NOVICE TEACHERS' EXPERIENCES IN THEIR FIRST YEAR OF TEACHING

AFTER INITIAL TRAINING: A CASE OF NOVICE TEACHERS IN OMPUNDJA

CIRCUIT IN OSHANA EDUCATIONAL REGION IN NAMIBIA

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS

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ABSTRACT

The main purpose of this study was to explore the experiences of novice teachers in their first year of teaching after the initial training in schools in Ompundja Circuit (OC), Oshana Educational Region (OER) of Namibia. Although there is available literature to support the link between novice teachers' preparation in universities and colleges, and their effectiveness, there is dearth of literature that particularly focused on the Oshana Educational Region. It appears that there has been no study that explains how teacher training influences the experiences of novice teachers, and the extent that the novice teachers receive support from either their respective schools of employment, or from the Oshana Educational Regional Office, and the impact this support on the effectiveness of their teaching. The research problem was investigated by means of a literature study and a phenomenological investigation, using the qualitative case study design, which targeted a population of twelve novice teachers from primary schools, combined schools, and secondary schools within the OC in the OER. In addition, the study used a criterion purposive sampling to select participants, based on their teaching experiences and qualifications from their previous universities and colleges. Individual interviews were used to collect the data.

The findings of this study reveal that there is a gap between what the novice teachers were taught at the university or college, and what they are required to teach in schools. The study recommends that teacher training institutions should offer training courses on learners with special needs such as sign language, and they should introduce courses where student teachers are trained to manage classrooms, discipline learners when they misbehave, and assess learners' work in schools, so that they can apply their knowledge once they join the teaching profession.

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LIST OF ABBREVIATIONS AND ACRONYMS

CA	Continuous Assessment
EROs	Educational Region Offices
HODs	Head of Departments
ICT	Information Communication and Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization
MoE	Ministry of Education
MoEAC	Ministry of Education, Arts and Culture
OC	Ompundja Circuit
OEC	Ompundja Educational Circuit
OER	Oshana Educational Region
OERD	Oshana Educational Region Director
OERO	Oshana Educational Region Office
NIED	National Institute for Educational Development
SBS	School Based Studies
UNAM	University of Namibia
UNAM-HPC	University of Namibia-Hifikepunye Pohamba Campus

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This thesis is dedicated to my late parents, Kaino Kalongo-Kamati and Gebhardt Haushona, for their love, wisdom, and integrity will always serve as a source of inspiration to me. Without their love, support, and encouragement, I would not have been on the right path to success. This work is also dedicated to my late brother, Salomo Inga Uushona, whose courage and hard work has been an inspiration to me to carry on. Finally, this research thesis is dedicated to my children, Magano and Ndishishi, for their endless support and prayers. Thank you for being such loving and good-nurtured children.

DECLARATION

I, Roiny Uushona, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter discusses the orientation of the study, the statement of the problem, the significance of the study, the main research questions, the definition of terms, as well as the limitations and delimitations of the study. The above-stated aspects define the introduction of this study.

1.2 Orientation of the study

A study by Barrett Kutcy and Schulz (2016, p.78) indicates that teachers experience a dissatisfaction in continuing to teach, because there is a gap between the novice teachers' education programs, and the real teaching in schools. Therefore, Beck, Kosnik, and Rowsell (2007) note that there has not been a strong relationship between teacher-preparation programmes and teaching in schools, which consequently affects how teachers were prepared to teach in the classroom. The same authors found that teacher-education programmes do not prepare novice teachers for such a gap, neither did they prepare them to teach during the first year of teaching in schools. Yet, the role of education in a teacher preparation programmes is to successfully train and prepare novice teachers to effectively meet the demands of the classroom.

Tjivikua (2002) accounts that teacher training was considered the most important area of education reform at independence because of the strategic roles of teachers in education. In-service training was offered to all teachers, since there was a shift from the teacher-centred approach to the learner-centred approach, and for the development of democratic practices in classrooms.

Shakwa (2001) stresses that there were several achievements in education made by the Namibian government, but there were still many challenges and constraints facing the education system, particularly in the field of professional development and teacher support. The challenges included the need for in-service training and support for teachers to acquire relevant competencies for effective teaching. The Ministry of Education (2007), through its professional standards control department, emphasise the importance of assisting the novice teachers to overcome the difficulties they would experience in their first year of teaching, particularly with respect to the reforms that were taking place in the education system at that time. This study sought to explore the experiences of novice teachers in their first year of teaching in the Oshana Educational Region (OER), Namibia, in order to create a better understanding of the challenges and constraints they are experiencing in that regard.

1.3   Statement of the Problem

The first year of teaching is the most difficult year in the teaching career (Uugwanga, 2010). Novice teachers experience difficulties in adapting to the school culture, either due to the lack of support of relevant training, or by teaching subjects that they did not receive

training for (Ulvik, Smith, and Helleve, 2009). Although a number of studies have been conducted in Namibia on novice teachers such as those by Nantanga (2014); Uugwanga (2010); Tjivikua (2002); Shakwa (2001); and Thekwane (2000), the researcher has not come across any study that specifically explains how the experiences of the novice teachers may have been influenced by teacher training, a study that investigated the novice teachers' initial experiences at their appointments in schools.

Nantanga (2014) suggests that the induction of novice teachers should commence while they are in teacher-training institutions to prepare them for what to expect, and that induction should continue in the in the institutions as soon as they start preparing them for the job ahead. Uugwanga (2010) argues that the insurmountable problems that the novice teachers experience in schools force them to develop coping mechanisms, and these need to be implemented in pre-service institutions. In addition, Tjivikua (2002) conducted a study on the support of novice teachers who are unable to endure and face up to the challenges in schools as result of poor training, the study found that novice teachers are not properly assisted with the academic, professional, and personal development support that may help to improve their teaching skills during their initial years of teaching. Furthermore, Shakwa's (2001) study on novice teachers' induction and mentoring programme indicate that there are many constrains and challenges in the field of teacher support and professional development, and these challenges need in-service training and support, so that novice teachers can acquire relevant competencies for effective teaching. Besides that, Thekwane (2000) concurs that novice teachers' support persisted uncoordinated and non-uniform in the study of the perceived problems of the novice

teachers in Namibia. This study attempts to   investigate novice teachers' experiences in their first year of teaching after initial training in the OER of Namibia.

1.4   Research Questions

The main questions of the study were:

1. What are the novice teachers' experiences of their teacher training at the university or college level?
2. What are the novice teachers' experiences of their first year of teaching in schools?
3. To what extent do the novice teachers receive support from the schools where they are teaching in particular and from the Oshana Educational Regional office in general?
4. What impact does such support have on the novice teachers' teaching effectiveness?

1.5   Significance of the Study

This study investigated the experiences of the novice teachers from teacher training and their first year of service in the teaching profession. With the knowledge of the experiences of the novice teachers, the study was able to identify whether or not the novice teachers receive support from the schools where they teach, and from the OER. The study also identified the impact of such support on the novice teachers' teaching effectiveness, while trying to achieve their teaching and learning goals. The study came up with recommendations that would help the novice teachers to mitigate identified experiences. The MoEAC would also benefit from this study, since its results suggest ways to retain

novice teachers in the teaching profession, by designing the necessary professional development activities for educational institutions. The case study brought rich in depth-data from which schools could draw lessons and conclusions from.

1.6   Limitations of the study

One of the limitations of this study was that not all the targeted schools had novice teachers who were in their first year of the teaching profession. To ensure that that the limitation did not severely affect the study, other schools in OC were approached and included in the research. Another limitation was that some novice teachers refrained from participating in interviews, thereby placing constraints on the data collection of the study. To ensure these limitations do not negatively affect the study, the researcher fully explained the significance and implications of the study to the participants. The results were not generalised to other educational regions since it was a case study of novice teachers in schools within Ompundja Educational Circuit in the Oshana Educational Region of Namibia.

1.7   Delimitations of the Study

This study only took place within the OC. It focused on primary schools, combined schools, and secondary schools in OC. Participants were from the identified schools, and they were novice teachers in their first year of teaching in OC. The study included experiences of novice teachers from the university, such as pedagogical content knowledge, teaching practice, and assessment and evaluation.

1.8   Definition of Terms

There are terms that were used throughout the study. Terms may have different meanings in different contexts. In this study, the following terms have the following meanings:

Novice teacher: Öztürk (2008) defines a novice teacher as a newly graduate teacher who has just started teaching as a beginner in the teaching profession. In the context of this study, the term refers to a newly appointed graduate teacher from the university or college who took up the teaching position for the first time in that specific year. This is a teacher who typically has zero to three years of teaching experience, and is a newcomer to the teaching profession.

Mentor: A mentor is an experienced teacher who can provide knowledge and skills that the mentee wants or needs (Ambrosetti and Dekker, 2010). In this study, it refers to a trained experienced teacher who is given the responsibility to assist novice teachers throughout their first year of the teaching profession.

Mentoring: This refers to the process of assisting novice teachers to grow professionally and personally, through the guidance of an experienced teacher (Nantanga, 2014). A collaborative relationship between the mentor and the novice teacher ensures the success of the mentoring process. In the context of this study, it refers to the process of helping newly qualified teachers by an experienced assigned teacher to foster the mentee's personal and professional development.

Induction: Thekwane (2000) defines induction as a period of time to extend and enrich the novice teacher's experiential and knowledge base to be able to perform class and school duties as an adequate, confident and competent teacher. In the context of this study, it refers to a period of one year in which the novice teacher will be assisted to acquire skills, and knowledge to be able to perform teaching duties adequately, confidently, and competently.

Induction programme: It is a planned programme intended to provide a systematic and sustained assistance to the novice teachers for at least one year (Thekwane, 2000). In the context of this study, it refers to a programme that provides novice teachers with assistance to acquire the necessary skills and knowledge needed to perform the required teaching duties.

