

NOVICE TEACHERS' AND MENTOR TEACHERS' PERCEPTIONS
TOWARDS THE NAMIBIA NOVICE TEACHERS' INDUCTION
PROGRAMME AT SELECTED PRIMARY SCHOOLS IN THE OMAHEKE
REGION

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION (LEADERSHIP,
MANAGEMENT AND POLICY STUDIES)

OF

THE UNIVERSITY OF NAMIBIA

BY

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APRIL 2023

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ABSTRACT

This study explored the aspect of the implementation of the Namibia Novice Teachers' Induction Programme by tapping on novice teachers' experiences and mentor teachers' perceptions at selected primary schools in the Omaheke Region. Challenges faced by novice teachers in their first year of teaching were explored, intending to establish whether the programme in place is beneficial to novice teachers and to contribute insights to the improvement in the implementation of the Namibia Novice Teachers' Induction Programme in schools. The research questions addressed in the study were; what are novice teachers' experiences with the implementation of the induction programme at selected primary schools in Omaheke region?, what are mentor teachers' perceptions on the implementation of the induction programme at selected primary schools in Omaheke region?, what challenges do novice teachers face in their first year of teaching at primary schools in Omaheke region?, what are the benefits of an induction programme for novice teachers from the novice and mentor teachers' perspective?, and what strategies can be applied to strengthen the implementation of the induction programme at selected primary schools in Omaheke region?

A qualitative research approach using a case study design was employed, whereby the researcher used interview guides to collect the data from the novice teachers and mentor teachers. The target population for this study consisted of all the novice teachers and their mentor teachers from 13 primary schools in Circuit One of the Omaheke Region in Namibia. A criterion sampling technique was used to select nine (9) novice teachers and two (2) mentor teachers who participated in this study.

Thematic analysis was used to identify patterns and themes within qualitative data collected from the participants. The findings of the study revealed that the NNTIP is not entirely being implemented and there are challenges related to the implementation of the Namibia Novice Teachers' Induction Programme at primary schools in the Omaheke Region. The study further revealed that novice teachers experienced key challenges, namely, lack of resources, overcrowded classrooms, language barriers and classroom management issues. To overcome the challenges, the participants revealed the benefits of an induction programme and the following strategies were proposed to strengthen the implementation of NNTIP; regional offices of the Ministry of Education, Arts and Culture, in collaboration with individual circuits, cluster centre sand schools to develop an annual induction and mentoring plan appropriate for their novice teachers' needs. The school principals need to ensure that the mentor teachers and novice teachers are not overloaded with subjects to make sure that they have enough time to participate in induction activities. In addition, the study proposed that all the institutions offering teachers' training need to integrate induction programmes in the teaching content of the institution.

Key Words: *Novice teachers, Mentors, Induction Programme, Schools, Namibia*

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ACKNOWLEDGEMENTS

Firstly, I would like to thank the Almighty God for his sufficient grace and guidance throughout my study. I thank God for the good mental and physical health that he granted me to complete my study. Secondly, I wish to extend my gratitude to my supervisor Dr Rachel N. Shanyanana-Amaambo for her professional support, effort and reassuring feedbacks. I will forever be grateful to her. My sincere gratitude goes to all my participants for agreeing to respond and be part of my study. I also thank the Ministry of Education, Arts and Culture as well as the Directorate of Education, Arts and Culture of Omaheke Region for allowing me access to the participants. To my parents and my siblings, thank you for your emotional support and encouragement. Finally, yet importantly, I am grateful to all my friends and classmates who walked this journey with me at the University of Namibia.

DEDICATIONS

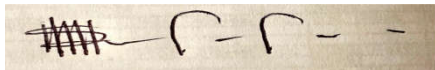
I dedicate this thesis to my parents **Mrs. Emilia Shikoyeni and Mr. Andreas Shanyengana** as well as my siblings, **Waldheim, Wilfried, Wilkka, Witting, Wilhelm** (*May his soul Rest in Perfect Peace*) and **Wilbard**.

DECLARATION

I, **Wilhelmina Ndahambelesa Shanyengana**, declare that, “NOVICE TEACHERS’ AND MENTOR TEACHERS’ PERCEPTIONS TOWARDS THE NAMIBIA NOVICE TEACHERS’ INDUCTION PROGRAMME AT SELECTED PRIMARY SCHOOLS IN THE OMAHEKE REGION” is a true reflection of original research and initiative and that this work, or any other part thereof, has not been submitted for a degree in any other higher education institution.

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APRIL 2023

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Wilhelmina Ndahambelesa Shanyengana

Date

ACRONYMS

BETD	Basic Education Teacher Diploma
CoE	Colleges of Education
ED	Executive Director
EMIS	Education Management Information System
HoD	Head of Department
JSC	Junior Secondary Certificate
MBESC	Ministry of Basic Education, Sport and Culture
MoEAC	Ministry of Education, Arts and Culture
NIED	National Institute for Educational Development
NNTIP	Namibia Novice Teachers' Induction Programme
NSSC	Namibia Senior Secondary Certificate
STT	Schlossberg Theory of Transition
UNAM	University of Namibia

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

Novice teachers, like all other teachers are of paramount importance for the provision and maintenance of quality education and bringing about educational reforms (Ingersoll, 2012). Thus, induction is a vital element in the discussions of teachers' performance, development and retention. Furthermore, Dube (2008) maintains that novice teachers need support through induction in order to perform their duties effectively. There is growing support for new teachers' induction programmes worldwide today than before. Countries such as England and United States of America have mandated induction programmes as a form of support to beginning teachers (Dube, 2008). Namibia is one of the countries that are embracing an induction programme for novice teachers among other countries in Africa. However, the Omaheke Region has recorded high teachers' attrition rate for the past five years and has been among the low performing regions in the country which raises questions around the implementation of the NNTIP in the region amongst other contributing factors. This sparked an interest in me to conduct a study on the perceptions of novice and mentor teachers towards the NNTIP in the Omaheke Region.

This chapter presents the background of the study which emphasises the context of the research problem. The chapter further shines light on the significance of this study to different stakeholders involved in the development and implementation of the Namibia

Novice Teachers Induction Programme. The chapter also outlined the research questions, limitations and delimitations of the study, as well as the definitions of terms commonly used in the study.

1.2 Background of the study

Upon independence, the government of the Republic of Namibia prioritised education system reforms (Ministry of Education [MoE], 1993). One of the greatest changes that the government has made was unifying the education system under the Ministry of Basic Education, Sport and Culture (MBESC). As a result, in 1993 the government through the Ministry of Education introduced a fundamental policy entitled “*Towards Education for All*”. This policy document focuses on the education sector’s main goals embodying access, equity, quality and democracy (MoE, 1993).

“*Towards Education for All*” stipulated that quality education being one of the major goals of the education sector, is characterised by many factors and among others is the teachers’ qualification. Therefore, the Ministry of Basic Education, Sport and Culture introduced a new teacher education program upgrading teachers’ qualifications up to at least a Basic Education Teacher Diploma (BETD) in all four Namibian colleges of education in 1994 (Uugwanga, 2010). Under the new arrangement, the Namibian colleges of education were responsible for preparing teachers for basic education through a learner-centred, constructivist approach in the new BETD, and the University of Namibia (UNAM) was to prepare upper secondary school teachers (Shakwa, 2001). The BETD mission was to provide all the children and young people of Namibia with competent, fully qualified, committed teachers so that their education is equitable,

relevant, of high quality and is conducted in a stimulating and supportive atmosphere (MoE, 2007).

In 2010, the University of Namibia has become the sole provider of teacher preparation in the country when the Cabinet of the Republic of Namibia decided to merge all the Colleges of Education with the University.¹ The University of Namibia offers an upgraded qualification which is a degree of Bachelor of Education (Honours) to the teachers in training. The teachers are being trained at six campuses around the country. At all four former Colleges of Education (CoE) and the new Southern Campus, pre-primary and lower primary teachers are being trained, while secondary school teachers are trained at the main campus and one of the former Colleges of Education in the north of the country. The duration of the training is four years.

To further enhance the quality of teaching and learning and improve the performance of learners in Namibian schools, the MOE called for intensive training for newly appointed teachers that led to the establishment of the Namibia Novice Teachers Induction Programme (NNTIP) in 2010 (Ministry of Education, 2011). The primary goal of the induction programme is to develop novice teachers to their full academic, social and personal potential. Wachira and Waiganjo (2014) stated that novice teachers, like all other teachers in schools, are of paramount importance for the provision and maintenance of quality education and bringing about educational reform. Induction and mentoring are one way to achieve these goals, helping teachers develop to their full

¹Ugwanga (2010) asserted that the merging of the Colleges of Education with UNAM was done due to the criticism that the teacher training in colleges equips teachers with inadequate subject content knowledge and low teaching proficiency.

potential as educators through on the job continuous professional development support. Under the NNTIP, novice teachers undergo a two-year period induction and mentoring programme at their schools upon employment into the profession, after graduating from colleges and universities.

The personnel involved in the institutionalisation of the NNTIP are the principals, mentor teachers and inspectors/advisory teachers. Therefore, to foster an effective implementation of NNTIP, all the parties involved have clear guidelines that are required to assist them with understanding the different strategies by which newly qualified teachers are to be inducted (Ministry of Education, 2011). Every school has a general mentor teacher who was part of the first cohort of mentor teachers trained in the country. In case the trained mentor teacher and the novice teachers have subject specialisation and phase level mismatch, the school principal appoints a subject-specific mentor and collaborate with the trained/general mentor to conduct a school-based mentor teacher training workshop for the newly appointed mentor. When necessary, the inspector or the advisory teacher can be invited to co-facilitate the training workshop (MoE, 2011).

Induction programmes are effective strategies in reducing new teacher attrition (Dishena& Mokoena, 2016). Although one of the goals and objectives of the Namibia Novice Teachers Induction Programme is to increase the retention of promising novice teachers in the teaching profession, The Education Management Information System (EMIS) Education Statistics for 2018 and 2019 have shown that Omaheke Region was amongst the regions with high teachers' attrition rates. Attrition rates of teachers are defined as the percentage of teaching staff that left the teaching profession by the end or

during a certain year. Table 1 below shows that the total rate of attrition of teachers in Omaheke Region stands at 12% from 2016 to 2017. Table 1 further reveals that 14.5% of teachers left the teaching profession by the end of 2018 or during 2019; whereby 14% of the total rate of attrition represents teachers with adequate qualifications (more than 2 years' tertiary). This table shows an increase in teachers' attrition rate in the region from 2016-2017 to 2018-2019. The attrition rates illustrated in Table 1.1 includes both experienced and novice teachers.

Table 1.1: Cumulative teachers' attrition rate in Omaheke region, 2016-2019

Year	All teachers (with and without formal teacher training)			
	Total	Less than grade 12	Grade 12- or 1-2-years' tertiary	More than 2 years' tertiary education
2016 - 2017	12.0% of 867 teachers	0.2% of 24 teachers	0.3% of 187 teachers	9.9% of 656 teachers
2018 -2019	14.5 of 911 teachers	0.0% of 29 teachers	0.5% of 214 teachers	14% of 668 teachers

(Source: EMIS Education Statistics, 2018-2019)

Table 1.2 below shows the number of teachers enrolled in the region over a period of seven years (2012-2018) and it is evident that there is higher teachers' attrition rate than the teachers' enrolment increases of 3.5% over five years (2012-2018).

Table 1.2: Numbers of teachers in Omaheke region, 2012 to 2018

Year							Average Annual Growth Rate 2012-2018	Percentage change 2017- 2018
2012	2013	2014	2015	2016	2017	2018		
706	758	784	819	861	883	867	3.5%	- 1.8 %

(Source: EMIS Education Statistics, 2018)

Dishena (2014) indicates that many reasons could be given for high teacher turnover. Among the reasons for high turnover and teachers leaving within the first five years of being in the profession are inadequate induction programmes, poor working conditions and demands for even more complex teaching abilities. Smith (2007) suggests that reasons often cited by new teachers for leaving the teaching profession often include little or no administrative support and induction with extra-curricular duties. When new teachers experience a lack of support and poor working conditions, their commitment to stay in the profession weakens. It is evident from the above table (Tables 1.1) above that there is an increase in the attrition rate of teachers in the Omaheke Region, which raises concerns about the implementation of the induction programme in the region.

