to do them. For example, I was told that I was supposed to set the end of March test paper for the Form 2's. By then I did not know what they expected of me. So, I set the paper and sent it to the resource centre for duplicating. I thought that was all. I only learnt an hour before the paper was administered that I was supposed to have stapled it together and sent it to the Deputy Head's office for handing out to students by invigilators.

That day I panicked... Fortunately some teachers from College of Education were still in the field. So, they sympathized with me... helped me staple the papers, count them, arrange them and send them to the administration block. I have never been so embarrassed. No one had ever told me what they expected from setting the test paper. I wished I had known... Then I would have asked for more information well in time. Besides that I have experienced minor problems that I managed to handle on my own. Problems like implementing the curriculum, maintaining order and discipline in the classroom, and understanding the school's time table.

A Who has been most helpful to you in your initial year of teaching?

B Well... the teachers in my department... because they would answer my questions whenever there was something I was not clear about. The senior teacher and the subject coordinator helped... especially at the beginning of the term with scheming. They did the scheme of work with me... Showed me how to record and at least supported me in this matter.

The staff development coordinator also helped once because when I asked about the computer lab, she volunteered to introduce me to Senior Teacher (Computer Awareness) who welcomed me and briefed me on the policy on the use of the computer lab. The Staff Development Coordinator also showed me the school library where I was shown the Teacher's Reference section of the library.

Not everyone cared about me. I tried to find my way in everything I did; right from the classroom up to the extracurricular activities. I even had to ask the people I met along the corridors about simple things like where to get chalk and how long lunch break was going to be.

A What more can you say about who has been least helpful to you?

B The Headmaster... He did absolutely nothing to help me. Besides the people I mentioned earlier, no one has ever been helpful. At least my colleagues were better because I would also find them in the staffroom

and talk to them. As for the Headmaster... I don't even know how and when to talk to him.

A Do you have mentors in your school?

B No, I don't even know how mentors can work in a school. I am sorry to say that there are no mentors in my school. That is the reason why we say that there is no induction in our schools. We only struggle and survive on our own.

A Explain how Staff Development Coordinator can identify with you and support you as beginner teachers.

B I expect the SDC to do a lot. They should train us and communicate with us. They should not expect us to ask questions on how and when to do thing. Er... yes even before there is a problem. They should be proactive. That is the best support they can give to us.

A How would you describe the induction programme of your current school?

B There is no induction in this school. That's all!

A Are any of the following evident in your school... Orientation programme?

B No!

A Mentoring programme?

B No!

A Peer observation?

B No!

A Collaboration and/or collegiality?

B Well... to some extent. But very limited... For example, at the beginning of the term we schemed together as a team. The scheme of work was called a common scheme. I thought it was a good introduction into the term's work. Little did I know that I would be left on my own until the end of the term? I had to manage classes on my own and implement the curriculum without help. This experience left me disillusioned and frustrated.

A System for enquiry or reporting events?

B No! All these things are not there in my school.

A Thank you for your time. Like I said at the beginning of the interview, this information is only for research purposes and it shall be treated with the utmost confidentiality. Thanks once again.