1.9   Conclusion

This chapter provided an introduction to the orientation of the study, as well as a short general view of the novice teachers' experiences in their first year of teaching after initial training in schools in Namibia and other countries. The next chapter, Chapter 2, provides a review of literature, and it presents the theoretical framework.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to explore novice teachers' experiences in their first year of teaching in the schools of employment. This chapter reviews the related literature to ascertain the works of other researchers in relevance to this study, and to identify gaps in such literature, where more work needs to be done. Moreover, the chapter discusses the conceptual framework to understand the novice teachers' experiences of their teacher training and their first year of teaching in schools. The first section of the chapter discusses the theoretical framework for the study, while the second section reviews recent research studies, focusing on novice teachers' teaching experiences, the transition of novice teachers from teacher training to the practical teaching profession, preparation of novice teachers during teacher training for the teaching profession, and identifying support that the novice teachers require, but which they may not receive from the schools and from officials at the regional office.

2.2 Theoretical Framework

Anhorn (2008) and Melnick and Meister (2008) state that as the education profession changes, so do experiences, leadership models, theories, as well as teacher development. Ingersoll (2001) indicates that experiences of the education profession change at a rapid

rate. Therefore, teachers who do not receive assistance, knowledge, training, and support during their first year of teaching may experience a sense of abandonment and confusion. These novice teachers begin to see that their roles are not clearly defined, as change takes place when they are going through a transition of student teachers to professional teachers.

This study is based on Schlossberg's (1984) theory of transition. This theory is defined as a process of moving in, moving through, and moving out of a situation, resulting in changed relationships, routines, assumptions, and roles. In this case study, this can be the situation of novice teachers moving from teacher training set-up to real world of teaching. The transition theory is designed to describe the unexpected complicated reality that attends and defines the human ability to cope with transition.

Schlossberg's transition theory has identified four main sets of factors that could influence an individual's ability to cope with a transition period. These four main sets of factors are: the situation, self, support, and strategies (Goodman, Schlossberg, and Walters, 1995, p. 47). The situation factor explains what is happening in schools, while the self-factor refers to whom it is happening to. The support factor refers to the help that is available to address the situation of the individual, and the strategic factor describes how the person copes with the situation. These four factors, known as the 4S systems influence the ability of the individual to cope during a transition. The 4S systems describe the factors that make a difference in how one copes with change.

Therefore, in this study, the transition theory is used to explain novice teachers' experiences of their transition from teacher training to real teaching in schools. The theory

provides a model for understanding how novice teachers experience and cope with the transition, and how such transition generally affects them. The theory also explains how novice teachers adapt to this transition. On the whole, the theory of transition is an integrative process, which involves the changes that one is experiencing throughout life (Anderson, Goodman, and Schlossberg, 2012). The theory is relevant to this study in a sense that it was helpful to interpret the relationship between novice teachers' experiences during teacher training, as well as their first year of real teaching. The theory was used to explain the transition process from being a student teacher to becoming a professional teacher.

2.3   Literature review

The purpose of the literature review in this research is to inform the study on the views of teaching experiences by novice teachers; the transition of novice teachers from teacher training to the teaching profession; the preparation of novice teachers during teacher training for the real teaching profession; and the support novice teachers receive from schools and the Educational Regional Office.

2.3.1   Novice teachers' views on their teaching experiences

There have been a few studies such as those of Nantanga (2014), Uugwanga (2010), Tjivikua (2002), Shakwa (2001), and Thekwane (2000) about novice teachers in the Namibian context. Uugwanga (2010) identified strategies or copying mechanisms to deal with problems that these novice teachers face in their first year of teaching. However, not

much has not been written about the experiences of novice teachers from teacher training into the teaching profession, i.e. about how the novice teachers experience the teaching profession during training and after they have started teaching as full-time teachers. Shakwa (2001) indicated that novice teachers come to the teaching profession with many views of teaching; they imagine themselves being in classes promoting their learners' learning.

In addition, Beijard, Meijer, Morine-Dershimer, and Tillema (2005) note that when novice teachers enter their first year of teaching, the reality of teaching quickly destroys the false impressions that they acquired during pre-service teaching. This view is supported by Murshidi, Konting, Elias and Fooi's (2006) study, which indicated that when novice teachers enter the teaching profession, they sometimes experience a reality shock, as they confront the complexity of the teaching responsibility.

The reality of the actual teaching situation differs from the expectations of the novice teachers. Novice teachers do not realise the complexity of the teaching profession. Many novice teachers describe their first year of teaching as their period of a time for survival. The first year of teaching is labelled as a "sink or swim" scenario (Amoroso, 2005; Cobbold, 2007; Hill, 2004; Howe, 2006; Lundeen, 2004 and Street, 2004). Novice teachers figure out how to survive the classroom challenges and the daily communications with administrators, colleagues, and parents. When novice teachers start teaching in schools, a harsh reality arises because their prior expectations about classroom teaching wre unrealistic.

The general complaints of the novice teachers mostly results from the inconsistency between the novice teachers' expectations pre-service training, and the outcomes of the actual teaching experience. Öztürk (2008) advises that there must be a strong and coherent teacher education curriculum, which is cautiously planned and sequenced as follows:

- Enrich the teacher education programmes by covering the key problems of the teaching profession, having a close contact with the education institutions, and introducing the educational programmes of the education institutions;

- Include courses on laws related to the teaching profession, emphasising instructional difficulties that a novice teacher might encounter, and teaching challenges to overcome these difficulties;

- Provide resources for professional development and lifelong learning;

- Signify the issue of individual differences and more effective teaching;

- Help the candidates to gain a teacher identity by introducing the real aspects of the teaching profession; and

- Prepare the student teacher more realistically for the profession, which can be accomplished through more authentically designed, supervised, and implemented teaching practice courses

A teacher education programme needs to be inquiry-oriented and research-based, which asserts the needs assessment procedure in any engagement of planning.

Flores and Day (2005) admit that novice teachers experience problems when they face the real teaching environment in their classrooms. In addition, Flores (2005) indicates that

novice teachers continue to learn more in their teaching profession and gain more useful insights in this process. This suggests that as the time progresses, novice teachers gain a more firm understanding of their learners' needs, which provides them with the awareness of how to best implement their teaching approaches in a way that makes effective learning possible.

A study done by Çakmak (2013) showed that novice teachers have both negative and positive thoughts about their first year of teaching in schools. Some novice teachers hold negative viewpoints about their teaching profession in the first year of teaching; they view it as tiring, difficult, hard, frustrating, compelling and demanding. Other novice teachers regard it as joyful and didactic. Their views also indicated that regardless of whether they started the teaching profession voluntarily or not, they experience unexpected problems or difficulties during their first year of teaching in schools. This means that there is a difference between novice teachers' thoughts before they start their teaching profession and after they have started teaching in schools.

In addition Berl (2004) states that novice teachers come fresh to the teaching profession, while they are enthusiastic and creative, they can be impatient, opinionated ,and passionate about their beliefs. They are high on ideals, but low in self-confidence, and want to do well and be good teachers. All these suggest that novice teachers' experiences might determine whether they have negative or positive thoughts about their teaching experiences.

2.3.2 The transition of novice teachers from teacher training to the teaching profession

In their study, Beijard, Meijer, Morine-Dershimer, and Tillema (2005) and Flores (2006) affirm that the process of transition involves conflict and shock. Flores (2006) and Green (2006) add that the first year of teaching is for many a fight for survival, as the transition from student teacher training to full time teaching can be a dramatic and traumatic experience. They refer to this as a "sink or swim" and "baptism of fire" experience, as novice teachers try to cope with the many tasks assigned to them.

Another study by Ulvik, Smith, and Helleve (2009) informs that novice teachers also have to deal with problems of adapting to the new environment, and they feel overwhelmed by the tasks and the responsibilities given to them. The novice teachers experience difficulties in adapting to the school culture. Brock and Grady (2006) assert that the source of the novice teachers' difficulties may originate from a variety of issues such as immaturity, lack of teaching experience, inadequate educational preparation, work place conditions, and/or newness of the school culture. Therefore, novice teachers are left out with no one to share their teacher training experiences in order for them to adapt the new responsibilities at the schools they are employed.

Tynjälä and Heikkinen (2011) identified the challenges of novice teachers' transition from teacher training to teaching in schools as follows:

- threat of unemployment
- inadequate knowledge and skills

- decreased self-efficacy and increased stress

- early attrition

- newcomers' role and position in a community

- importance of learning at work

In addition, Tynjälä and Heikkinen (2011) also indicated that research dealt with workplace from the following views:

- How people learn at work

- the role of work communities and organisation in learning

- the trends of formalisation and in-formalisation of learning

- the methods used to promote professional development of novice teachers lay emphasis on peer group mentoring

Learning and professional development of novice teachers should be understood as a continuing process combining formal, non-formal, and informal learning throughout the teaching profession from teacher training to their retirement as teachers. In many professions, the career starts from minor work or responsibility, and slowly, the person is given more work and challenges. In the teaching profession, instead, the full instructions and legal responsibility is given as soon as the novice teachers start teaching with a recognised qualification. Therefore, novice teachers' work is reasonably high from the beginning, but the job description does not change in the progression of time.

The transition from teacher education institutions to the real teaching profession has been regarded as a type of reality shock, because the novice teachers realise that the standards they moulded during teacher-training may not be appropriate for the practicality they face during their first year of teaching in schools. Howe (2006) states that instead of supporting novice teachers, schools sometimes create the teaching culture of "sink or swim", because novice teachers sometimes have too much burden placed on them during their first year of teaching in schools. In addition, Senom, Abd and Shanina (2013) supports Howe's (2006) view that novice teachers do not sometimes feel effectively prepared for the challenges they face in their first year of teaching in the classroom.