On top of the attrition rate, the academic performance of schools in the Omaheke Region also remains low, despite the number of qualified teachers being employed every year in the region including novice teachers. In 2015, the deputy minister of education Ester Anna Nghipondoka told The Namibian newspaper that Omaheke has been among the bottom six regions due to its dismal performance in national Grade 10 and 12 examinations for the past five years. In the article titled “Omaheke educators rapped over poor performance” (2015) Nghipondoka further called for regular consultations

between the regional education office, principals and teachers to allow for the exchange of ideas and strategies on best approaches to education.

Ingersoll and Strong (2011) state that the ultimate goal of induction programmes is to improve students' academic outcomes. They further indicate that students of teachers who participated in some kind of induction have high academic achievements. However, statistics of performance continue to show poor performance in the Omaheke Region over the years as indicated in Tables 1.3, 1.4 and 1.5 below.

Table 1.3: National rank order of public and private schools Junior Secondary Certificate (Grade 10) Full-time November 2018

PUBLIC SCHOOLS	PRIVATE SCHOOLS
Ministry of Education Directorate: National Examinations and Assessment Exam: Full Time Junior Secondary Certificate Exam date: Nov 2018 Rank 3 (6) = +3 Centre : O28 Negumbo SSS (Omusati region) 4 (4) = +0 Centre : X42 Rukonga Vis School (Kavango East region) 5 (2) = -3 Centre : P29 Onawa SSS (Omusati region) 7 (10) = +3 Centre: S16 HaimbiliHaufiku SSS (Ohangwena region) 9 (11) = +2 Centre : O30 Nuuyoma SSS (Omusati region) 10(9) = -1 Centre : Q08 Gabriel Taapopi SSS (Oshana region)	Ministry of Education Directorate: National Examinations and Assessment Exam: Full Time Junior Secondary Certificate Exam date: Nov 2018 Rank 1 (1) = +0 Centre : X29 ST Boniface College (Kavango East region) 2 (3) = +1 Centre : O01 Canisianum Roman School (Omusati region) 6 (12) = +6 Centre : W08 ELCIN Nkurenkuru HS (Kavango West region) 8 (8) = +0 Centre : Q82 Liberty Heritage Priv. S (Oshana region)

(Source: JSC and NSSC Results Statistics, 2018)

Table 1.3 reveals the statistics for Grade 10 JSC of the year 2018 and shows that none of the schools (both public and private schools) in Omaheke Region had made it to the top ten high performing schools in the country (MoE, 2018).

Table 1.4: Comparison of 2017 and 2018 JSC examination results for full-time candidates in percentage (%)

Region	Years	English ^{2nd} Lan	Maths	Physical Science	Life Science	Geography	History
Omaheke	2017	47.5	40.8	35.0	38.1	41.0	43.7
	2018	46.2	38.3	33.8	39.2	40.8	41.5
NATIONAL	2017	48.6	52.1	44.6	45.0	46.4	48.4
	2018	47.2	48.8	43.4	45.6	44.1	46.0

(Source: Press statement for 2018 JSC national examinations issued 19 December 2018)

The Ministry analysed the JSC results in the six compulsory subjects (shown in Table 1.4) in order to observe the performance of the learners per region against the national performance in percentages. The data in Table 1.4 above indicates a slight drop in performance in all the subjects from 2017 to 2018. The Omaheke Region was one of the regions that have performed below average in all subjects compared to the national average per subject in these two consecutive years.

Table 1.5: 2018 and 2019 results of grade 12 Namibia Senior Secondary Certificate (NSSCO) ordinary level for full-time and part-time candidates in percentage (%)

Region	Years	English 2 nd Lang	Math	Physical Science	Biology	Agriculture	Accounting
Omaheke	2018	47.3	33.3	48.4	26.6	52.7	51.9
	2019	45	19.9	37.6	23.4	38.8	48.7

NATIONAL	2018	35.0	42.0	43.6	32.5	55.1	43.4
	2019	33.7	41.3	38.7	34.4	55.5	45.2

(Source: Press statement for 2019 NSSC National Examinations, 09 January 2020)²

Table 1.5 shows the results obtained by the region over two years (2018-2019). The data indicates that the Omaheke Region has performed below the national average in the majority of the subjects, except for English 2nd Language, Accounting and Physical Science. In 2019, the performance in all subjects went down compared to 2018 results although English 2nd Language and Accounting the region performed above national average.

In addition, Ugwanga (2010) indicates that induction for novice teachers is not valued in Namibia and some schools do not seem to acknowledge the significance of supporting novice teachers at their schools. Therefore, Novices are expected to formulate coping mechanisms to overcome the challenges they encounter on their own despite their lack of experience and knowledge. Nghaamwa (2017) also stipulates that the induction of novice teachers seems to be ignored in most Namibian schools. Nghaamwa (2017) further claims that a lack of teacher support during the first years into the profession can have a negative impact on the teachers' and the learners' performance, consequently raising frustration and the feeling of insecurity which in the long run may lead to them leaving the profession. Thus, if the implementation of NNTIP in the Omaheke Region remains unaddressed it could further contribute to higher teachers' attrition and low

²Table 1.5 was obtained from the press statement issued by the Deputy Minister of Education, Arts and Culture on the 2019 results for grade 12 Namibia Senior Secondary Certificate (NSSC) ordinary level for full time candidates.

academic performance. This study sought to investigate the novice teachers' perceptions towards the NNTIP at selected primary schools in the Omaheke Region.

1.3 Statement of the problem

According to Dishena and Mokoena (2016), becoming a teacher requires a transition from university training into the profession of teaching. The transition brings about change in role orientation and moving from knowing about teaching through studies to knowing how to teach by confronting the daily challenges at school. They further stipulate those factors, such as; the responsibilities of teaching, inappropriate teaching assignments, curriculum instructional challenges, and non-supportive school culture are liable to make the initial year of teaching difficult. It is often the type of support that novice teachers receive that is indicative of whether the teacher moves forward and develops his/her teaching career or chooses to leave the profession. Uugwanga, (2010) asserts that novice teachers with their limited knowledge of subject matters and little practice in teaching, experience frustration, uncertainty, confusion and isolation during their first year of teaching. 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 institutions as soon as they start preparing them for the job ahead.

Although schools in Omaheke Region may have embraced the Namibia Novice Teachers' Induction Programme, the critical question on its effective implementation remains. This is based on the region's level of performance, teachers' attrition over the past five years as well as the lack of similar studies carried out in the same region. It is against this background that this research aimed at exploring the aspect of NNTIP

implementation by tapping on novice and mentor teachers' perceptions to establish whether or not the programme in place is helpful in retaining novice teachers at primary schools in Circuit One of Omaheke Region.

1.4 Research questions

- What are novice teachers' perceptions with the implementation of the induction programme at selected primary schools in Omaheke region?
- What are mentor teachers' perceptions on the implementation of the induction programme at selected primary schools in Omaheke region?
- What challenges do novice teachers face in their first year of teaching at primary schools in Omaheke region?
- What are the benefits of an induction programme for novice teachers from the novice and mentor teachers' perspective?
- What strategies can be applied to strengthen the implementation of the induction programme at selected primary schools in Omaheke region?

1.5 Significance of the study

The findings of the study can serve as the basis for sensitising policy designers and implementers about the significance of induction and mentoring in the early career of a novice teacher. This may help them when it comes to redesigning the NNTIP for teachers to maximise its impact. The study may equip novice teachers with information on how other novice teachers perceive the induction programme which may increase their participation in the programme. Lastly, it would help school principals, Heads of Departments (HoDs) and mentor-teachers to understand what is expected of them so that they harness their expertise and resources for the benefit of the novice teachers.

1.6 Limitations of the study

Limitations are shortcomings, conditions or influences that cannot be controlled by the researcher but place restrictions on the results of the study (Olufowote, 2017). This study experienced numerous limitations that might have had a bearing on the execution of the findings of the study. The first constraint encountered during this study was the withdrawal of one novice teacher from the study. Therefore, the researcher only managed to interview nine novice teachers although the targeted number was ten novice teachers. Secondly, the researcher only managed to interview two mentor teachers from two different schools due to the fact that novice teachers from the rest of the schools were not assigned mentor teachers. Another constraint is that participants might have concealed their genuine experiences and perceptions in fear of being victimised by school administrators despite the assurance of confidentiality and anonymity.

To overcome these challenges, the researcher concentrated on the teachers who were available and willing to participate in the study. In addition, the researcher assured the participants' confidentiality and anonymity for taking part in the study.

1.7 Delimitations of the study

The study only focused on the perceptions of novice teachers towards the implementation of NNTIP at primary schools in Circuit One in the Omaheke Region. The data was only collected from primary schools in Circuit One in order to cut costs and save time since they are closer to each other compared to schools in Ongombe Circuit. The data was only collected from the novice teachers and their mentor teachers at the selected primary schools. Due to the narrow focus of the study, the findings of this study may not be generalised to the whole country.

1.8 Definition of terms

Some terms were used throughout the study. These terms may have different meanings in different contexts. In this study, the following terms have the following meanings:

Induction: Wachira and Waiganjo (2014) define induction as the school's effort to assist new teachers to adjust effectively to their environment with minimum disruption and as quickly as possible, so that the organisation's functioning can proceed as effectively as possible. In this study, it refers to a period of two years in which the novice teacher will be assisted to acquire skills and knowledge to be able to perform teaching duties effectively and with confidence.

Induction programme: An induction programme is a well-structured, comprehensive professional development plan of activities that a school system or an educational institution designs to develop, among new employees, knowledge, skills, attitudes and values essential to carry out their respective roles effectively (Kearney, 2010). 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.

Mentor Teacher: A mentor is an experienced teacher who can provide knowledge and skills that the mentee needs (Ambrosetti & Dekker, 2010). In this study, a mentor is a trained experienced teacher who is responsible for helping the novice teacher to extend and integrate skills learned during the pre-service phase and supporting them during the professional development component of learning.

Mentoring: Nantanga (2014) refers to mentoring as the process of assisting novice teachers to grow professionally and personally, through the guidance of an experienced teacher. In this study, it refers to a collaborative relationship between the mentor and the novice teacher that ensures the success of the mentoring process.

Novice Teacher: Kim and Roth (2011) define novice teachers as professionally qualified teachers with little or no mastery experience. In the context of this study, the term refers to a newly appointed graduate teacher from the university and has zero to three years of teaching experience.

Perceptions: Stevenson (2010) defines perception as to how something is regarded, understood, or interpreted. In this study, it refers to the way the NNTIP is regarded, understood, or interpreted by the novice teachers

Teacher Attrition: Attrition is the steady decrease in membership of an organisation by way of retirement, resignation or death (Oke, Ajagbe, Ogbari&Adeyeye, 2016). In other words, attrition could be the number of employees quitting their jobs which includes both voluntary and involuntary separation. In this study, attrition refers to novice teachers leaving the teaching profession within two to three years of teaching.

1.9 Summary

This chapter provided an orientation of the study to enable the readers to understand what the study entails. It showed that Induction programmes are a key factor in the teaching profession, and it is important to note that supporting novice teachers increases the retention of more competent and qualified teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A literature review can be defined as a compilation, classification, and evaluation of what other researchers have written on a particular topic (Salji& Winchester, 2016). This chapter reviews existing literature on the induction of novice teachers 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. This part begins by presenting the theoretical framework of the study. The chapter then explores the concept of induction and goes on to review the literature on novice teachers' induction programmes and their implementation in different countries, to then zoom on the Namibian case. It further reviews the literature on the challenges that novice teachers encounter in their first years of teaching and the benefits of an effective induction programme to novice teachers.