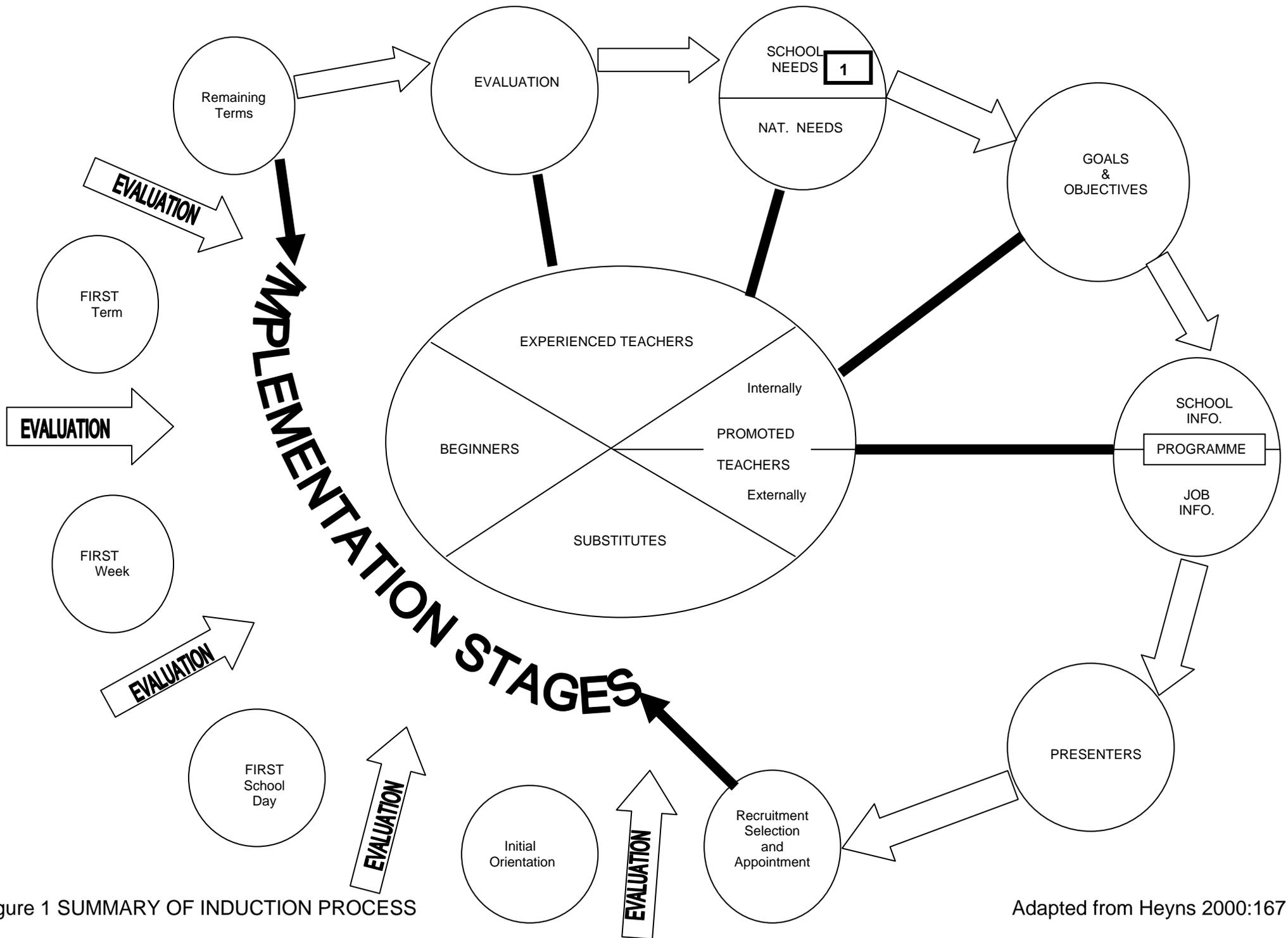


Figure 1 SUMMARY OF INDUCTION PROCESS

Adapted from Heyns 2000:167

Secondary school that took over the New Era school campus, in the north-west district of Gaborone. Named after the institution founded by the famous missionary in 1843 and aims to incorporate traditional Botswana values into an English based curriculum. Rainbow English Medium Primary School. Adapted curriculum; ages 4-13; co-ed; day; independent; private non-profit; 600 pupils. On a campus across the street from its junior school on the western side of the city. Offering two years of foundation courses, taught in English, leading to three years of study for the IGCSE exams and then the A-Level curriculum. The majority of students move on to universities in South Africa or Botswana after graduation. The Learning Centre. *European Journal of Education Studies - Volume 3*, Issue 8, 2017 794 Shimelis Aniley Tizazu, Demeke Wolie Ambaye THE ROLES OF SCHOOL HEADS IN SUPPORTING NOVICE TEACHERS AT THE PUBLIC SECONDARY SCHOOLS IN ZANZIBAR, TANZANIA Therefore, with the same number of responsibilities, similar to those of the experienced teachers, it is claimed that the novice teachers need support in their early years. Research has been done elsewhere to identify the problems of novice teachers and considerable support if provided in accordance with the findings obtained through the studies (Kearney, 2010; Pearson, Goe & Berkeley; Darling Hammond, Wei & Andress, 2010; Ayodo, Simatwa & Ajowi, 2011).