There is no doubt that novice teachers cannot expect to be perfect, but they should be aware of the common mistakes in their first year of teaching experiences. Keeping a sense of hope that things will improve, developing realistic expectations, enduring the difficulties, and coping with all kinds of irritating, frustrating, and nerve-racking situations are among the hardest roles for novice teachers to take, and to remain in the teaching profession for many years (Öztürk, 2008). Thus, novice teachers experience a complicated transition from the teacher education institutions to real teaching in schools.

Fantilli and McDougall (2009) note that the experiences of novice teachers with inadequate support that occurs at their transition could result in gifted and inspired teachers finding their work frustrating, unsatisfactory and problematic, thereby eventually increasing their risk of becoming victims of the profession. In addition, Tsui (2003) mentions that the challenges experienced by the novice teachers will not be solved simply through their teaching experience. The lack of importance given to the novice teachers'

transition is perhaps because of the lack of understanding of the challenges that the novice teachers experience in their first year of teaching in Namibian schools.

2.3.3 Preparation of novice teachers during teacher training for the real teaching profession

Green (2006), Sabar (2004) and Ulvik, Smith, and Helleve (2009) indicate that the education courses offered at universities do not prepare novice teachers for the reality in schools. Sabar (2004) expresses similar sentiments that the knowledge that the novice teachers receive from their education institutions is often irrelevant to the knowledge to cope when difficult problems occur in their schools. The irrelevance of the academic knowledge increases the feeling of alienation, and it is the main cause of novice teachers' sense of depression and confusion. The novice teachers' professional identity is thus influenced by both the positive and the negative experiences, and problems they encounter in their first year of teaching.

However, Melnick and Meister (2008) alerts that once novice teachers enter the classroom, the expectations of what they perceived the education profession, and the realities faced in the classroom can be different. In addition, Anhorn (2008) states that teachers enter the education profession and they are attracted to teaching as a career because of what they view as the role of the teacher. Novice teachers begin their careers with enthusiasm and expectations for success because they all want to succeed. The general complaint of novice teachers mostly results from inconsistency between their expectations from pre-service training and the outcomes of the actual teaching experience.

A study carried out by Uugwanga (2010) points out that the MoEAC needs to bridge the gap between teacher training institutions and schools, in order to improve the pre-service teacher training. Therefore, there is an urgent need to improve the teacher education programmes by covering the key problems of the teaching profession, having a close contact with the teacher training institutions and the schools, and introducing the educational programmes of the Ministry of Education, Arts and Culture, including the following:

- Courses on the laws related with the teaching profession;

- Emphasising instructional challenges that novice teachers might encounter;

- Providing resources for professional development and lifelong learning;

- Signifying the issue of individual differences and more effective teaching;

- Helping the student teachers to gain a teacher identity by introducing the real aspects of the teaching profession in Namibia; and

- Preparing student teachers more realistically for the profession, which can be accomplished with a more authentically designed, supervised and implemented teaching practice courses.

In addition, Ulvik, Smith and Helleve (2009) mention that a collaborative dialogue should be developed between schools and pre-service teacher-training institutions to ensure that teacher educators are familiar with what is happening in schools. This would help teacher training institutions to develop their curricula in line with what is happening in schools. In the same manner, schools could be better familiar with the teacher training institutions curriculum and identify were the need for change is.

Another study conducted by Öztürk (2008) noted that pre-service education does not prepare novice teachers to assume the same responsibilities as experienced teachers. Novice teachers typically focus on daily survival during their first year of teaching in schools. Their primary goals are daily lesson planning and maintaining order in their classrooms. There must be a strong and coherent teacher education curriculum, which is planned and sequenced carefully. A teacher education program must be inquiry-oriented and research-based, which asserts the needs assessment procedures in engagement of planning. There is no doubt that teacher training institutions and schools settings must work hand in hand with the purpose of training the pre-service and in-service teachers. Finally, Cookson (2005) warns that the education profession is a far more complex career which novice teachers should realise.

2.3.4   Support novice teachers receive at schools and from Educational Regional office

It is essential to provide a support system for novice teachers (Jones, 2002, p.524; Whitaker 2001, p.14). In addition, Black (2001, p.46) suggests frequently arranged meetings covering specific topics to address novice teachers' needs. These meetings can be useful if they do not take up too much of teachers' preparation time. Informal meetings may also be held, where novice teachers can review new circumstances before they actually happen. Parent confrontations and consultations regarding discipline are suitable topics to start with.

According to Heyns (2000, p.161), the main purpose of staff induction is to integrate novice teachers within the shortest time into the new school situation to ensure productivity. In addition, Heyns (2000, p.161) identified the following objectives of a staff induction programme:

- Orientation: Integrating novice teachers into the profession (Heyns, 2000, p.161; Jones, 2002, p.509)

- Psychological support: Enhancing the personal and professional welfare of novice teachers (Jones, 2002, p.524).

- Teaching skills: Acquiring and developing the necessary knowledge, skills and attitudes for the classroom situation (Heyns, 2000, p.161).

- Philosophy of education: Developing reflective practice skills and a commitment to continuous professional development (Freiberg, 2002, p.57).

- Fear and insecurity, reducing feelings of fear, anxiety, insecurity and stress due to the reality shock (Heyns, 2000, p.161; Mohr & Townsend, 2001, p.9)

- Staff turnover, reducing the turnover which follows when novice teachers fail to cope and have negative feelings towards the profession (Heyns, 2000, p.161).

- Realistic teacher expectations: Assisting teachers in creating realistic expectations of the profession (Heyns, 2000, p.161).

- Job satisfaction and a positive attitude towards the school: Creating a supportive school situation which may contribute to teachers' job satisfaction and their motivation (Heyns, 2000, p.161).

- The needs of novice teachers as well as the needs of schools, form the basis of staff induction programmes (Heyns, 2000, p.162).

In-service teacher professional development includes a wide variety of programmes designed to promote and support the professional learning of novice teachers who are already employed and working in classrooms (Muzaffar & Rahim, 2011). These programs range from occasional, ad hoc workshops to continuous, comprehensive career-long programs of professional learning. In addition, Villegas-Reimers (2003) mentions that professional development or continuous professional development programs are for a continuous career-long programme that includes more comprehensive novice teacher learning and rely strongly on more-active forms of learning, sometimes facilitated in workshops, but often in teacher groups at the school or cluster level.

Cochran-Smith and Lytle (2001), cautions that staff development and in-service training are sometimes used for short-term workshops or short courses that offer novice teachers information or ideas, often abstract, and unrelated to novice teachers' work. Contrary, UNESCO Institute for Statistics (2006) argued that in in-service professional development novice teachers, gain or deepen their knowledge about subject matter content, teaching skills and assessment methods needed to implement an existing or a new curriculum. Relevant activities include the following:

- Improving novice teachers' general education background;
- Improving novice teachers' knowledge and understanding of the subjects they teach;
- Understanding how children learn different subjects;
- Developing practical skills and competencies;
- Learning new teaching strategies;

- Learning how to use new technologies;

- Strengthening professionalism and ethics; and

- Providing knowledge and skills link to the ever changing needs of a dynamic society

Another important aspect of the teacher in-service programme is mentoring novice teachers or supervising and supporting novice teachers during the induction phase in their first year of teaching in schools. A study done by Johnson and Kardos (2008) revealed that there is high attrition of novice teachers in schools throughout the world due to isolation and lack of support. Mentoring, either the nnovice teacher teaming with an experienced teacher, group mentoring through a school-level teacher community of practice, or both have been shown to help retain and improve their effectiveness in their classrooms and other roles. At this point, the local education officials like the education directors, school inspectors, subject advisors, school principals, heads of school departments and mentors are expected to assist and advise novice teachers.

A study done by Nantanga (2013) recommends that the MoEAC should strengthen support programmes for novice teachers, ensuring that they enter and are also retained in the education system. According to the findings of this study, all the novice teachers need support at the schools where they teach. Furthermore, the novice teachers also need support from their EROs.

From the literature review, it appears that teacher education training is a complex process, which at times does not prepare novice teachers to face the teaching realities and teaching

profession. Also, the literature review has shown that the transition of novice teachers to real classroom situations is not always a smooth one because of the gap between what novice teachers are taught at teacher training institutions, and what they are expected to teach in real classroom situations. This ends up frustrating and worsening the relationship between teacher training institutions and schools in terms of trusting teacher training curriculum programs. Further, the literature confirmed that support mechanisms that are given to novice teachers are not well coordinated at the school level. As a result, novice teachers are not properly inducted to the teaching profession to cope with the challenges associated with their first year of teaching in classrooms.

2.4   Conclusion

The literature review started with the theoretical framework that underpins the theory of transition of the novice teachers' experiences during teacher training and their first year of teaching in OC in the OER. The theory explained the articulation process from student teachers to professional teachers too.   Attention was also given to reviewing current research focusing on the views of teaching experiences of novice teachers; the transition of novice teachers from teacher training to the teaching profession and preparation of novice teachers from teacher training for the real teaching profession. This chapter ends with the support novice teachers receive at schools and from OERO. The next chapter will discuss the research methodology that was used in this study.

CHAPTER 3

METHODOLOGY

3.1   Introduction

The purpose of the study was to investigate the experiences of novice teachers in their first year of service in the teaching profession in OC, after initial training from college or university. Once the experiences of the novice teachers are known, the study could determine: the support they receive from the respective schools they teach and from the Oshana Educational Region; and the impact of this support on the effectiveness of the novice teachers' teaching. The researcher sought to form an in-depth understanding of the experiences of the novice teachers' training and their first year of teaching. The study explained the real-life experiences of the novice teachers in their natural setting.