2.2 Theoretical framework

According to Grant and Osanloo (2014), a theoretical framework is the “blueprint” for the entire research which serves as the guide on which to build and support the study, and also provides the structure to define how one will philosophically, epistemologically, methodologically, and analytically approach the research as a whole. The theoretical framework provides a grounding base or the focus of the literature review.

When one is becoming a teacher, there is a transition involved from pre-service training into the profession of teaching (Dishena& Mokoena, 2016). Dishena (2014) points out

the uniqueness of the teaching profession in acknowledging the fact that novice teachers are immediately expected to take on the same responsibility as people with ten to twenty years of service. The reality, however, indicates that there is a great gap of experience between teacher training and performing the actual work of a teacher. Teaching requires going beyond the management of learners in the class and could include cases of truancy, theft, classroom organisation, coping with undisciplined learners and adjusting to the new environment (Dishena& Mokoena, 2016). Therefore, novice teachers have to go through an induction programme that can help them transition from being students into becoming professional teachers.

Schlossberg's Theory of Transition (STT) is applied in this study. STT is defined as a process of moving through, moving in or out of a situation, which leads to changed relationships, routines, assumptions and roles (Goodman, Schlossberg, & Anderson, 2006). The transition theory is designed to describe the reality that defines the human ability to cope with transition and it is important to note that perception plays a key role in Schlossberg's theory because a transition exists only if defined as such by individuals experiencing it (Goodman et al., 2006).

Schlossberg's Theory of Transition has four major sets of factors that influence an individual's ability to cope with a transition. The four main sets known as the "4 S's" are situation, self, support, and strategies (Goodman et al., 2006, p. 60). The situation factor portrays that every individual has a unique situation, while the self-factor, that everyone has a way of being in the world. The support factor refers to the kind of support system one has, and lastly, the strategic factor outlines that everyone uses coping strategies as they transition (Goodman et al., 2006).

In this study, the situation factor is used to explain that every novice teacher finds themselves in a unique situation or school environment, while the self-factor explains that the novice teachers' personal and demographic characteristics, gender, ethnicity/culture, age and stage of life influence how they cope with change. The support factor refers to the help that is available for novice teachers and the strategy factor refers to the coping mechanisms that novice teachers adopt during their phase of transition. Schlossberg's Theory of Transition is appropriate to this study as it dealt with novice teachers as they transitioned from pre-service training to the real world of the teaching profession. The theory provides a model for understanding how novice teachers perceive the induction programme at their schools and cope with the transition.

2.3 The concept of induction

The term 'induction' has been differently defined by different authors. Gitonga (2015) defines induction as the process where a newly recruited member of staff is taken through activities that help them get conversant with the operations of an organisation. Nantanga (2014) outlines that in the teaching profession, a diverse number of definitions see teacher induction as an extension of the support for novices, given after preparation for teaching. Dishena (2014) also outlines those various studies indicate diverse definitions of induction. However, it should be understood that induction is a management function by which a school could contribute to personnel assimilation, personal development security and the need for satisfaction of new staff members of a school.

Induction is seen as a continuous process that begins in the early years of teaching and continues through the teaching profession. All the problems facing novice teachers need

to be addressed during induction and experienced teachers help them develop professionally (Uugwanga, 2010).

According to Wachira and Waiganjo (2014), induction involves newly recruited teachers being initiated in the teaching profession by being taken through an orientation process where they familiarise themselves with the operation of the school. Upon employment, the schools make effort to assist novice teachers to adjust effectively to their environment with minimum disruption and as quickly as possible, so that the schools' functioning can proceed as effectively as possible. In the past, teaching has not had the kind of support, guidance and orientation programmes for new employees but that has changed in many countries now.

The European Commission (2010) reiterates that induction refers to different processes whereby new entrants into teaching professions are inducted into their profession normally during the first years upon completing their academic training programme. Therefore, induction is here defined as the support that is given to beginning teachers after finishing the formal programme of initial teacher education at the start of their first jobs as teachers in schools.

According to Dishena (2014), the term induction may also be referred to as introduction, initiation, training and support within the teaching profession. He further adds that induction helps to speed up the adaption process of the teachers in their chosen career because it has been intending to familiarise newly appointed teachers with the community, school, learners and colleagues. Therefore, induction must be conducted during the first year of teaching and the novice teacher be provided with encouragement

and support to enable them to enjoy positive learning experiences and a pleasant start to their careers.

Novice teachers need induction which introduces them to the micro-politics of the school (social dimension), to develop their personal identities as teachers (personal dimension) and to gain pedagogical knowledge and skills (professional dimension) by experienced teachers in schools (European Commission, 2010). This is because no pre-service training prepares novice teachers to face all the challenges they meet in schools or provide full support to teachers in training to be able to grow socially, personally and professionally. Uugwanga (2010) states that the reality of teaching unfolds to novices and destroys the false impressions acquired during teacher training and pre-service teaching. Such experiences emphasise the need for a smooth introduction of novices into the profession.

The various definitions of the term ‘induction’ do not differ much from one another. Despite the existence of various definitions surrounding the concept of induction, Kempen (2010) concludes that an element central to all these definitions is the fact that induction programmes are aimed at helping new employees in becoming fully productive members of an organisation.

Wiebke and Bardin (as cited in Uugwanga, 2010) state that induction can either be formal or informal. Informal induction has no official process, compensation, training, or time-release for those involved. On the other hand, formal induction has well-trained mentors who are assigned to novice teachers to take them through the induction process. The induction programme in Namibia falls under formal induction. This is because

trained mentor teachers get assigned to novice teachers based on their subject specialisation and phase level. For this study, induction is seen as the support that is given to novice teachers in their first two years of teaching to help them with transitioning from student-teachers to well-equipped professional teachers.

2.4 Novice teachers' induction programme in Namibia

In Namibia, the call for nationally supported, intensive training for newly appointed teachers began in 1999 with the Report on the Presidential Commission on Education and Training (Ministry of Education, 2011). This call was repeated in the 2005 Report on the scoping study which preceded the development of standards for the teaching profession in Namibia. Furthermore, the 2007 approved National Professional Standards for teachers in Namibia (NPST), mandates through the Namibian Qualifications Authority (NQA) as part of the Education and Training Sector Improvement Programme, the introduction of standards as a measure to guide pre-service and in-service teacher training as well as the professional development of teachers. These are aimed at ensuring that the national goals of equity, democracy, quality and access to quality education are addressed adequately (Ministry of Education, 2011).

Extant research shows that pre-service teacher preparation programmes are designed to provide teachers with general knowledge, skills and attitudes needed for effective teaching (Shakwa, 2001). Nonetheless, even the best pre-service programmes cannot completely prepare novice teachers for many of the specific challenges that they deal with during their transition to in-service teaching. Thus, the Professional Development Division at the National Institute for Educational Development (NIED) developed the Namibia Novice Teachers Induction Programme in 2009. The primary goal of the

Namibia Novice Teachers Induction Programme is to develop novice teachers to their fullest academic, social and personal potential. One way of achieving this goal is to help teachers develop to their fullest potential through on-the-job continuous professional development support in the form of induction and mentoring. Novice teachers undergo a two-year period induction and mentoring programme within their specific schools' context upon employment (Ministry of Education, 2011).

Following is a brief description of the basic features of the induction and mentoring programme including the goals and objectives and the programme components as noted in the programme description document (Ministry of Education, 2011).

2.4.1 The goals and objectives of the Namibian Novice Teacher Induction

Programme

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

1. Improve the teaching performance of novice teachers by enhancing effective teaching skills.
2. Increase the retention of promising novice teachers in the teaching profession.
3. Promote the personal and professional growth of novice teachers.
4. Orientate novice teachers to the school and the surrounding community.
5. Instill a spirit of reflective practice and continuous professional development in novice teachers.
6. Mould and inspire professionalism among novice teachers.
7. Create ownership and passion for the teaching profession.
8. Enhance capacity building through induction and mentoring process.

Considering that improving the teaching performance of the novice teacher by enhancing effective teaching skills and increasing the retention of novice teachers in the teaching profession are some of the NNTIP, the implementation of the induction programme in Omaheke Region is quite questionable. This is because the performance in the region (as shown in chapter one) has been low for so many years and the rate of the attrition of teachers seemed to go up over the years.

2.4.2 The components of the induction programme in Namibia

2.4.2.1 Orientation

At a school level, orientation is provided within the first weeks of a novice teacher's employment. Orientation takes place at three levels:

Introduction to the school

The novice teacher will undergo a familiarisation with the school faculty and staff, school board, physical facilities, resources and school procedures. This process leaves the novice teacher with a sense of his or her immediate environment including possibilities for involvement and interaction.

Introduction to the cluster/ circuit

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

Introduction to the community

The schools provide each novice teacher with an introduction to points of interest in the community. The areas of interest include shops/markets, hospitals/clinics, places of worship and places of social gathering.

2.4.2.2 Mentoring

Mentoring is a vital component that is at the heart of the Namibia Novice Teacher Induction Programme. Each novice teacher is provided with a mentor teacher with whom they will closely interact during their first two years of teaching. In order for novice teachers to receive meaningful support, the mentor teacher will be matched to novice based on phase level and the subjects taught.

2.4.2.3 Classroom observation

The Induction Programme provides an opportunity for both formal and informal observation as observation and feedback can be a wonderful and insightful tool for any teacher. The goal of this component is to provide the novice teacher with the additional perspective of his or her work through pre-observation, observation and a post-observation meeting.

2.4.2.4 Professional development

One of the objectives of the Namibia Novice Teacher Induction Programme is to instill a spirit of ongoing professional development in novice teachers. This can be fulfilled by having the novice teacher participate in various professional development opportunities from the first through the second year of the programme.

2.4.2.5 Evaluation

In the Namibian context, evaluation is built into the Novice Teacher Induction and Mentoring Programme in five ways, namely: Novice Teacher Formative Evaluation, Mentor Teacher Formative Evaluation, Principal Evaluation of the Novice teachers, Principal's Self-Assessment which are done at the end of each year; and the Summative Programme Evaluation which is done at the end of the programme. The Summative Programme Evaluation determines whether the programme should continue, and minor or major revisions should be made.

2.4.2.6 Assessment

In the Namibian induction programme, assessment as a formal goal of teaching in induction appears to have little bearing on programme success and it is therefore not a significant component of teacher induction.

2.4.2.7 Portfolio

In the Namibia induction programme, a portfolio is a purposeful collection of artefacts about the novice teacher's work that exhibits the teacher's efforts, progress and achievements in key areas of development in terms of teaching competencies and progress being made towards becoming a competent professional teacher.

2.4.2.8 Monitoring and reporting on induction

The implementation of the Namibia Novice Teacher Induction Programme is closely monitored at all levels. At the school level, every principal who supervises a novice teacher is expected to submit a one-year training plan to the Regional Office of Education at the beginning of the school year. Furthermore, at the end of the year, the

principals are required to submit a report on how the induction programme was implemented, inclusive of any changes that were made to the original plan and the comments and reflections from the newly appointed teacher, the mentor teacher and the principal. NIED also collects brief evaluations from participants after each training session.

Nghaamwa (2017) clarifies that the components of the induction programme for the beginner teachers in Namibia do not differ to a high degree from the components of an effective induction programme that are suggested and recommended by the various authors such as (Wong, 2001,2003 & 2004; Grobler et al., 2005; Fulton et al., 2005). Dishena (2014) states that induction should not be viewed as a ‘one-time’ task, but rather as an ongoing programme that meets the concerns of newly appointed teachers. The NNTIP concurs with this statement since it advocates for on-the-job continuous professional support for novice teachers in the form of induction and mentoring.