3.2   Philosophical Underpinnings

Researchers are required to demonstrate an understanding of what they are investigating or researching. This clarifies their understanding of what they are investigating, providing direction in terms of how to create knowledge about such phenomena (Mason, 2002). Moreover, it provides justification for the methodology used in the study. Researchers are expected to clarify their perspective by addressing both the epistemological and ontological assumptions on which their study is based (Mason, 2002), thus enabling the

reader to deduce the philosophical perspective from which the resulting knowledge is created.

To clarify the philosophical assumptions underlying this study, both ontological and epistemological issues have to be explored and explicitly stated. Epistemology has to do with how knowledge about what is being studied can be generated (Mason, 2002) - the methods. Ontology, on the other hand, deals with assumptions about the existence of things in the social world (Bryman, 2004); it is the perspective from which the researcher views their nature and existence.

There are two main ontological positions in the Social Sciences, namely: objectivism and subjectivism. Supporters of objectivism see social reality independent of the social actors' actions and beyond their influence (Bryman, 2004). This perspective also views social reality as being governed by the same laws as those governing the subject matter of the natural sciences such as gases, atoms, etc. Therefore, the object of research for proponents of this ontological position is to discover those laws. Contrary to this perspective, subjectivism maintains that the social world is a construction based on the social actors' perceptions; and is not therefore separable from them (Bryman, 2004); it is part of their interpretations.

The above philosophical positions gave rise to different research paradigms in line with their understanding of what exists in the social world, and how that which exists can be known - as mentioned earlier. For instance, objectivism, which prescribes the use of the principles of natural science to discover objective truth, relies heavily on the quantitative

research strategy. Furthermore, in pursuit of objective truth, this paradigm ascribes to the notion of value-free research. This is intended to ensure that facts speak for themselves without being contaminated by the researcher. Supporters of this paradigm have developed research tools that are consistent with its underlying philosophical assumptions. For example, at the heart of this paradigm is the use of numbers to measure aspects of social reality, and to make predictions.

Subjectivism, on the other hand, has led to the development of qualitative research. This research paradigm assumes that knowledge about social realities can only be constructed through the interpretations of the social actors: both the researcher and the participants of the study.

Qualitative research conceives the social actor as central in the research process. In other words, it regards the social actor as the medium through which research is conducted (Denzin and Lincoln, 2003). In addition, according to this perspective, reality cannot be measured because there will be multiple ones instead of a single one (Giddens, 1971). Also, qualitative research relies on language and meaning that the social actors or social agents construct as a result of their interactions with them and their environment. Given the above considerations, the qualitative paradigm was more suitable for this study, thus responding to calls in the literature for researchers to ensure congruency with respect to the nature of the phenomena, theory, and methodology (Mason, 2002; Bryman 2004).

3.3 Research Design

With respect to the research design, the study employed a qualitative case study design (Bryman, 2004; Noor, 2008). Since the researcher was interested in understanding the experiences of the novice teachers' training and their first year of teaching at their schools, the study sought to explain the real-life experiences of the novice teachers in their natural settings. Hence, a case study was appropriate because it provided an in-depth study of the phenomenon, the novice teachers' experiences of their teacher training and their first year of teaching.

Literature reveals that the case study design has a number of advantages. According to Yin (2003), the case study design generates more credible evidence. It was also considered more appropriate for this research because the characteristics of the case study design facilitated the investigation phenomena in context (Mason, 2002).

However, case studies are also said to have a number of disadvantages. One of them is that they generate more work for the researcher in the data generation and analysis stage. Moreover, they are regarded by some writers and researchers with scepticism (Noor, 2008) who see them as less credible. Another weakness of a case study research, especially the theory-building type, is that it may generate a limited theory (Eisenhardt, 1989). This is so because theory generalisations result from the specific data. In other words, the process of theory building moves from data to theory.

3.4   Population

According to McNaughton, Rolfe and Siraj-Blatchford (2010), it is very important question for researchers to ask when conducting research "who will participate?". Participants selected for a research study are chosen from a population. The population is defined as the total or a large set from which the units of the study or individuals are selected, and to which the findings of the study might apply (Mukherj & Albon, 2011; Seaberg 1988 in Strydom, et al., 2002).

The study was conducted in the OC of the OER, which is situated in the northern part of Namibia. The region consists of 2114 teachers in both rural and urban areas. The region consists of six educational circuits of which one educational circuit was selected to be part of the study. Thus, the population of the study was all 439 teachers in OC in the OER. The population consisted of all the university and college graduate novice teachers in their first year of teaching.

3.5   Sample

The study was conducted at schools in the OC in the OER. It focused on primary schools, combined schools, and secondary schools to cover all the school phase levels in the OC. Participants came from the above mentioned schools, and they comprised of novice teachers in their first year of teaching. Gay, Mills, and Airasian (2012) note that criterion purposive sampling is used to identify participants who meet the defined criteria in order to do an in-depth study to understand something about that case without the need to

generalise the findings. Participants were chosen because they were likely to be knowledgeable and informative about the phenomena that the researcher was investigating. The logic of qualitative research, as alluded to earlier, is different from that of quantitative research; the latter seeks to generalise.

The participants were selected using criterion purposive sampling based on the teaching experiences and qualifications of the novice teachers from their previous universities and colleges. A total number of 12 novice teachers participated in the study; they came from primary schools, combined schools, and secondary schools within the OC in the OER. Only one novice teacher was from the two identified primary schools, and two novice teachers were from another primary school, which was the same case with the combined schools, where two novice teachers were from each of the two secondary schools.

3.6   Research Instruments

Semi-structured interviews were used to generate data. The data were generated through semi-structured face-to-face interviews with novice teachers at their respective schools of employment. The interview with each participant lasted approximately 30 minutes. All interviews were recorded using a voice recorder, which gave the researcher the flexibility and the opportunity to deeply probe the individual novice teachers' experiences of their teacher training and their first year of teaching.

3.7   Pilot study

A pilot study was conducted on all the novice teachers who were in their first year of teaching in one school in the OC. The school at which the pilot study was carried out did not participate in the actual research. The pilot study was done in order to bring about improvement and or adjustments to the research instruments. It was also done to find out whether the instruments addressed the main research questions. However, the researcher learnt later that in qualitative research, the first three interviews are normally regarded as pilots.

3.8   Data collection procedures

The researcher generated data using a voice recorder. The interviews were recorded and transcribed immediately after each interview. Interviews were conducted at eight schools of which three were primary schools, three were combined schools, and two were secondary schools. Only one novice teacher was from each of the two primary schools, and two novice teachers were from another primary school. The same applied to the combined schools, where two novice teachers were from each of the two secondary schools. To prevent the researcher from disrupting the novice teachers during teaching hours, interviews were conducted after school hours at the schools.

3.9   Data Analysis

Merriam (1998) defines data analysis as a process of making sense and meaning out of data. It involves consolidating, reducing, and interpreting what participants have said, and what the researcher has observed and read. In addition, MacMillan and Schumacher (2006) define data analysis as a process of organising, analysing, and interpreting data. They add that data analysis entails coding, categorising, and discerning patterns for possible explanation.

Data was analysed according to the emerging themes and patterns, based on the principles of the grounded theory. The thematic coding system was used to categorise emerging patterns from the data. After that, the researcher interpreted the data in accordance with the research questions. The data analysis started with the transcription process, whereby the researcher listened to the interviews during the transcription process, and became actively engaged in making sense of the data. The researcher then printed and read the printed interviews more than once to name the pattern grounded in the research data (Goulding, 1999; Glaser, 2002).

3.10   Ethical Considerations

The researcher sought permission from the University of Namibia's Ethical Clearance Committee to carry out the research. After the permission was granted, the researcher requested permission from the Permanent Secretary of the MoEAC, which was forwarded to the OERD and the principals of schools who were involved in the study. Personal visits

were made to the schools to explain the purpose of the study, and to arrange dates for interviews. The researcher further sought permission to voice record the participants. The research participants were also assured that no physical or verbal harm would be done to them, and that personal information would not be revealed, in order to protect the identity of the participants and teacher training institutions. Novice teachers and schools were coded to protect their identities as well. Only the researcher and the researcher's supervisors had access to the raw data for the purpose of the research only. The data was anonymised, and the recorded data will be stored by the researcher for a period of three years; thereafter, the recordings will be destroyed.

3.11   Conclusion

The chapter described the methodology used to power the study, including its philosophical underpinnings, and it provided justification. In so doing, the study attempted to ensure that the nature of the phenomena around which the study revolved and the methodology are aligned (Bryman, 2004). The sample of the study consisted of 12 novice teachers from primary schools, combined schools, and secondary schools within the OC in the OER. Only one novice teacher was from each of the two primary schools, and two novice teachers were from another primary school. The same applied to the combined schools, where two novice teachers were from each of the two secondary schools. Criterion purposive sampling was used to select all the participants of the study. The research instruments were interviews questions. A pilot study was carried out at the OER to bring about improvement and/or adjustments to the research instruments.

CHAPTER 4

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the research study. The aim of the study was to investigate the experiences of novice teachers from teacher training and their first year of service in the teaching profession. The study also investigated the support that novice teachers receive from the schools and the Oshana Educational Regional Office.

Semi-structured interviews were employed to collect qualitative data in this study. The reason for collecting qualitative data was to obtain a deeper understanding of the novice teachers' experiences from teacher training and their first year of service in the teaching profession in Namibian schools. In addition, semi-structured interviews are recommended for novice researchers as opposed to unstructured interviews that require a lot of expertise from the researcher (Christensen, Johnson & Turner, 2011).

A thematic analysis approach was used to analyse the data. This involved identifying themes from the data, grouping them, and coding the data (Christensen, Johnson & Turner, 2011). The themes that emerged from the collected data were as follow: (1) The novice teachers' experiences of their teacher training (2) the novice teachers' experiences at schools (3) the support novice teachers receive from the schools and from the OERO (4) the impact of novice teachers' support on their teaching effectiveness.