Additionally, a study by Uugwanga (2010) in Namibia on coping mechanisms of novice teachers in their schools confirmed that they were faced with challenges during their first year of teaching. However, despite the induction programme being in place, novice teachers received very little or no support from their schools. Evidently, there is a need to look into the implementation of the NNTIP.

Every school in Namibia is to implement induction and mentoring programme when they receive a novice teacher. The principal, being the key leader at a school level has to oversee the successful implementation and evaluation of the programme. The schools have clear guidelines to foster effective implementation of the Namibia Novice Teacher

Induction Programme. The guidelines are there to help school principals and mentor teachers understand the different strategies by which novice teachers are to be inducted in the first two years of employment in schools (Ministry of Education, 2011).

2.5 Induction programmes' implementation in some African countries

Governments around the world are responding to concerns about the quality of teacher preparation and teaching by commissioning reviews and proposing alternative ways of preparing and inducting new members in the teaching profession (Dube, 2008). Although novice teachers' induction is a new phenomenon, Wachira and Waiganjo (2014) affirm that like the rest of the world, African countries schools' administrators are concerned about the quality of education where teacher quality is concerned and have developed induction programmes or taken some steps to support teachers in their first two years of teaching. To affirm that Namibia is not the only country in Africa that is embracing an induction programme, research on teacher induction conducted in African countries such as Kenya, Ghana and Botswana indicate the that steps taken by these African countries in this regard are as follow:

2.5.1 Kenya

The Recruitment and Training Policy by the Teachers Service Commission (2006) in Kenya stipulates that induction is mandatory and should be conducted for two years after the newly appointed teachers join the service. This means that all beginning teachers should be properly inducted to facilitate quality education. However, a study by Wachira and Waiganjo (2014) reveals that despite the existence of an induction policy in Kenya, only a few schools implement the induction programmes. Indoshi (2003) also shows that

the induction of new teachers in Kenya is chaotic and informal. Thus, novice teachers barely benefit from induction.

Simatwa (2010) found out that beginner teachers are inadequately supported by their respective schools to stimulate professional growth. This is because universities in Kenya have been blamed for the poor performance of graduate employees in public organisations on the wrong assumption that the initial training programme must produce a complete and super employee. The situation could be changed if formal induction programmes were being implemented and the implementation process is being monitored at all schools.

2.5.2 Ghana

In Ghana, Jared and Emmanuel (2012) carried out a study on induction and mentoring of beginner teachers that suggests that the situation that currently exists in Ghana is one of a general shortage of teachers. Therefore, the government must increase the output of trained teachers. The increasing demand for trained secondary education teachers is defeated by secondary teacher attrition, issues with teacher preparation, and perceived unattractive conditions of service.

According to Cobbold (2007), Ghana, like most developing nations, has yet to establish a formal educational policy on induction and mentoring for beginning teachers. At the secondary level, schools, districts and regions hardly offer any organised orientation for the beginning teachers. Additionally, there is no formal induction and mentoring program available for new and beginning teachers. There appears to be a need for inducting new teachers as a continuum of teacher development and to extend support for

new teachers beyond their initial teacher training. Therefore, state-level teacher induction and mentoring programmes are highly needed to help beginning teachers as well as to enhance teacher retention in the profession.

2.5.3 Botswana

Motswiri (as cited in Dube, 2008) explains that Botswana does not have a formal induction programme for newly qualified teachers. Teachers rather serve on probation for a period of two years. There is no mandated programme to be implemented as a form of induction during probation. At the end of the two years, newly qualified teachers are confirmed to their teaching posts.

The two-year probationary period for novices is a haphazard affair. It is left to the discretion of the School Management Teams to induct new teachers according to their plans. The mandate to induct newly qualified teachers into the teaching profession has not been set by Teaching Service Management, the teacher employing body in Botswana (Motswiri, 2003). Instead, the employer carries out some activities, like in-service workshops for teachers, geared towards making teachers' services more effective. The Ministry of Education and the University of Botswana may provide in-service training programmes to benefit teachers in their efforts of learning how to teach. However, in some schools, the principal may assign someone like the Staff Development Coordinator or any seasoned teacher to guide and support beginners.

Among the countries reviewed above, Kenya is the only country that has a formal induction programme in place. However, research reveals that despite the existence of an induction policy in Kenya, only a few schools implement the induction programmes.

Ghana and Botswana on the other hand have not developed induction programmes. Nevertheless, novice teachers in Botswana undergo probation of two years which is left to the School Management Teams to induct new teachers according to their plans.

2.6 Novice teachers' experiences on the implementation of the induction programme

The first year of teaching is considered the most challenging and stressful for novice teachers. The majority of novice teachers feel ineffective and often isolated in their classrooms with little or no support (Arends & Kilcher, 2010). This isolation can be difficult for novice teachers as they are often left to fail or succeed on their own (Ingersoll, 2012). Hence, support needs to be given to novice teachers to ease their transition into full-time professional teachers. Clark and Byrnes (2012) maintain that in an attempt to improve novice teachers' transition process, induction programmes were introduced in different countries and have been used as a tool to help novice teachers ease into their new roles as professional teachers. Namibia is also one of the countries that have embraced the introduction of induction programmes when it introduced the NNTIP in 2011.

Although induction and mentoring programs have been used throughout the nation's schools to help novice teachers ease into their new roles as educators, their experiences of the induction programmes differ. A study done by Nghaamwa (2017) shows that some novice teachers have experienced adequate support during their induction process while others did not. Nghaamwa (2017) further states that the novice teacher who received adequate and sufficient support indicated that induction programmes had a positive influence on their professional careers. Novice teachers have appreciated the

exponential growth in the attainment of pedagogical knowledge and the general improvements shown at personal, social and professional levels. Furthermore, novice teachers revealed that induction support strengthened and enabled them to deal with certain obstacles and hindrances in their work arena (Nghaamwa, 2017). To add on, a study done by McCollum (2014) shows that novice teachers shared that being assigned a mentor is a great strength of the teacher mentoring program since mentor teachers gave them a sense of belonging. Novice teachers have as well identified emotional support, physical support, and positive guidance as some of the strengths of having a mentor to take them through the induction programme.

About the participant responses regarding their induction program experiences, McGeehan (2019) affirms in his study that the majority of the novice teachers felt that the induction program helped them transition into the classroom smoothly. Furthermore, the process of induction allowed them to connect with their mentors who introduced school culture, policies, and systems. The new teachers also believed it provided them with relevant information on the way their district viewed policies and important internal systems and programs within their districts (McGeehan, 2019). Having an understanding of what was expected of the new teachers, the new teachers felt induction was helpful and an important part of their first year of teaching.

On the other hand, where novice teachers experienced induction support that was inadequate and insufficient, they devised alternative ways of dealing with the problems facing them in their classrooms and outside (Nghaamwa, 2017). This is echoed by McCollum (2014) who showed that some beginning teachers perceived that there was inadequate support from their teacher mentoring program. The novice teachers indicated

that although being assigned a mentor is helpful, their mentors were unable to provide enough time to successfully support and guide them in their quest for successful teaching, and they are often left to develop effective teaching practices on their own. Clark and Byrnes (2012) also claim that despite state-mandated induction and mentoring programs, many novice teachers continually face developing effective practice on their own and experience a time of intense learning and often a time of intense loneliness.

To bring to an end, participation in an induction program is a complicated experience that is unique for each novice teacher. However, the experiences of all novice teachers can be improved if mentor teachers offer more support depending on what novice teachers' needs are. The support that can be offered to improve novice teachers' instructional and management skills are such as model lesson plans, constructive feedback on instruction and classroom management tips.

2.7 Mentor teachers' perceptions on the implementation of the induction programme

Induction programmes are two-way streets where mentor teachers and novice teachers are all expected to do their shares when it comes to a successful implementation of an induction programme. For the school-based induction programme, mentor teachers are key role players who are responsible for helping novice teachers to extend and integrate skills learned during the pre-service phase and support the novice during the professional development component (Ministry of Education, 2014).

Mentors view mentoring novice teachers as a component of the induction programme to be a challenge yet a beneficial learning experience. A study conducted by Iancu-Haddad

and Oplatka (2009) mentions that there are several types of benefits that mentors perceived to gain from their mentor teacher-novice teacher relationships. These include emotional rewards and aspects of professional benefits. Considering emotional rewards, Iancu-Haddad and Oplatka (2009) state that the majority of the mentors saw job satisfaction as their main benefit from mentoring novice teachers. They described mentor teachers feeling pleasure at watching the novice teachers grow, develop and seeing the results of their guidance at the end of the induction programme duration. Furthermore, Iancu-Haddad and Oplatka (2009) assert that a large part of the mentor teachers' satisfaction from their mentoring relationship came from the interpersonal interaction with the novice teacher. The mentor teachers felt they were establishing long-term relationships, and a few even described a friendship going beyond the professional field.

In terms of professional benefits, becoming a mentor provides opportunities for renewal and advancement which enables mentors to learn new things about themselves as well as refreshing professional practices and perspectives they had neglected (Iancu-Haddad & Oplatka, 2009). Another learning experience for the mentors was being exposed to the younger teacher's point of view and academic knowledge, which included current practices, up-to-date research, and theories (Schatz-Oppenheimer, 2017). Therefore, mentor teachers perceive being part of the implementation process of the induction programme as a "win-win situation" for both them and the novice teachers since they all learn from each other.

Mentors' experiences of the mentoring and induction programmes are not always positive. Nghaamwa (2017) says that some mentor teachers faced challenges with

novice teachers who would not listen to their advice and consequently reflected negatively on their performance. Mentor teachers further indicated that most of the new teachers appointed at their schools were not well trained and lacked sufficient pedagogical knowledge required for teaching. This makes it quite challenging for the mentor teachers to work well with their mentees (Nghaamwa, 2017). Similarly, Iancu-Haddad and Oplatka (2009) indicate that some mentors perceive the implementation of the induction programme as frustrating because they are overloaded with their own work and found it quite difficult to divide their attention between their work and that of mentoring novice teachers. This hinders an effective implementation of an induction programme for novice teachers since mentorship is an integral part of the programme.

2.8 Challenges faced by novice teachers

Research reveals that novice teachers face several problematic situations as they make their first steps in the profession. Previous studies have found that no amount of teacher training prepares student teachers fully to meet the demands of the teaching job (Dube, 2008; Nantanga, 2014; Shakwa, 2001). It is important to note that novice teachers do share common problems, but they also may experience unique problems depending on the school environment they find themselves in.

The European Commission (2010) state that teachers in the first months and years in the profession have to survive several professional and personal challenges. This can lead to a loss of self-confidence, the experience of extreme stress and anxiety and can cause the teacher to question her own competence as a teacher and a person. Similarly, Dube (2008) points out that novice teachers enter the teaching career with their previous experiences of being observers, assistant tutors and/or student teachers. The transition

from university or college life to that of a working person is difficult in all areas. Among other challenges, isolation is cited as one of the challenges that novice teachers face.

To explain the cause of novice teachers' isolation, Ostovar-Nameghi and Sheikhamadi (2016) state that novice teacher's work alone as adults with distinct groups of learners in classrooms. Therefore, there is little to no time to engage in dialogue with experienced teachers about student learning and other problems related to work. In the same instance, Dube (2008) claims that with classrooms isolated from one another, novice teachers have limited opportunities to observe the behaviour of experience teachers. Isolation is likely to result in burnout, feelings of extreme helplessness and resignation might follow.

Namibian novice teachers are no exception to facing challenges in their first years of teaching. Ugwanga (2010) on the coping mechanisms of novice teachers, stresses that teaching is one of the few careers where the least experienced members encounter the greatest challenges and duties. In his study, he identified the following challenges faced by novice teachers while trying to achieve their goals:

2.8.1 Feeling of unpreparedness

The participants' responses have shown that the pre-service training had not prepared novices well for the real world of teaching. According to Dube (2008), many novices feel unprepared to handle classroom problems, perform routine tasks and make decisions.