4.2   Biographical information

4.2.1   Novice teachers and schools

The biographical information of the novice teachers is presented according to the following categories: (1) gender (2) age (3) institution of the novice teacher training (4) highest qualification, and current teaching subject (s) (5) years of teaching experience.

The eight schools that were in the main study were coded as school A, B, C, D, E, F, G; and H. The novice teachers were coded as A1, B1, B2, C1, C2, D1, D2, E1, E2, F1, G1 and H1 in relation to their schools. The seven schools included in this study are located in Ongwediva town, and one school is in a rural area, but it is also located in OC. The inclusion of schools in the study was due to the fact that all pre-and lower primary schools, as well as upper primary schools did not have enough novice teachers to be interviewed.

4.2.1.1   Gender

The schools had four males and eight female novice teachers included in the study. These male novice teachers were only from the pre-primary schools and combined schools, but not from secondary schools.

4.2.1.2 Age

Only one novice teacher was more than eighteen and less than twenty-two years old. Eight novice teachers were more than twenty-two and less than twenty-five years old. Three of the novice teachers were more than twenty-five and less than thirty years old. Their ages ranged between twenty years and twenty-six years.

4.2.1.3 Institution of novice teacher training

All the novice teachers indicated that they are trained at university level. They were all trained at the University of Namibia, mainly at the Main Campus, and Hifikepunye Pohamba Campus in Ongwediva.

4.2.1.4 Highest qualification and current teaching subject(s)

The novice teachers indicated that they are Bachelor of Education Honours degree holders, specialising in different subjects. Some specialise in pre- and lower primary education, while others specialised in upper primary education at the UNAM-HPC. Others indicated that they specialised in secondary education at the UNAM, Main Campus. The participants specialised in subjects such as English and Oshikwanyama, Mathematics and Science, English and History, and English and Business Studies. In addition, all the novice teachers revealed that they teach the subjects they had been trained to teach. These findings show that the novice teachers who participated in this study received training in subjects they teach.

4.2.1.5 Years of teaching experience

The novice teachers' years of teaching experiences ranged between one week and one year. These findings show that the novice teachers' teaching experiences are all within one year.

4.3 Presentation of findings

The presentation of the findings in this study was done according to the following themes: The novice teachers' experiences of their teacher training

4.2.1 The novice teachers' experiences at schools

4.2.2 The support novice teachers receive from the schools and the Oshana Educational Regional Office

4.2.3 The impact of the support on the effectiveness of the novice teachers' teaching.

4.2.1 The novice teachers' experiences of their teacher training

The participants listed a number of positive experiences of their teacher training. Practical teaching was one of the popular items solicited by this question: some novice teachers indicated that they learnt: to love kids, working with learners, how to handle them, and develop teaching strategies. Most novice teachers responded that they learnt how to set up question papers and assess their learners' work. Specifically, they revealed that they have been trained to interact with the learners; they gained knowledge and skills that they

needed when they start teaching in schools. Some novice teachers indicated that they have been taught how to write on the chalkboard, and to be confident. Some respondents mentioned that they learnt from one another.

Some novice teachers found that the curriculum is satisfactory and helpful to acquire the knowledge on how to deliver the content that is prescribed in the textbooks, and to facilitate the teaching of the subjects that they were trained for.

In addition, some novice teachers who specialised in pre-and lower-primary, as well as upper-primary education revealed that they received first aid training which equipped them with skills on how to provide learners with first aid. For example, in a situation where a learner collapses in the classroom or at the assembly, some novice teachers said they would be able to attend to such situations. This shows that novice teachers have been provided with the necessary skills and knowledge through teacher training to take care of their learners' needs.

A majority of the novice teachers indicated that they have been prepared professionally. They have been trained and they have experienced different circumstances regarding the teaching by going to schools, meeting experienced teachers, interacting with the learners, how to conduct themselves among the learners and the colleagues, as well as among other professionals in their communities. Some novice teachers mentioned that they were trained how to teach and manage their classrooms.

Despite all the above mentioned positive experiences, the novice teachers listed a number of negative experiences of their teacher training too. Very few respondents mentioned that they have been provided with documents such as codes of conduct for teachers and learners. This included ways on how to discipline learners when they misbehave in their classes. In addition, another novice teacher mentioned that they have not been provided with knowledge about learners with special needs.

Most of the participants indicated that the subject contents they have been taught at their teacher training institutions was not the same as the subject contents they teach in schools. The novice teachers mentioned that they had been taught deeper subject contents, which were not applicable in the school syllabus. Some respondents mentioned, for example, that Mathematics has been taught at higher level for someone specialising to teach Grade 5. This pointed to the fact that there was a discrepancy between what the teacher training institutions are offering, and what the schools need, i.e. what the syllabi prescribe.

Some novice teachers also indicated that lecturers at teacher training institutions who teach the same modules were not teaching the same subject contents. They also added that lecturers teaching the same modules have been using different resources, but at the end of the course, student teachers were required to write the same examination. Some novice teachers indicated that they attended a continuous professional development by NIED workshop in 2014. Very few participants mentioned that they were offered the Professional Community Development module in which they were taught the professional code of conduct, and the dress code.

In addition, few novice teachers mentioned that there were specific lecturers that taught them exactly how to teach through micro-teaching activities. Respondents indicated that SBS and teaching practice is too short. They also mentioned that they lack practice, i.e. learning by doing. They added that the university subject contents emphasise more on theory. Most novice teachers suggested that micro-teaching activities are needed to enable lecturers to give proper guidance, so that when student teachers go to schools to teach, they are well equipped.

Some participants revealed that they have not been taught at teacher training institutions how to set question papers. They added that lecturers have not taught them activities that could be used in schools. They also indicated that lecturers have not taught them how to design teaching aids. Some participants further mentioned that they do not possess skills to improvise teaching aids, discipline learners, and solving daily problems encountered in schools, such as giving first aid to learners. Some novice teachers indicated that they only receive professional support from the Oshindonga lecturers, and lack professional support from other lecturers. They also argued that the teacher training institutions have not provided training on how to work with learners.

Participants who specialised in primary education indicated that the core modules offered at teacher training institutions are not focusing on teaching, and there is a need to offer teaching methods of school subjects. They added that teacher training institutions need to train student teachers, for example, on how to teach writing, summary writing, formal letter writing, and how to mark these different genres. The participants also indicated that student teachers are not trained   to use the school syllabi, scheme of work, and how to

use continuous assessment recording sheets. Some novice teachers mentioned that they have been taught at teacher training institutions in English, but they are required to teach learners in their mother tongue. They find translating from English into mother tongue difficult. They further suggested that teacher training institutions need a new curriculum supporting what learners should be taught in their mother tongue.

4.2.2   The novice teachers' experiences at schools

Novice teachers listed a number of positive experiences of their first year of teaching in schools. Working with their colleagues and learners is one of the listed items. Some participants indicated that they learna and get assistance from their colleagues on how to use the attendance register, set question papers, and assess learners' activities, as well as how to help learners with special needs. Few participants mentioned that they asked their colleagues about the subject content, and that there is team work and work is shared among them. Some participants indicated that they are happy with their learners. Only one participant mentioned that teaching materials are available, while another novice teacher mentioned that induction was done.

In addition to all the above mentioned positive experiences, the novice teachers also listed a number of negative experiences of their first year of teaching in schools. For example, one participant indicated that teaching is slow because the learners make noise. Some participants mentioned that they lack adequate mentorship; they are allocated mentors, but these mentors do not assist them. The participants also indicated that they are not inducted, and mentorship lacks supervision. Some novice teachers mentioned that they are pushed

around by being given extra classes, because other teachers are not performing. English novice teachers indicated that they lack the subject knowledge on how to teach English, such as teaching letter-writing. The novice teachers who teach in secondary schools mentioned that the learners do not respect them, and that is discouraging them to teach. The novice teachers who teach in lower primary schools indicated that they do not have enough teaching materials, such as teaching aids and textbooks, because of the curriculum that changed recently. A novice teacher who teaches sign language mentioned that it is very difficult to teach because no training in sign language was provided. Some novice teachers who teach ICT indicated that schools do not have internet facilities. Some participants also mentioned that it was difficult to prepare lessons.

4.2.3   The support novice teachers receive from the schools and the OERO

The respondents indicated that there is minimal professional support that they get from the schools they teach. Some participants mentioned that they only get one day for two hours professional support about dress code, school conduct, and management from the schools. Normally, people wait until there is a problem to inform them. A pre-primary novice teacher indicated that the former pre-primary teacher encouraged them to go through the files and CA recording sheets, and offered stationery to novice teachers. Few participants mentioned that they learn from their colleagues, and HODs encouraged novice teachers to work hard. In addition, the participants indicated that they are allocated mentors, but mentoring does not take place. They also mentioned that they lack guidance from HODs as their mentors. The participants also indicated that they are given teaching materials, but they are not inducted on how to use those teaching materials. Some

participants mentioned that they attend a meeting for all teachers on how to deal with learners' behaviours; and they had been guided by their school principals on how to conduct themselves among fellow teachers.

Most participants also mentioned that they get moral support from their school principals to work hard, but there were still some participants who strongly indicated that they do not get moral support from their schools. Moreover, they mentioned that their colleagues are not friendly and there is no teamwork at the schools they teach.

Most of the respondents indicated that they do not get professional support from the OERO. Very few participants mentioned that they are assisted by the OERO on how to conduct themselves, and how to behave professionally. In addition, respondents indicated that they lack support from the education director and subject advisors in their teaching. Some participants mentioned that they have been observed by advisory teachers on teaching and classroom management. Most of the participants said that there was a lack motivation to teach, and subject advisors did not correct the mistakes they make while teaching in their classrooms. Participants further mentioned that they lack proper induction, mentorship, and curriculum workshops; they also pointed out the need for OERO to conduct workshops dealing with learners with special needs.

4.2.4 The impact of novice teachers' support has on their teaching effectiveness

The respondents indicated that when they do not get teaching materials, they find it difficult to work with learners. Some participants mention that they do not know how to assist learners with special needs and sometimes the HODs assist to find strategies to help those learners with special needs. They also indicated that if they do not adhere to the code of conduct, they are pushed away and do not solve their problems of teaching. They added that only after getting assistance, they are encouraged to go to their colleagues for help. Very few participants mentioned that the support given in handling learners make their teaching easier. Some participants indicated that if they were given support, they would know their expectations as teachers and their learners' expectations. Very few participants mentioned that the moral support they get from their schools make it easier for them to communicate with their colleagues, and to cope with their learners. Some participants indicated that there is no teamwork, and the principals do not punish learners.

4.3   Conclusion

This chapter provided the data on novice teachers' experiences of their teacher training and their   first year of teaching in schools, where they teach. The data were presented according the four themes, namely: the novice teachers' experiences of their teacher training at the university level; the experiences of the novice teachers of their first year of teaching in schools; the support novice teachers receive from their respective schools of employment and from the OERO and; the impact of this support on the effectiveness of the novice teachers' teaching. The data presented will be discussed according to these themes in Chapter 5.

CHAPTER 5

DISCUSSIONS OF FINDINGS

5.1   Introduction

This chapter discusses the main findings of this study. In particular, the discussions focus on the novice teachers' experiences of their teacher training and their first year of teaching in schools where they are employed. The discussions of the findings are presented according to four themes, namely: (a) The novice teachers' experiences of their teacher training. (b) The novice teachers' experiences at schools. (c) The support novice teachers receive from the schools and the OERO and (d) the impact of the support on the effectiveness of the novice teachers' teaching.

5.2   The novice teachers' experiences of their teacher training

A study done by Çakmak (2013) indicates that novice teachers have positive points of view which are as joyful and didactic. These findings are contrary to those of Green (2006), Sabar (2004) and Ulvik, Smith, and Helleve (2009), who found that the education courses offered at universities do not prepare novice teachers for the reality in schools. SBS is indeed one of the modules offered at universities in which teaching practise is done in schools to prepare novice teachers to become efficient and qualified teachers.

In the present study, few novice teachers indicated that they were trained to assess learners. These findings agree with Shakwa (2001), who points out those novice teachers come to the teaching profession with many views of teaching, imagining themselves in classes and promoting the learning. Furthermore, novice teachers are able to assess their learners' work when they start working in schools as fulltime qualified teachers.

The findings of the study show that respondents are eager to work with one another during their teacher training. This is in line with the study by Johnson and Kardos (2008), who mention that mentorship by either pairing a novice teacher with an experienced teacher, or group mentorship through a school-level teacher community of practice helps to retain and improve effectiveness in their classroom and other roles. Therefore, working with other teaches prepares them enables them to share ideas, and to solve their problems, thereby preparing them to do the same with their colleagues when they start teaching in schools. This will help to prevent isolation, and to improve their teaching efficiency.

These finding resonates with the findings of a study that indicated that working is learning. This perspective also concurs with social learning theories such as the situated learning theory, which explains that knowledge is situated in contexts of work, such as classrooms, offices, factories, and other workplaces where knowledge is applied (Mankin, 2010). In addition, the findings also reflect Sfard's (1998) metaphors of learning, which view learning as not only acquisition, but also participation. Thus, learning does not only rely on cognitive processes but also on participation in social practices, implying that both psychology based theories and social theories are relevant, and teacher training institutions should emphasis both theories. The social aspect became clearer when the participant

novice teachers stressed on the aspect of working with their colleagues as an effective way of learning and supporting each other. Most studies around agree that learning from co-workers is a powerful and effective way to acquire skills and knowledge (Eraut, 2004).

The theory of communities of practice that was adopted by this study reflects how novices move from being novices to becoming old-timers. According to this theory, novices start at the periphery, as it were, doing easy tasks with the support of veterans or old-timers, and as they acquire more skills and gain confidence, support from experts decreases until they reach a stage when they are able to tackle more difficult tasks.

Although some novice teachers indicated that there is a gap between what they were taught at the university and what they were required to teach in school, some novice teachers felt asserted that they received enough training from teacher training institutions. This means that some novice teachers are positive that they have been well prepared in their subject contents.

This finding is contrary to Sabar's (2004) view that the knowledge that novice teachers come with from their education institutions is often irrelevant to the knowledge that they need to cope with when difficult problems occur in their schools.

Sabar's (2004) observation is consistent with the emerging literature advocates informal learning as a modality to bridge the gap between theory and practice, and those who argue that formal learning does not address all the experiences in workplace. Moreover, this

observation encourages unorthodox ways of training teachers, such as through mentorship, and by spending more time learning by doing and reducing theory.

In addition, the findings of the study concurs with Flores' (2005), who agrees that novice teachers continue to learn more in their teaching profession and gain more useful insights in this process. Flores (2005) suggests that as time goes by, novice teachers gain a better understanding of their learners' needs, which facilitates awareness of how best to go about the teaching profession. In other words, they learn and grow. This is also congruent with the community of practice theory and the learning by doing theory.

The findings of this study also show that novice teachers are not trained to manage their classrooms and to discipline learners when they misbehave. As such, the findings support Hertzog' (2002) idea that classroom management and discipline are serious problems for novice teachers. These problems include working with learners with poor language skills, fostering relationships with learners, working with learners with different abilities, and motivating learners. Therefore, novice teachers are expected to face disciplinary challenges: the reality of classroom problems. Arends and Phurutse (2009) also confirm the gap in novice teachers' knowledge, stating that novice teachers are not always trained to handle certain tasks.

5.3   The novice teachers' experiences in schools

Some novice teachers in the study revealed that they get assistance and learn from their colleagues on how to use the attendance register, to set question papers, assess learners' activities, and to help learners with special needs. In addition, very few novice teachers mentioned that they asked their colleagues about the subject content, indicating that there they practice teamwork. However, the findings show that few novice teachers get help from their colleagues. Only one participant mentioned that teaching materials are available to them, while another novice teacher mentioned that induction was done. Again, these findings validate the perspectives of communities of practise and learning from experts or old-timers.

In addition to all the above mentioned positive experiences, the novice teachers listed a number of negative experiences of their first year of teaching in schools. One respondent mentioned that it is difficult to teach in the home language, while the other participant indicated that teaching is slow, because the learners make noise. Some participants mentioned that they lack adequate mentorship, because they are allocated mentors, but the mentors do not assist them. The respondents also indicated that they are not inducted, and mentorship lacks supervision. Some novice teachers mentioned that they are pushed around by being given extra classes, because other teachers are not performing. English novice teachers indicated that they lack the subject knowledge on how to teach English skills, such as letter-writing.

The novice teachers who teach in secondary schools mentioned that the learners do not respect them, and which discourages them from teaching. The novice teachers who teach in lower primary schools indicated that they do not have enough teaching materials such as teaching aids and textbooks because the curriculum changed. A novice teacher who teaches sign language mentioned that it is very difficult to teach, because no training was provided in this area. Some novice teachers who teach ICT indicated that schools do not have internet facilities. Some participants also mentioned that it is difficult to prepare for lessons.

5.4 The support novice teachers receive from the schools and the OERO

Most novice teachers mentioned that they receive very little professional support from schools and the OERO. Some novice teachers mentioned that they only received professional support about the dress code of teachers, the code of conduct, and management from the schools one day for two hours. Normally, people wait until there is a problem to inform them. Few novice teachers mentioned that they learn from their colleagues, and HODs encourage novice teachers to work hard. In addition, the novice teachers stated that they were allocated mentors, but mentorship does not taking place. They also mentioned that they lack guidance from HODs as their mentors.

They novice teachers further stated that they are given teaching materials, but they are not inducted on how to use them. Novice teachers need support in their teaching profession to adapt themselves in their respective schools. This finding are contrary to those of Jones (2002) and Whitaker (2001), who assert that it is essential to provide a support system for

novice teachers. The main purpose of staff induction is to integrate novice teachers into the new school situation, thereby ensuring productivity (Heyns, 2000).

Most novice teachers also mentioned that they get moral support from their school principals to work hard, whereas some strongly indicated that they do not get moral support from their schools. Moreover, they mentioned that their colleagues are not friendly, and there is no teamwork within their respective schools. Black (2001) recommends frequently arranged meetings covering specific topics to address the needs of novice teachers. These meetings can be useful if they do not take up too much of teachers' preparation time. Informal meetings may also be held, where novice teachers can review new circumstances before they actually happen.

In addition, novice teachers indicated that they lack support from the education director and subject advisors from the OERO. The findings show that some novice teachers were observed by advisory teachers on teaching and classroom management. Most of the novice teachers stated that there is a lack of motivation to teach, and subject advisors do not correct the mistakes they make while teaching in their classrooms. Novice teachers further mentioned that they lack proper induction, mentorship, and curriculum workshops. Finally, they expressed the need for the OERO to conduct workshops about dealing with learners with special needs.

5.5   The impact of novice teachers' support on their teaching effectiveness

The findings show that novice teachers find it difficult to work with learners when they do not get teaching materials. Some novice teachers mentioned that they do not know how to assist learners with special needs, and sometimes the HODs assist to find strategies to assist those learners with special needs. In addition, the findings show that novice teachers are pushed away, and do not solve their problems of teaching if they do not adhere to the code of conduct. They added that only after getting assistance, they are encouraged to go to their colleagues for help. Very few novice teachers mentioned that the support given to them to handle learners make their teaching easier. Some novice teachers mentioned that if they were given support, they would know their expectations as teachers and those of their learners. Very few novice teachers mentioned that the moral support they get from their schools make it easier for them to communicate with their colleagues and to cope with their learners. Some novice teachers mentioned that there is no teamwork, and the principals do not punish learners.