2.8.2 Lack of orientation for novice teachers

Some of the novice teachers indicated that they were not properly oriented which left them with no choice but to discover things about the school on their own.

2.8.3 Classroom management

Managing discipline in the classroom was reported as one of the biggest challenges that novice teachers encountered in their first year of teaching. It was further indicated that it is difficult for teaching and learning to happen when learners are not at their best behaviour (Uugwanga, 2010)

2.8.4 Lack of subject content

Novice teachers, with their limited knowledge of subject matters and little practice in teaching, often experience frustration, uncertainty, confusion and loss of confidence during their first year of teaching (Uugwanga, 2010). This is mostly due to a lack of knowledge, which makes it difficult for them to teach.

2.8.5 Teaching methodology

In his study, Uugwanga (2010) also indicates that delivering lessons was another challenge novice teachers had to face. Normally, the classes' composition had students with different learning disabilities and novice teachers did not have yet the skills on how to identify and deal with learners with different needs. Besides, their classrooms were so overcrowded that they were unable to give individual attention to learners.

To add to the challenges identified by Uugwanga, a study done by Muyumbano (2019) reveals that Namibian novice teachers experience the same problems as those in other countries. Problems outlined in the study are such as a lack of induction and mentoring,

time management, a lack of resources, poor participation on the part of the learners, overcrowded classrooms, a lack of motivation, absenteeism, language barrier, a lack of discipline and problems associated with relationships with colleagues such as the lack of support from colleagues. However, Dishena (2014) asserts that induction programmes are typically designated to address common challenges associated with being a novice teacher, for instance, managing a classroom and getting to know the regional or national policy and procedure.

2.9 The benefits of an effective induction programme to novice teachers

According to Curry, Latham and Webb (2016), induction is essential to every profession including teaching. Curry et al. (2016) further indicate that induction programmes better address the concerns and difficulties faced by new teachers as well as build the professional culture of collaboration and problem-solving. Wachira and Waiganjo (2014) also stress that induction is an important step in the professional growth and development of a teacher because it acts as a bridge between pre-service training and the actual teaching job. Although schools face different challenges and have unique opportunities for which no pre-service teacher training programme can curb, adequate induction is an important factor that is essential to the success of every novice teacher. The following are some of the benefits of an effective induction programme to novice teachers:

2.9.1 Reducing new teacher attrition

Dishena and Mokoena (2016) point out that induction programmes are effective strategies in reducing new teacher attrition and improving teacher retention in the early

years of their career. This is supported by Craig, Kraft and du Plessis (as cited in Ugwanga, 2010), emphasising that induction programmes that guide and support beginning teachers in their first year of teaching are crucial in developing sound teaching practice and also to retain more teachers in the profession. Schools require adequate staffing with qualified teachers to maintain and improve student achievement. Thus, attrition imposes significant costs on the education system as it must prepare more teachers to fill classroom vacancies.

Ugwanga (2010) reports that one of the reasons why novice teachers leave the teaching profession is due to insufficient support and training. Often, novice teachers struggle on their own leading to depression and lack of commitment to teaching. This results in novice teachers leaving the profession. Thus, according to Shakwa (2001), induction programmes are essential since they increase the positive attitudes of novice teachers towards the teaching profession and prevent new teachers' burnout.

2.9.2 Instilling confidence and high self-esteem

Muyumbano (2019) reveals that induction programmes are beneficial to novice teachers on a personal level too. Often novice teachers feel left out and not seen as complete teachers. Therefore, the induction process helps to instill confidence, high self-esteem and avoiding dropping out. This is supported by the European Commission (2010) which reveals that new teachers on induction programmes generally report increased feelings of competence, motivation, belonging, support and attention as a result of their experience in the programme. Muyumbano (2019) further indicates that other benefits of

the induction programme may include a feeling of acceptance, less apprehension about seeking help from colleagues and a clear sense of expectations for the school.

2.9.3 Providing a foundation for professional development and reducing the feeling of isolation

Nantanga (2014) holds that induction does not only provide opportunities to acquire knowledge and skills but reduces the feeling of isolation that novice teachers might experience in their first year of teaching. When novices interact frequently and purposefully with their mentor teachers, it instils a sense of belonging in them and enables them to strengthen their knowledge and expand their teaching skills, by spotting positive aspects of good teachers in themselves (Uugwanga, 2010). Induction contributes to novice teachers' effectiveness and pedagogical practice, and it should be seen as crucial for novice teachers' continuous professional development.

There are several existing studies conducted by Namibian scholars (such as Nantanga, 2014; Dishena, 2016; Uushona, 2018; Muyumbano, 2019; Uugwanga, 2010)) on novice teachers but they do not conclusively address the implementation of NNTIP in Omaheke Region. Evidently, more research is needed to explore the aspect of NNTIP implementation in schools. Therefore, the purpose of this study was to find out the experiences of novice teachers toward the implementation of NNTIP and to establish whether the programme in place is helpful to novice teachers at selected primary schools in Circuit One of Omaheke Region.

2.10 Summary

This chapter discussed the concept of induction by looking at different definitions of the term ‘induction’. The chapter further reviewed the induction programme in Namibia and the implementation of induction programmes in different countries. It was gleaned from the literature that not all countries implement novice teacher’s induction programmes. The chapter delved into the novice teachers’ experiences and the mentor teachers’ perceptions on the implementation of the induction programme which came out evident that implementing an induction programme comes with both challenging and beneficial experiences which are also unique to individuals. Literature reviews also revealed that novice teachers around the world tend to experience similar problems in their first year of teaching although some are unique to certain countries. Literature looked into the benefits of an induction programme, and it was revealed that induction is essential as it contributes to novice teachers’ effectiveness, pedagogical practice and it should be seen as crucial for novice teachers’ continuous professional development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology and methods that were adopted for the collection of data related to answering the research questions. The chapter describes the research approach and design, population, sample, sampling procedures, research instruments, data collection methods and the data analysis procedures that were used in the study. Furthermore, the chapter discusses the ethical considerations that the researcher adhered to during the study.

3.2 Research approach

In this study, the researcher adopted the qualitative research approach. Creswell (2009) defines qualitative research as the means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The qualitative process of research involves emerging questions and procedures, data typically collected in the participant's natural setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2009).

The type of qualitative approach used in this study was the phenomenological approach. Phenomenology is qualitative research method that is used to describe how human beings experience a certain phenomenon (Mertens, 2015, p. 248). Phenomenological design allows the researcher to explore the perceptions, perspectives, understandings, and feelings of those people who have actually experiencing or living the phenomenon

or situation of interest. Therefore, the qualitative approach (phenomenology) was adopted in this study because it helped the researcher gain an in-depth insight into how novice teachers experience the implementation of the Namibia Novice Teachers Induction Programme in their natural setting which is at their respective schools.

According to Creswell (2013), the purpose of qualitative research is to describe a phenomenon from the participants' point of view through interviews. Thus, the researcher has interviewed the participants in order to gain a rich and complex understanding of the participants' experiences with the implementation of the induction programme at hand (NNTIP).

3.3 Research paradigm

A research paradigm is defined as a method, procedure or research model used in carrying out approved research in a community of researchers and that has been in existence for many years (Creswell, 2014). This study is situated in the interpretive social science paradigm. Creswell (2009) defines interpretive paradigm as a way of discovering reality through participants' views, their own background, and experiences. The interpretive paradigm believes that reality is multi-layered and complex and a single phenomenon can have multiple interpretations (Thanh & Thanh, 2015). Gay, Mills and Airasian, (2016) indicate that interpretivists believe that people's behaviours are multi-layered and there is no way they can be decided by pre-defined probabilistic models in research. Additionally, Gay et al. (2016) state that interpretivists understand that these behaviours depend on different situations, and they are determined by social and environmental factors and not by genes. Human behaviours are affected by multiple, different factors and they mostly occur naturally. These assumptions influenced the

researcher's adoption of the interpretive paradigm since it allowed the researcher to interpret and understand novice teachers' experiences and perceptions of their induction programme.

3.4 Research design

The study used a case study design because it aimed to gain more insight into novice teachers' experiences of the Namibia Novice Teachers Induction Programme. A case study design is defined as a holistic inquiry that investigates a contemporary phenomenon within its natural setting (Creswell, 2013). Creswell further explains that a case study selects a small geographical area or a very limited number of individuals as the subjects of study which enables a researcher to closely determine the data within a specific context. The small geographical area selected in this study is Circuit One in the Omaheke Region. Additionally, a case study provides an in-depth study of the phenomenon in one's natural settings/the examination of the data is conducted within the context of its use. In this case, the phenomenon under study is the novice teachers' experiences towards the implementation of the induction programme at their respective schools.

The type of case study used in this study was the collective case study. The researcher selected multiple primary schools in Circuit One in the Omaheke Region in order to show different perspectives on the implementation of NNTIP.

3.5 Population

The population is defined as the large set from which the participants are selected and to which the findings of the study will be generalised (Mertens, 2015). The target

population for this study consisted of a total of 57 novice teachers and their mentors from 13 primary schools in Circuit One of the Omaheke Region. This means that the data obtained can only be generalised to primary schools in Circuit One of the Omaheke Region.

3.6 Sample and Sampling procedure

A sample is a subset of the elements of the population that is obtained to be studied (Yin, 2011). Criterion sampling was used to select the participants. Creswell (2012) noted that criterion sampling is used to identify participants who meet predetermined criteria in order to do an in-depth study of the case under study and are likely to be knowledgeable and informative about the phenomenon. Furthermore, criterion sampling is useful for identifying and understanding information-rich cases (Creswell, 2012). Thus, the novice teachers and their mentors were considered information-rich when it comes to the implementation of NNTIP.

The novice teachers were chosen based on this inclusive criterion (the key characteristics of the target population that the researcher considered to answer the research questions); two or fewer years of experience while the mentor teachers were those that are mentoring the novice teachers that participated in the study. A total of nine novice teachers and two mentor teachers participated in this study. Five primary schools were chosen based on the availability of at least two novice teachers. Since there are more primary schools than secondary schools in Circuit One, sampling primary schools increased the chances of the researcher finding novice teachers to participate in the study.

3.7 Research instruments

Research instruments are tools for obtaining information relevant to the research project (Wilkison& Birmingham, 2003). A semi-structured interview guide was used to collect data from the participants. The novice teachers and mentor teachers were interviewed individually at their respective schools. An advantage of using an interview to collect data is that they provide useful information that the researcher cannot directly observe. It also allows the participants to fully describe how their personal experience with the induction programme taking place at their schools. Document analysis which was done for triangulation purposes and supplementing the data collected from the interview. The policy documents on the institutionalisation of NNTIP were analysed to understand what it entails and its expectations.

3.8 Data collection procedures

To gain access to the research sites, the researcher obtained an ethical clearance certificate from the University of Namibia (UNAM) and sought permission from the Executive Director (ED) of the Ministry of Education, Arts and Culture (MOEAC), Omaheke Education Regional Director, the Inspector of Circuit One and the school principals of the sampled schools. Moreover, arrangements for data collection were made through the principals' offices which ensured that no lessons were interrupted during the process.

Data was collected through face-to-face semi-structured interviews between the researcher and novice teachers and between the researcher and mentor teachers. The interviews took a maximum of 40 minutes whereby the participants' responses were recorded, and field notes taken. The document analysis was conducted to supplement the

interview by providing a view on how novice teachers progressed from the perspective of their mentors. The document analysis was also done to prove and understand that the NNTIP was being implemented at the schools and according to the policy document. The documents reviewed were the Namibia novice teacher's induction programme description and the Namibia novice teacher's induction programme description, institutionalization guidelines and coaching. Data collected will be kept in a locked cupboard drawer accessible to the researcher only and be burnt after five years.