These findings are supported by Flores (2005), who indicates that novice teachers continue to learn more in their teaching profession and gain more useful insights in this process. This suggests that as the time progresses, novice teachers gain a firmer understanding of their learners' needs, which provides them with the awareness of how best to implement their teaching approaches in a way that makes effective learning possible.

In addition, Nantanga (2013) recommends that the MoEAC should strengthen support programmes for novice teachers, and to ensure that they enter and are also retained in the education system. According to this study, all the novice teachers need support from their respective schools of employment and EROs.

However, it should be pointed out that the support issues also relate to previous discussions regarding communities of practice and learning while working. According to the new theories of learning, especially the practice-based theories communities develop resources such as practices, for example, ways of teaching, teaching aids and others that novice teachers could be socialised to use (Wegner, 2000). However, this is only possible when the communities are in place, and they are nurtured to socialise newcomers into the practices of the different communities. Such socialization could entail induction and mentorship.

5.6   Conclusion

This chapter discussed the main findings of the study by using the research questions and the theoretical framework that the study was centred on. The discussion of this study was done according to four themes: the novice teachers' experiences of their teacher training; the novice teachers' experiences in schools; the support novice teachers receive from their respective schools and the OERO; and the impact of such the support on the effectiveness of the novice teachers' teaching. The next chapter will summarise and conclude the study, and finally provide recommendations for further studies.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary of the key findings and conclusions, as well as the recommendations based on the findings of the study. The chapter also identifies possible areas for further research.

6.2 Summary of the study

This study focused on novice teachers' experiences of their teacher training; the novice teachers' experiences at schools; the support novice teachers receive from their respective schools and from the OERO; and the impact of this support on the effectiveness of their teaching. The purpose of the study was to investigate the experiences of the novice teachers from teacher training and their first year of service in the teaching profession. Once the experiences of the novice teachers were known, the study identified the support they were receiving or not receiving from their respective schools and from the OERO. The study also identified the impact of such support on the novice effectiveness of the teachers' teaching, while trying to achieve their teaching and learning goals. The study made recommendations that would help novice teachers, because the recommendations are specifically the recommendations are geared towards mitigating the identified problems. The recommendations will further help to reduce novice teachers' attrition,

because the recommendations encourage schools and teacher education institutions to provide novice teachers with the necessary support. .

The findings showed that the novice teachers are eager to work with one another during their teacher training. This is supported by Johnson and Kardos (2008), who justifies that mentorship by either pairing a novice teacher with an experienced teacher, or group mentoring through a school-level teacher community of practice helps to retain and improve the effectiveness of teachers in their roles. Therefore, working with one another enables teachers to share ideas and solve problems, thereby preparing them to share ideas and to solve problems with their colleagues, which also prevents or remedies isolation. Mentorship improves teaching and efficiency in their classroom and other teaching-related roles.

In addition, the results of this study reveal that novice teachers are not trained to manage their classrooms and to discipline learners when they misbehave. This finding also supports Hertzog's (2002) notion that classroom management and discipline are cited as serious problems for novice teachers. The problems that novice teachers experience include working with learners with poor language skills, creating relationships with learners, working with learners with different abilities, and motivating the learners. Therefore, novice teachers are expected to face disciplinary challenges as part of the classroom realities. This is in line with what Arends and Phurutse (2009) claim that novice teachers are not always trained to handle certain tasks.

Moreover, the findings of the study reveal that some novice teachers find it difficult to teach in home languages, while others indicated that teaching is slow, because the learners make noise. Some novice teachers mentioned that they lacked adequate mentorship. Apparently, they are allocated mentors, but these mentors do not assist them. The participants also indicated that they have not been inducted. Others said that where mentorship was provided, it lacked supervision. Some novice teachers mentioned that they are "pushed around" by being given extra classes, because of non-performing teachers. English novice teachers indicated that they lack the subject knowledge on how to teach English, such as how to teach letter-writing. Those who taught in secondary schools mentioned that the learners do not respect them, which discourages them to teach. Those who teach in lower primary schools indicated that they do not have enough teaching materials, such as teaching aids and textbooks because the curriculum changed. The novice teachers who teach sign language find it very difficult to teach, because they have not received training in this area. Novice teachers who teach ICT indicated that schools do not have internet. Some participants also mentioned that it is difficult to prepare for lessons.

The findings show that most novice teachers receive less professional support from their respective schools and from the OERO. In addition, the novice teachers stated that they have been given allocated mentors, but mentorship does not taking place. The teachers also mentioned that they lack guidance from the HODs as their mentors. The novice teachers added that they are given teaching materials, but they are not inducted on how to use teaching materials. The results of this study also revealed that the novice teachers lack support from the education director and subject advisors from the OERO. Some novice

teachers were observed by advisory teachers on teaching and classroom management. Most of the novice teachers indicated that they lack the motivation to teach, and the subject advisors do not correct the mistakes they make while teaching. Novice teachers further mentioned that they lack proper induction, mentorship, and curriculum workshops. They also pointed out that they need OERO to conduct workshops on how to deal with learners with special needs.

These findings show that novice teachers need support in their teaching profession to adapt to thetheir respective. These findings are contrary to those of Jones (2002, p.524) and Whitaker (2001), who emphasise that it is essential to provide a support system for novice teachers. In addition, Heyns (2000) concurs that the main purpose of staff induction is to integrate novice teachers into the new school situation to ensure productivity within a short period of time.

The results of this study also show that the novice teachers find it difficult to work with learners when they do not have teaching materials. Novice teachers do not know how to assist learners with special needs. In addition, the findings show that they are pushed away, and do not solve their problems of teaching if they do not adhere to the code of conduct. They added that they can only get assistance after they are encouraged to go to their colleagues for help. The novice teachers mentioned that if they are given the support, they would know their expectations as teachers and those of their learners. Novice teachers mentioned that there is no teamwork in their schools, and that the principals do not punish learners. These findings are congruent with Flores (2005), who indicates that novice teachers continue to learn more in their teaching profession and gain more useful insights

in this process, which suggests that as the time progresses, novice teachers gain a more firm understanding of their learners' needs, providing them with awareness of how best to implement their teaching approaches in a way that makes effective learning possible. In addition, Nantanga (2013) recommends that the Ministry of Education, Arts and Culture should strengthen support programmes for novice teachers, and it should ensure that they enter, and that they are also retained in the education system. The study concludes that all the novice teachers need support from their respective schools.

6.3   Conclusions

The study has found that few novice teachers are trained to assess learners. The findings of this study also show that novice teachers are not trained to manage their classrooms and to discipline learners when they misbehave. Some novice teachers find it difficult to teach in the native language, while the other participants indicated that teaching is slow because the learners make noise. Novice teachers mentioned that they lack adequate mentorship, because they are allocated mentors, but these mentors do not assist them. The novice teachers are not inducted, and mentorship lacks supervision. Some novice teachers said that they are pushed around by being given extra classes, because other teachers are not performing. The novice teachers who teach in secondary schools are not respected by learners, and which discourages them to teach. In addition, novice teachers from lower primary schools do not have enough teaching materials such as teaching aids and textbooks because the curriculum has changed. The novice teachers who teach sign language mentioned that it is very difficult to teach because no training has been provided in this area. Some novice teachers who teach ICT do not have access to internet facilities

in their respective schools, while some participants have difficulties to prepare for lessons. In addition, some novice teachers strongly indicated that they do not receive moral support from their schools.

Most novice teachers get less professional and moral support from their schools and the OERO. In addition, novice teachers lack support from the education director and subject advisors from the OERO. Novice teachers lack motivation to teach, and subject advisors do not correct the mistakes they make while teaching. In addition, novice teachers lack proper induction, mentorship, and curriculum workshops. There is a need for the OERO to conduct workshops about learners with special needs. Novice teachers find it difficult to work with learners when they do not have teaching materials; they do not know how to assist learners with special needs. In addition, they are pushed away and do not solve their problems of teaching if they do not adhere to the code of conduct. Moreover, novice teachers stated that only after getting assistance that they are encouraged to go to their colleagues for help. Some novice teachers mentioned that if they were given support, they would know their expectations as teachers and those of their learners.

In summary, it is essential to realise that novice teachers need assistance and support to adapt to their new teaching environment, and to improve their teaching with efficiency in their classroom and other teaching related roles. Without assistance and support, they novice teachers are not encouraged to teach effectively, and they will end up frustrated that they may quit the teaching profession.

6.4   Recommendations

The recommendations that were suggested from this study were grouped into four categories: for the teacher training institutions, schools in OC, OER and the OERO, and recommendations for further studies.

6.5 Recommendations to the teacher training institutions

This study recommends that teacher training institutions should introduce courses to train students on how to assess learners' work in schools, so that they can apply their knowledge in the teaching profession. The teacher training institutions should also introduce courses that train student teachers to manage their classrooms, and to discipline learners when they misbehave in real classroom situations. In addition, institutions should offer training courses for learners with special needs such as sign language. All major and minor modules should include assessment topics in their course outlines, so that student teachers could apply what they learnt from teacher training institutions when they start working as qualified teachers. This would help novice teachers to adapt to their teaching in schools.

6.6 Recommendations to the schools in OC - OER

The study further recommends that the schools in OC should consider providing the needed assistance and support to the novice teachers. School principals should make sure that induction of all the novice teachers takes place as soon as they start working. It should be the responsibility of the school principals and HODs to appoint mentors and to supervise the mentorship of novice teachers by appointed experienced teachers or

mentors. This could be done through communities of practice and by fostering social learning, i.e. learning from colleagues.