3.9 Data analysis

Data analysis is defined as the process of making sense and meaning out of data which involves consolidating, reducing and interpreting what participants have said and what the researcher has read or observed (Merriam, 1998). The data was analysed using thematic analysis. Thematic analysis is defined as the process of identifying patterns and themes within qualitative data (Maguire & Delahunt, 2017). The goal of thematic analysis is to identify themes in the data that are important or interesting and use these themes to address the research questions. The data collected were analysed following the six phases of thematic analysis recommended by (Clarke & Braun, 2013):

Phase 1: Familiarisation with the data

The researcher immersed herself and became intimately familiar with the data by reading, re-reading the data and listening to audios that were recorded during face to face interviews.

Phase 2: Coding

The researcher generated labels for important features of the data that are relevant to the research questions guiding the analysis. The researcher came up with a code for each question Q1- Q5 and noted any relevant information under that code while listening to the audio.

Phase 3: Searching for themes

The researcher made a list of all the themes or topics that emerged from the data. Similar themes or topics were clustered together.

Phase 4: Reviewing themes

This involved that the themes developed work with the coded extracts. The researcher also reflected on whether the themes developed were convincing, tell a compelling story about the data collected and were relevant to answer the research questions.

Phase 5: Defining and naming themes

This required the researcher to construct a concise and informative name for each theme. The researcher constructed the themes and subthemes according to the research questions.

Phase 6: Writing up

The researcher weaved the data extracts together and linked them to the existing literature that is reviewed in chapter two of this paper.

3.10 Ethical consideration

Ethics are the principles and guidelines that help people to determine and uphold what is morally justified and concerns what is good and bad, right and wrong (Cohen, Manion & Morrison, 2018). Cohen et al. (2018) further illustrate that some of the ethical principles to be considered in research are such as, informed consent, confidentiality and anonymity, gaining access, ownership and control of data, privacy, beneficence etc. In this study, the researcher considered the following ethical principles:

Ethical Forms: An Ethical Clearance Certificate and a permission letter to carry out research were obtained from the University of Namibia (UNAM). The researcher also obtained permission letters from the Executive Director of the Ministry of Education, Arts and Culture and the Director of Education in the Omaheke Region to collect data at the selected schools.

Written informed consent: Informed consent provides participants with sufficient detailed information on the study so that they can make informed, voluntary and rational decisions to participate. Information regarding the study was provided to participants verbally and in writing where after, participants signed a form. The participants were also informed that the interviews were going to be recorded with their permission. Consent forms were signed before the commencement of data collection.

Confidentiality and anonymity: To ensure confidentiality and anonymity, pseudonym names such as S1N1 and S1M1 were used instead of the participants' personal information. The participants were also assured that the notes taken, and the audios

recorded are only for research purposes and will not be made available to any person who is not directly involved in the study.

Privacy: The interviews were conducted in a closed room where the participants were comfortable enough to express themselves. For each interview session, only one participant and the researcher were present.

Voluntary participation: The participants were informed that they have the right to decide whether or not to participate in the study, without risk of penalty or harmful treatment. The researcher further made it clear to the participants that they were free to withdraw from the study at any stage or refuse to give information with no fear of being punished. No participants were coerced to participate in this study.

3.11 Summary

This chapter presented the research methodology that was adopted in the study. The chapter began by describing the research approach employed in the study which was the qualitative research approach with a case study design. The chapter further described the population, sample, sampling procedures, research instruments and data collection procedures. The data analysis technique and the ethical considerations upheld throughout the study were also described in this chapter.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The purpose of this chapter is to present, analyse and discuss the findings of this study. Data is presented and discussed based on the research questions. The study aimed at exploring the aspect of NNTIP implementation by tapping into novice teachers' experiences and perceptions, mentor teachers' perceptions towards the implementation of NNTIP, and to establish whether NNTIP is helpful to novice teachers' retention, as well as contributing insights to the improvement in the implementation of NNTIP in schools. To achieve the main purpose of the study, a semi-structured interview was used as a data collection instrument. The participants were selected through the criterion sampling technique. Data collected from the interviews were first transcribed verbatim, then coded and thereafter analysed. The researcher derived the main themes and sub-themes from the research questions and data collected.

The first main theme established from the research questions was the experiences and the perceptions of the participants towards the implementation of the Namibia Novice Teachers' Induction Programme at their schools. Reception, participation in the induction programme, orientation, assignment of mentor teachers, support received from the mentor teachers, support received from different stakeholders at the schools, and the evaluation of the induction received at the schools are sub-themes.

The second main theme identified was the challenges faced by novice teachers in their first year of teaching, how they dealt with the challenges that they have encountered is

the sub-theme. The third main theme was the benefits of an induction programme for novice teachers, and the sub-themes are such as, boosting confidence, making one feel at home and keeping novice teachers on track. The fourth and last main theme was the strategies suggested by the participants to strengthen the implementation of the NNTIP. The main themes and sub-themes identified from the data are presented and discussed as follows.

4.2 Section A: Biographical information

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

Table 4.1: Novice teachers and Mentor teachers' biographical information

Participant	School	Age	Gender	Years of teaching experience	Qualification
S1N1	S1	27	M	1 year	Honours Degree in Education
S1N2	S1	25	F	1 year 8 months	Honours Degree in Education
S2N1	S2	24	F	1 year 3 months	Honours Degree in Education
S2N2	S2	27	F	8 months	Honours Degree in Education
S3N1	S3	24	F	1 year 6 months	Honours Degree in Education
S3N2	S3	26	F	2 years	Honours Degree in Education

S4N1	S4	34	M	2 years	Basic Education Teachers' Diploma
S4N2	S4	23	F	8 months	Honours Degree in Education
S5N1	S5	25	M	1 year 6 months	Honours Degree in Education
S2M1	S2	52	F	25 years	Basic Education Teachers' Diploma
S4M1	S4	39	F	12 years	Honours Degree in Education

It is evident from Table 4.1 that all the participants that took part in this study had university/college teaching qualifications. The novice teachers had a maximum of 2 years of experience. This is in accordance with the duration indicated in the NNTIP description handbook which states that “upon deployment into the profession, after graduating from colleges and universities, novice teachers shall undergo a two-year period of induction and mentoring within a specific school context” (p. 6). Though these data cannot be related to the literature reviewed in chapter two, one may assume that the findings highlighted in Table 4.1 above could have implications on how research participants experienced or viewed the implementation of the induction programme.

4.3 Section B: Findings, Analysis and Discussions

The data is presented and discussed based on the themes derived from the research questions and the participants' responses.

4.3.1 The experiences and perceptions of novice teachers and their mentors of the Namibia Novice Teachers' Induction Programme (NNTIP) in their schools

4.3.1.1 Reception

When novice teachers were asked to describe the reception that was accorded to them on their first arrival at their respective schools, they have indicated that they found the reception warm and welcoming. The majority of the novice teachers revealed that they were met by the principal as soon as they arrived at the school. The principal would then proceed to introduce them to the other teachers, institutional workers, secretaries, the learners and lastly to the particular class/classes that they will be responsible for. Below are the responses from some of the respondents:

Respondents S4N2 said:

“I would say I was very well received at this school. I have been in contact with the school principal throughout the first day that I travelled to school. She guided me to get to school since I had no idea on where the school was located. When I arrived, the school principal introduced me to my fellow teachers, institutional workers and secretaries. The staff members were all welcoming. The following day, I was then introduced to the learners since they started a day after the staff members began.” Interview with respondent S4N2 on the 12th August 2021.

Respondent S3N1 also concurred with respondent S4N2 on the reception received on the first day of arrival at the school s/he was deployed and observed that:

“When I arrived here, I was welcomed by the principal in his office. The principal went on to introduce me to the teachers and the institutional workers during the staff meeting. After the staff meeting, he further introduced me to the specific teachers who are in our department who would help me with whatever I might need since we had no Head of Department (HoD).” Interview with respondent S3N1 on the 10th August 2021.

In addition, respondent S4N2 observed that:

“After being introduced to the staff members and the learners, I was introduced to the school board members and the parents during our first parents’ meeting and I would say I was received with open arms by everyone.” Interview with respondent S4N2 on the 12th August 2021.

The form of support that most novice teachers experience first starts with introductions to fellow teachers, institutional workers, learners, school board members and parents. Nghaamwa (2017) argues that the manner that a teacher is received on their first day of school sets a tone of their experience at that school. When individuals have an unpleasant experience during the first day/s of employment it could have a detrimental influence on their attitude and can affect them in the long run (Nghaamwa, 2017). Due to data saturation, the researcher left out the responses of S1N1, S1N2, S2N1, S2N2, S3N2, and S5N1 since they were merely the same as the ones presented above. The novice teachers quite had similar experiences on their first arrival at the schools.

4.3.1.2 Orientation

Orientation is one of the components of the Namibia Novice Teachers Induction Programme. According to the programme description and institutionalisation guidelines, orientation needs to be provided within the first weeks of a novice teacher’s employment. This process welcomes the novice teacher and familiarises him or her with the unique school culture and that of the community (Ministry of Education, 2014). The participants have indicated that they were oriented to the school during the first week of school and later on to the community and the circuit/cluster. Although there was no specific question asked about the orientation process during the interview, the researcher derived this theme from the novice teachers’ responses to the question of describing their reception.

The orientation process of novice teachers was carried out by different stakeholders. For some respondents, the orientation process was carried out by the school principal. As one of those that were oriented by the principal, S3N1 indicated:

“After the staff meeting on the first day of school, the principal took me around the school to show me the classes and the toilets. He went further to give me the keys to my class and gave me my personal timetable and that of my register class.” In the same light, S1N2 stated that “The principal showed me all the physical facilities at the school such as the classrooms, toilets, library and the sport fields on my first day at school. Throughout the first week, the principal also made an effort to show me around the community’s areas of interest such as the different churches, community hall and the shops”. Interview with respondent S3N1 on the 10th August 2021.

S1N1, S3N2 and S5N1 responded similarly to what S1N2 and S3N1 have and yielded no different information.

At some schools such as School two (S2) and School four (S4), the principals delegated the task of orienting the novice teachers to the HoDs or fellow teachers. The novice teachers from S2 (S2N1 and S2N2) stated that it was the HoDs responsibility to show them around the school as well as the community. In addition, the novice teachers from S3 (S3N1 and S3N2) stated that the principal delegated experienced teachers to take them through the school grounds and familiarise them with necessary places in the community. S3N2 further indicated that:

“Weeks later, the principal introduced me to the advisory teacher and showed me where our circuit office was.” Interview with respondent S3N2 on the 10th August 2021.

These findings are consistent and in line with the institutionalisation guidelines of the NNTIP that stated that novice teachers will undergo a proper familiarisation with the school faculty and staff, physical facilities, resources and school procedures. School staff is also expected to introduce each novice teacher to people and places of interest in

the community as well as have basic information about their new cluster and circuit (Ministry of Education, 2014). Orientation programmes are designed to welcome new teachers to their schools of employment and provide them with the necessary information.

4.3.1.3 Participation in the Namibia Novice Teachers Induction Programme

When the novice teachers were asked whether they were participating in the Namibia Novice Teachers Induction Programme, they all indicated that they did not know anything about the existence of the induction programme. This indicates that the school supervisors did not make it a priority to inform novice teachers about the existence of the programme. In this regard, S1N1 stated that:

“I am not participating in an induction programme and I am not even aware of its existence in our education system.” Interview with respondent S1N1 on the 06th August 2021.

However, some of them believe that they are being inducted even though they are not aware of the existence of the programme. In support of this statement, S4N2 revealed that:

“I am not aware of the existence of this induction programme but I would say that I am being inducted because I have a life skills teacher who is assigned to me as my mentor and is responsible of showing me the ins and outs of the school.” Interview with respondent S4N2 on the 12th August 2021.

In support of this finding is the definition of induction by Wachira and Waiganjo (2014) who define induction as the school’s effort to assist new teachers to adjust effectively to their environment with minimum disruption and as quickly as possible, so that the school’s functioning can proceed as effectively as possible. These findings reveal that a

novice teacher can be inducted with or without participating in a formal induction programme.

4.3.1.4 Assignment of mentor teachers

The Ministry of Education (2014) indicated that mentoring is a vital component that is at the heart of the Namibia Novice Teacher Induction Programme. Each novice teacher is provided with a mentor teacher with whom they will closely interact during their first two years of teaching. In order for novice teachers to receive meaningful support, the mentor teacher will be matched to novice based on phase level and the subjects taught. In the bid to address mentoring as a vital component of the NNTIP, the researcher asked the participants about the assignment of the mentor teachers and the support they received from them.

The majority of novice teachers who participated in this study indicated that there was no mentor teacher assigned to them who would work closely with them. They were rather just introduced to all the teachers in their departments but no experienced teacher was assigned to them specifically to work with. The respondents who had no mentor teachers assigned to them at their respective schools were all the novice teachers from S1, S3 and S5. S3N1 indicated that there was no mentor teacher assigned to her. She was rather informed that the school had no HoD for their department and if she needed any assistance, she should contact the experienced teachers in her department. In the same light, S3N2 stated that:

“The principal assigned one experienced teacher from our department the responsibility of providing me with the necessary documents such as syllabus, scheme of work and lesson plans’ templates. This experienced teacher had no

obligation to support me further than that.” Interview with respondent S3N1 on the 10th August 2021.

S1N1, S1N2 and S5N1 also indicated that they had the same experience of no mentor teacher being assigned to them as novice teachers.

On the other hand, novice teachers from S2 and S4 indicated that they all had mentors assigned to them. S2N1 and S2N2 outlined that they had HoD assigned to them as their mentor. The novice teachers from S4 (S4N1 and S4N2) stated that they are under the mentorship of the life skills teacher at their school. The researcher concluded that on these findings, most schools in Omaheke Region are not upholding mentoring as a component of an induction programme. Although there are those that assign mentors to the novice teachers, they are not all matched on the phase level and subject level as stipulated in the guidelines of implementing the Namibia Novice Teachers Induction Programme.

4.3.1.5 Support received from the mentor teachers

Nghaamwa (2017) asserts that the assignment of mentors to novice teachers comes with the support that the newcomers need to adapt to the new environment. This is of no exception to the respondents in this study who had mentor teachers assigned to them. The novice teachers S2N1, S2N2, S4N1 and S4N2 highlighted the kind of support they received from their mentors. The mentors (S2M1 and S4M1) also shed some light on the roles that they played in supporting the novice teachers at their schools.

A mentor is an educational companion who is not only a positive force in the classroom situation but also on the outside (Nghaamwa, 2017). In support of this notion, S4N2 indicated that:

“My mentor teacher has been so supportive to me in so many areas, ranging from making sure that I have all the necessary resources such as the syllabus, scheme of work, teacher’s guides and stationeries that the school provided to checking up on how I am adapting to the school environment emotionally. I was quite lucky because my mentor teacher was also the life skills teacher, so she had some counseling skills that helped me with adapting to the school faster.” Interview with respondent S4N2 on the 12th August 2021.

Besides, S4N1 who had the same mentor as S4N2 stated that the support that stands out for him from the mentor teacher is the help that she got him from other teachers when he has subject content-related issues. S4N2 went on to further indicate that:

“My mentor teacher (S4M1) informed me about what the school’s mission and vision is and further disclosed what the school’s targets are for the current year and for the next five years. This made me aware of what is expected of me as teacher to contribute to the achievement of the school’s targets.” Interview with respondent S4N2 on the 12th August 2021.

These findings are in line with Steyn and Schulze (as cited in Nghaamwa, 2015) who specified that the information provided by mentors may include the vision and mission of the school, policies and procedures, roles and responsibilities of the teachers as well as resources and record keeping.

In addition to what S4N1 and S4N2 have indicated above, their mentor teacher (S4M1) had the following to say when she was asked about the roles she plays in the implementation of the induction programme/the support she offers to the novice teachers:

“As a life skills teacher at the school I was assigned the responsibility of inducting/supporting the novice teachers since I have counseling skills and enough time to work with novice teachers. Interview with respondents S4N1 and S4N2 on the 14th August 2021.

S4M1 further explained that:

“Even though we do not thoroughly follow the guidelines of the induction programme in place, I however still offer necessary support to the novice

teachers in terms of making sure that they have the necessary documents as soon as they assume duty and are familiar with their classrooms.” Interview with respondent S4M1 on the 12th August 2021.

Respondent(S4M1) further indicated that novice teachers were also supported in terms of dealing with different files, getting them help from experienced teachers when it is subject content-related and helping them with setting personal targets.

Overly, S2N1 and S2N2 also outlined that their mentor teacher who was also an HoD supported them mostly with the teaching and learning process. S2N1 stated that:

“The mentor teacher helped me with ways in which I can help learners with learning difficulties such as dyslexia. I was further assisted with understanding the competencies that I struggled with as well as setting up assessment activities based on the learners’ level of understanding. Interview with respondents S2N1 and S2N2 on the 12th August 2021.

S2N1 also confirmed that the mentor teacher always recommends suitable teaching aids that can be displayed in the classroom as well as checking the preparation files weekly to make sure that the lessons are planned following the syllabus. S2M1 concurred with the novice teachers (S2N1 and S2N2) and indicated that some of the roles that she plays in supporting them are such as monitoring preparation files each week, clarifying basic competencies and providing them with feedback on the observed lessons. Furthermore, the mentor stated that novice teachers also receive guidance on how to complete the class register, record continuous assessment marks, make reports and manage the classroom effectively.

Considering the discussion above in connection with the support that novice teachers receive from their mentors, the researcher can conclude that the respondents who were assigned mentors are receiving guidance and support regardless of whether or not the

schools are thoroughly following the guidelines of implementing the Namibia Novice Teachers Induction Programme.

4.3.1.6 Support received from different stakeholders at the schools

When it comes to the induction of novice teachers, mentor teachers cannot work in isolation to induct novice teachers effectively. Even though the majority of novice teachers in this study indicated that they had no mentor teachers assigned to them, the following stakeholders played some roles in helping them to adapt well to their new working environments:

a) Principal

Although a successful induction is a collective responsibility, the principal plays a vital role

in creating a structure supportive of the induction process of novice teachers (Dishena, 2014). To be specific, most of the novice teachers concurred that the principal played a welcoming role to them as soon as they have entered the school. In this regard, S4N1 and S4N2 indicated that the first support that was accorded to them by their school principal was being in contact and guiding them as they travelled to their workplace for the first time. S1N2 further indicated that:

“The principal assisted me with finding a place to stay when I arrived until everything was sort out for me to move into the school’s flat. Interview with respondent S1N2 on the 06th August 2021.

The researcher found this kind of support to the novice teachers as important, since it may create a good relationship between the novice teachers and the school principals from the beginning.

Principals also rendered support to novice teachers through the orientation process. The majority of respondents such as S1N1, S1N2, S2N1, S2N2 S3N1, S3N2, and S5N1 outlined that their school principals were supportive with orienting them to the school environment and the communities' people and places of interest. They further indicated that the principals also delegated the task of orienting the novice teachers to the HoDs and some experienced teachers in cases where they were unable to do it on their own. These findings were also supported by S4M1 who stated that:

“Another stakeholder who plays a role in inducting novice teachers was the principal and one of first roles he played in support of the novice teachers were holding an orientation meeting to familiarise the novice teachers with the schools' procedures and policies as well as assigning them a mentor teacher.” Interview with respondent S4M1 on the 12th August 2021.

The researcher also picked up that some principals have a free open-door policy where novice teachers can approach them for anything that they may need. In support of this, S1N1 indicated that:

“Our principal used a phrase “do not suffer in silence” a lot which means one should always ask for help from him or any other teacher at the school in case they encounter any problem. That phrase alone took pressure off my shoulders.” Interview with respondent S1N1 on the 06th August 2021.

S1N2 concurred with S1N1 and stated that:

“Our principal was always open to support us with anything that we needed help with, ranging from dealing with the learners' indiscipline to showing us how to operate photocopy machines.” Interview with respondent S1N2 on the 06th August 2021.

These findings show that the principals are fulfilling some of their roles as key players connected to the induction of novice teachers.

b) Head of Department

There are a few novice teachers who indicated that their departments have no HoDs such as S3N1, S3N2 and S5N1. Therefore, the findings under this sub-theme do not reflect their inputs.

However, the rest of the novice teachers indicated that HoDs were mostly supportive in resolving subject content-related matters. In this regard, S1N1 revealed that:

“The HoD helped me with the subject content mostly. For example, when I do not understand certain basic competencies, she was always willing to show me how I can possibly go about that certain lesson. Interview with respondent S1N1 on the 06th August 2021.

Further, S1N1 went on to explain that the HoD supported him with understanding the structure of the lesson plan used at the school as it was not exactly the same as the one that was used at the university during training.

In support of S1N1, S1N2, S2N1, S4N1 and S4N2 also stressed that HoDs supported them with the clarification of basic competencies. They further indicated that the HoDs were the ones that are responsible for monitoring preparation files weekly, getting novice teachers help from other schools, if need be, as well explaining ways of assessing learners in different subjects. Furthermore, S1N2 and S4N1 pointed that HoDs also organise phase meetings to strategise as a team on how to go about certain aspects of the teaching and learning process. These include classroom management, assessment, marks recording and dealing with slow learners.

c) Fellow teachers

The participants have indicated that fellow teachers mostly support them in relation to the subject matters just like the HoDs. S1N1 pointed out that:

“The teacher that taught the learners that are now in my class made time to fill me in on the behaviours and the learning difficulties of some learners.” Interview with respondent S1N1 on the 06th August 2021.

S2N1 also outlined that those fellow teachers share activities and teaching aids. Therefore, this in the end makes the teaching and learning process easier for novice teachers.

The novice teachers also indicated that fellow teachers were so friendly towards them right from the beginning and always open to help. Thus, the researcher concluded that experienced teachers offer emotional support to novice teachers by making them feel at home and belonging to the school team. Considering the support discussed above, it is safe to say that all stakeholders need to keep working together to make sure that novice teachers receive all the support they can receive instead of just receiving it from the appointed mentor.

4.3.1.7 The evaluation of the induction received at the schools

The novice teachers were asked to evaluate the induction/support that they have received and the mentor teachers to assess the implementation of the induction programme at their schools. Different novice teachers had different views towards the induction that they have received. The novice teachers (S2N1, S2N2, S4N1 and S4N2) that had mentor teachers assigned to them to work have indicated that the induction that they received was fair enough for them to blend in the teaching profession and their working environments. These findings were found to be in line with what Nantanga (2014) emphasises as she stated that induction does not only provide opportunities to acquire knowledge and skills but reduces the feeling of isolation that novice teachers might experience in their first year of teaching.

However, these novice teachers still believed that more could have been done for them if the Namibia Novice Teachers Induction Programme was being implemented effectively at their schools. In this regard, S4N1 stated that:

“Considering that we are at a time where we are dealing with the Covid-19 pandemic, I would say the support that I have received was quite fair since we are living in unpredictable times where the school can be open one week and closed the other.” Interview with respondent S4N1 on the 12th August 2021.

S4N1 further explained that at least the management tried to guide him even though the guidelines of the induction programme in place were not followed properly. In support of S4N1, S2M1 and S4M1 also indicated that they would consider the induction that they have given to the novice teachers to be sufficient but the implementation of the NNTIP to be ineffective.

On the other hand, the novice teachers who had no mentor teachers assigned to them clearly indicated that since they are now aware of the existence of the NNTIP, they do not consider the induction that they have received to be sufficient. S1N1 specified that:

“I feel like I was just thrown in the deep waters to swim on my own, this is because I had to for help on my own most of the times.” Interview with respondent S1N1 on the 06th August 2021.