6.7 Recommendations to the OERO

The study recommends that the OERO should consider providing professional and moral support to novice teachers in OC. The OERO should send subject advisors to motivate and correct the novice teachers' mistakes while teaching. Subject advisors should organise workshops to teach them how to deal with learners with special needs. The subject advisors should also conduct subject content workshops with novice teachers, so that they can adapt to what is expected from them, and to be able to deliver the right content to the learners.

6.8 Recommendations for future research

The study recommends for further studies that will assess the extent of the novice teachers experiences in their teaching profession; to evaluate the extent that school principals and HODs supervise the mentorship of novice teachers in schools; to investigate how education directors supervise the induction of novice teachers in their school environments; and to find out how novice teachers manage the challenges in schools.

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APPENDICES

APPENDIX A: Student Clearance Certificate

UNAM
UNIVERSITY OF NAMIBIA

STUDENT ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/63/2015   **Date: 10 November, 2015**

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: THE NOVICE TEACHERS' EXPERIENCES OF TEACHER TRAINING AND THEIR FIRST YEAR OF TEACHING IN THE OSHANA EDUCATIONAL REGION IN NAMIBIA

Nature/Level of Project: Masters

Principal Researcher: R. Uushona

Student Number :   93038983

Host Department & Faculty: Faculty of Education

Supervisor(s): Prof. E. Amukugo(Main) Dr. S. Iipinge(Co)

Take note of the following:
(a)   Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
(b)   Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
(c)   The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
(d)   The UREC retains the right to:
   (i). withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
   (ii). request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. I. Mapaure
UNAM Research Coordinator
ON BEHALF OF UREC

APPENDIX B: Novice Teachers' Interview Questions

Novice teachers' interview questions

Section A: Biographical information

1.   How old are you now?

2.   At which institution did you attend your teacher education training?

3.   What is your highest teaching qualification?

4.   How long have you been in the teaching profession?

5.   What subjects are you currently teaching?

 Section B: Research questions

1. Explain your positive experiences of teacher training at university level.

2. Explain your negative experiences of teacher training at the university level.

3. Explain your positive experiences of your first year of teaching.

4. Explain your negative experiences of your first year of teaching.

5. Did you receive professional support from your teacher training institution to prepare

    you   for the teaching profession?

6. What professional support did you receive from the school during your first year of

    teaching?

7. What impact does such professional support have on your teaching profession

    effectiveness?

8. What moral support did you receive from the school in your first year of teaching?

9. What impact does such moral support have on your teaching profession effectiveness?

10. What professional support did you receive from the Oshana Educational Regional

    office   during your first year of teaching?

11. What impact does such professional support have on your teaching profession effectiveness?

12. What moral support did you receive from the Oshana Educational Regional office during your first year of teaching?

13. What impact does such moral support have on your teaching profession effectiveness?

14. Is there anything you want to say about this topic?

APPENDIX C: Consent form for novice teacher

University of Namibia

Faculty of Education

Consent form for novice teachers

Research title: Novice teachers' experiences in their first year of teaching after initial training: a case of novice teachers in Ompundja Circuit in Oshana Educational Region in Namibia.

I .... agree to participate in the above mention study. The researcher explained to me the process and steps of the research process. I understand that my participation in this study is voluntary and I can withdraw from the study at any time. I understand that during the interview I will be asked several questions regarding my experiences of my teacher training and as a novice teacher at my school as well as the kind assistance I have received. I also understand that my involvement in this study will be kept confidential and will only be used for this study.

Name of Participant ....

Signature of Participant ....

Date ....

This is to certify that I have explained the procedures to the above mentioned participant.

Researcher ....

Signature ....

Date ....

APPENDIX D: Letter to the MoE requesting permission to conduct research at OC's schools

P.O. Box 3307

Ongwediva

16 November 2015

Enquiries: Mrs. R. Uushona

Tel 065-2323020

Cell: 0812601168

E-mail: ruushona@unam.na

The permanent Secretary

Ministry of Education

Government Office park

Private Bag 13186

Windhoek

Dear sir/madam

Re: Permission to conduct Educational research study in the Oshana Education Region

I, Roiny Uushona, a master of Education degree (M.Ed.) student (student number 9303898) at the University of Namibia, am requesting the Ministry's permission to conduct an educational research for my thesis in order to fulfill the M. Ed. requirements.

My research topic is: **"The novice teachers' experiences of teacher training and their first year of teaching in schools the Oshana Educational Region of Namibia"**. The study will be done through interviews with novice teachers. The study will investigate experiences of the novice teachers from teacher training and their first year of service in the teaching profession. Once the experiences of the novice teachers are known, the study will help to identify the support they are receiving from the schools where they are teaching and from the Oshana Educational Regional officials. The study will also help to identify the impact of such support on the novice teachers' teaching effectiveness while trying to achieve their teaching and learning goals. The study will come up with recommendations that will help the novice teachers specifically with respect to mitigating identified experiences. This study will further help to prevent novice teachers' attrition, because it will make recommendations that ensure these novice teachers receive support by the schools and teacher education institutions. The Ministry of Education, Arts and Culture will also benefit from this study since its results will provide ways to retain

novice teachers in the teaching profession by designing necessary professional development activities for educational institutions.

The study will target a total number of 12 novice teachers from 6 schools, two primary schools, two combined schools and two secondary schools within the Ompundja Circuit in the Oshana Educational Region. Two (2) novice teachers will be drawn from each school. I would like to assure your good office that the information collected will be held confidential and will be used for research purposes only. Furthermore, I want also to assure you that no classes will be interrupted during data collection process.

My supervisors are Prof. E. Amukugo (main) and Dr. S. Iipinge (co), University of Namibia.

Your assistance in this regard is highly appreciated.

Thanking you in anticipation

Yours faithfully

Roiny Uushona

APPENDIX E: Approval letter from permanent Secretary to conduct research at

OC's schools

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

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

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

To: Mrs R. Uushona
        P.O. Box 3307
        Ongwediva
        Cell: 0812601168
        E-mail: ruushona@unam.na

Dear: Mrs Uushona

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN KHOMAS, OSHANA
           REGION

Your correspondence regarding the subject above, seeking permission to conduct a research study in the schools of Oshana Region has reference.
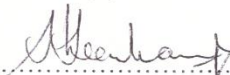
Kindly be informed that the Ministry does not have any objection to your request to conduct a research study at identified schools in the regions concerned.

You are, however, kindly advised to contact the Regional Council Office, Directorate of Education, for authorisation to go into the schools and for proper information coordination.

Also take note that the research activities should not interfere with the normal school programmes. Participation by either teachers or learners should be on a voluntary basis. Should you involve minors in your research activities, consent for participation should first be obtained from the parents/guardians of the minor(s). You are also required to deposit the final paper with the Directorate of Programmes and Quality Assurance, Head Office.

By copy of this letter the Regional Education Director are made aware of your request.

Sincerely yours

SANET L. STEENKAMP
PERMANENT SECRETARY

2015 -12- 0 1

1|12|15
Date

All official correspondence must be addressed to the Permanent Secretary

APPENDIX F: Letter to the OERO requesting permission to conduct research at OC's schools

Enquiries: Mrs. R. Uushona

Tel 065-2323020

Cell: 0812601168

E-mail: ruushona@unam.na

2 December 2015

The Director of Education

Oshana Education Region

Dear Madam

Re: Permission to conduct Educational research study in the Oshana Education Region

I, Roiny Uushona, a master of Education degree (M.Ed.) student (student number 9303898) at the University of Namibia, am requesting the Ministry's permission to conduct an educational research for my thesis in order to fulfill the M. Ed. requirements.

My research topic is: "**The novice teachers' experiences of teacher training and their first year of teaching in schools the Oshana Educational Region of Namibia**". The study will be done through interviews with novice teachers. The study will investigate experiences of the novice teachers from teacher training and their first year of service in the teaching profession.

The study will target a total number of 12 novice teachers from 6 schools of which will come from two primary schools, two combined schools and two secondary schools within the Ompundja Circuit in the Oshana Educational Region and 2 novice teachers will be drawn from each school. I would like to assure your good office that the information collected will be held confidential and will be used for research purposes. Furthermore, I want also to assure you that no classes will be interrupted during data collection process.

Thanking you in anticipation

Yours faithfully

....

Roiny Uushona

APPENDIX G: Approval letter from Director of Education to conduct research at

OC schools

REPUBLIC OF NAMIBIA

OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
Aspiring to Excellence in Education for All

Tel: 065-230057
Fax: 065 – 230035
E-mail: otrc_physical_science@yahoo.co.uk
Enquiries: Maria Udjombala
Ref 12/2/1

Private Bag 5518
Oshakati, NAMIBIA

8 December 2015

Mrs Roiny Uushona
UNAM
081 260 1168

Dear Mrs Uushona

RE: **REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH**
      AT SCHOOLS IN OSHANA REGION

Your correspondence dated 2 December 2015 regarding the above mentioned subject has a reference.

The Office of the Permanent Secretary in the Ministry of Education, Arts and Culture has granted you permission to conduct research study at the following schools in Oshana Region:

> Shapwa PS   Ongwediva Control CS   G. Taapopi SS
> Kandjengedi PS   Charles Anderson CS   Mweshipandeka SS
> International PS   Ekwafo SS
> Hashiyana PS   Evululuko SS

However, please kindly take note that the research activities should not interfere with the normal programmes of the schools and the participation should be on a voluntary basis. Please present this letter to the principals of the listed schools.

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

Yours Sincerely

MRS. DUTTE N. SHINYEMBA
DIRECTOR OF EDUCATION, ARTS AND CULTURE

CC: Inspectors of Education, Ompundja and Oshakati Circuits