S1N1 further went on to explain that the experience would have been better if a mentor teacher was assigned to work along with them as per the guidelines of the implementation of the NNTIP. In the same light, S1N2 and S3N1 also indicated that:

“If mentor teachers were assigned to be responsible for their induction, the transitioning process would have been smoother.” Interview with respondents S1N2 and S3N1 on the 06th and 10th August 2021.

S1N2 further revealed that she often found herself shying away from asking for help from experienced teachers because she felt like a burden. S3N1 also indicated that she

had to learn how to do some of the things on her own because the support was not always there whenever she needed it. Therefore, the researcher concluded that the induction/support offered to novice teachers at primary schools in Circuit One of the Omaheke Region is not sufficient and the NNTIP is not being implemented as it should be. Thus, measures need to be taken to ensure that every school in the region is implementing the induction programme in accordance with the implementation guidelines.

4.3.2 The challenges faced by novice teachers

Uugwanga (2010) claims that teaching is one of the few careers where members with the least amount of experience encounter the greatest challenges and duties. In support of this notion, all the respondents admitted that novice teachers have encountered several challenges during their first year of teaching. However, it is important to note that novice teachers do share common problems but they also may experience unique problems depending on the school environment they find themselves in. The researcher has summed up the findings in this regard together with the discussions as follows:

i) Classroom management

Uugwanga (2010) maintains that the teacher's ability to manage the classroom is crucial for teaching and learning to happen. However, all the participants (novice teachers and mentor teachers) identified managing discipline in the classroom as one major challenge that the novice teachers have had in common in their first year of teaching which in the end makes it hard for teaching and learning to happen smoothly.

The novice teachers indicated that there was always a learner with disruptive behaviours in all the classes that they had to teach. To be specific, S3N1 indicated that she was not well prepared to deal with learners' indiscipline. S3N1 further explained that:

“The training that I went through at the university did not prepare me well to deal and withstand learners' disruptive behaviour. I found myself frustrated by the learners especially during the first term of my first year of teaching.” Interview with respondent S3N1 on the 10th August 2021.

This was supported by S2N2 who stated that even if the university that she attended did a good job in training her to become a competent teacher, she believes that no amount of training can fully prepare one for learners with disruptive behaviour. S3N1 indicated that:

“Most learners took advantage of the fact that I was new and that I could not speak their first language.” Interview with respondent S3N1 on the 10th August 2021.

She further indicated that she was demoralised by the learners' indiscipline.

S2M1 and S4M1 also reported that:

“Novice teachers brought disciplinary issues often to our attention and sometimes went as further as to the principal's office because the learners would not listen to them.” Interview with respondents S2M1 and S4M1 on the 12th August 2021.

The mentor teachers also highlighted that most learners have no respect for teachers any longer because they are aware of the abolishment of corporal punishment in schools. As a result, the novice teachers could not handle undisciplined learners on their own and this affected how teaching was carried out in classrooms since they are mostly left alone to deal with their classes.

i) Lack of resources

Another challenge that was faced by the majority of novice teachers was the lack of resources. Almost all the participants have indicated that the resources at their respective schools were not sufficient to allow for effective teaching and learning. Lacks of textbooks, teaching aids and stationeries for the learners were mainly highlighted in four schools (S2, S3, S4 and S5). According to S5N1, for a grade with two class groups of 38-45 each may only have 20 or 30 textbooks available for the learners to use. Therefore, the learners had to share these textbooks and could not take them home for further usage as they are not enough for every learner to have his/her own. S2N1, S2N2, S4N1 and S4N2 also reported that the lack of textbooks leads them to use a chalkboard for summaries more often which is time-consuming because some learners are slow to copy summaries.

S3N1 and S3N2 reported that the lack of teaching aids and stationeries severely affected their teaching. S3N1 outlined that:

“Teaching social studies with teaching aids such as the world map poster or the globe made teaching the chapter of maps challenging for me.” Interview with respondent S3N1 on the 10th August 2021.

She further indicated that some of these teaching aids are hard for them to create on their own. In addition, S3N2 highlighted that most learners at their school come from a poor background and their parents are unable to cater for all their needs. The school was also unable to cater for the needs of each learner.

The mentor teachers also acknowledged that there were not enough resources at the schools for both the learners and the teachers. As a result, novice teachers have such a challenging experience in their first years of teaching. These findings were echoed in a

study conducted by Muyumbano (2019) who indicated that most schools in Namibia struggle to get sufficient instructional resources. On the other hand, lack of resources was however an exception to the novice teachers from S1 i.e., S1N1 and S1N1 who stated that the school was well equipped with resources such as textbooks, photocopy papers and teaching aids. This shows that the resources are not equally distributed to the schools in Omaheke Region.

ii) Language barrier

Another challenge encountered by some novice teachers was the language barrier between them and the learners. This was a challenge encountered specifically by S3N2 and S4N2. They both indicated that they struggled to communicate well with their learners in English. English being the second language in schools and rarely spoken by the learners at home, is considered a barrier to teaching and learning.

S3N2 pointed out that:

“I struggled mostly because I could not even translate anything to the learners in their first language as I do not know how to speak Afrikaans.” Interview with respondent S3N2 on the 10th August 2021.

She further expressed that she was faced with the problem of having to explain things to the learners in English repeatedly. Besides, S4N2 reported that:

“The learners lacked the reading skills which in the end affect their writing or spelling of words.” Interview with respondent S4N2 on the 12th August 2021.

These findings are in line with Nghaamwa (2017) stating that the lack of good communication between the teachers and the learners makes the teaching and learning process difficult.

iii) Overcrowded classrooms

Overcrowded classrooms were a challenge faced by teachers from S2 and S4. S2N1, S2N2, S4N1 and S4N2 indicated that the teacher-learner ratio was very high. Many teachers had over 40 learners in their classrooms even though the teacher-learner ratio was supposed to be 1:35. This made the workload unbearable for novice teachers. S2N2 indicated that:

“The workload affected my teaching as it demanded much energy and time from me.” Interview with respondent S2N2 on the 12th August 2021.

The heavy workload also affected their time management because they had to spend more time on one task that would have taken less time if the teacher-learner ratio was 1:35.

S4N2 reported that:

“There was no room for me as a teacher to pay enough attention to individual learners in their classrooms.” Interview with respondent S4N2 on the 12th August 2021.

Overcrowded classrooms took away the possibility of novice teachers providing enough care to each learner’s needs as required. S2M1 also concurred with S4N2 and stated that:

“Novice teachers have lack of knowledge in teaching classrooms with a lot of learners.” Interview with respondent S2M1 on the 12th August 2021.

Therefore, it makes it hard for them to complete tasks such as marking activities on time. In support of these findings, Ugwanga (2010) explains that teachers found it difficult to set up effective activities for overcrowded classrooms to ensure that learners understood what they were taught.

4.3.2.1 How novice teachers dealt with the challenges that they have encountered

The participants were asked to give details on how they dealt with the challenges that they encountered as novice teachers. Novice teachers dealt with the challenges differently, some took certain actions while some indicated that they turned a blind eye to the challenges. How they dealt with each challenge is discussed below:

i) Classroom management

The main challenge that they faced in managing the classroom was maintaining discipline. The novice teachers had to deal with some disruptive learners in their classrooms. S1N1 stated that:

“I overcame the issue of indiscipline by seeking help from the school principal. The school principal provided me some ways of punishing learners without administering corporal punishment upon them. One of the ways that was provided by the school principal was having a naughty corner in the classroom where one sits in isolation when they misbehave.” Interview with respondent S1N1 on the 06th August 2021.

This was the same strategy that S3N1 and S4N1 also used to overcome the issue of indiscipline.

On the other hand, S1N2, S2N1, S2N2, and S5N1 sought help from fellow teachers instead of the principal. They expressed that:

“The experienced teachers were kind enough to share with them different ways of reprimanding the learners.” Interview with respondents S1N2, S2N1, S2N2 and S5N1 on the 06th, 12th, and 16th of August 2021.

To add to this, the mentor teacher from S2 (S2M1) also indicated that novice teachers mostly sought assistance from the senior teachers.

S3N2 and S4N2 had different ways of maintaining discipline in their classrooms. S3N2 indicated that:

“I had to set class rules with the learners at that beginning of every term and I noticed a change in learners’ behaviour.” Interview with respondent S3N2 on the 10th August 2021.

This shows that the learners are more likely to adapt to change when they had input in the decision-making process. S4N2 outlined that:

“I adopted a strategy of speaking politely to the learners who misbehave in the class to find out the root causes of their disruptive behaviours and advise them to change.” Interview with respondent S4N2 on the 12th August 2021.

Furthermore, S4N2 indicated that some of the learners take one or two things from the advice offered and behaviour change would be noticed.

ii) Lack of resources

On the issue of lack of resources, most of the novice teachers indicated that they made use of what was at their disposal to offer effective teaching to the learners. The novice teachers indicated that they made copies for the learners whenever it was possible to tackle the issue of insufficient textbooks. They have also indicated that they created their own teaching aids such as drawing on posters instead of waiting around for the school to provide all the teaching aids.

S3N1 indicated that:

“I had to find teachers from neighbouring schools to help me with teaching aids that I could not create on my own such the globe and the world maps posters while I wait for the school to buy some.” Interview with respondent S3N1 on the 10th August 2021.

Spending own money on teaching resources was also another option that was adopted by S2N2. She observed that:

“I had to buy some materials for the sake of the learners’ understanding and a better teaching experience for myself.” “The materials that I bought are mine and

I am at liberty of taking them with me or not the day I will leave this school.”
Interview with respondent S2N2 on the 12th August 2021.

iii) Language barrier

The language barrier was specifically a challenge to S3N2 and S4N2. To overcome this barrier, both S3N2 and S4N2 have indicated that they integrated reading in their lessons. S4N2 further stated that:

“I encouraged the learners to speak English more often even when they are not in the classroom.” Interview with respondent S4N2 on the 12th August 2021.

She further said that she always made sure that she uses simple English and speaks as slow as possible for the learners to understand what she is communicating to them. Besides, S3N2 reported that:

“I also call in the teachers who can translate to the learners in Afrikaans whenever I realised that the learners do not comprehend me completely.”
Interview with respondent S3N2 on the 10th August 2021.

S3N2 indicated that the language remains a barrier to effective communication between her and the learners but she noticed a bit of improvement.

iv) Overcrowded classrooms

When it comes to the overcrowded classrooms being challenging towards the novice teachers, S4N1 reported that:

“I had to adapt to giving the learners assessment tasks such as project in groups.” Interview with respondent S4N1 on the 12th August 2021.

Giving learners assessment tasks in groups reduced the marking workload. S4N2 also indicated that she also made time and prioritized catching up with the learners during

study time since their learners stay in the hostel and have study time from Mondays to Thursdays. As for the novice teachers from S2 (S2N1 and S2N2), they indicated that:

“Our school has an internal arrangement of giving learners extra classes in the afternoon. Therefore, we offer extra attention to the learners that we consider slow and need extra attention.” Interview with respondents S2N1 and S2N2 on the 12th August 2021.

According to S2N2, extra classes help the learners to a certain extend but not all the learners that need to attend show up. In addition, S2N1 stated that improvement is detectable from the learners who attend extra classes but coming back to school for these classes is also exhausting.

The novice teachers indicated that the challenges that they have encountered became less challenging as the year went by. In addition, they said that the problems became few with the experience. This was supported by the mentor teachers when S2M1 outlined that:

” novice teachers stood their ground more as the year went by and relied less on the mentor for everything.” Interview with respondent S2M1 on the 12th August 2021.

4.3.3 The benefits of an induction programme for novice teachers

Although the novice teachers and mentor teachers pointed out that the Namibia Novice Teachers Induction Programme is not being effectively implemented at their respective schools at the moment, they still consider the programme to be essential to the novice teachers. The study has established some benefits of an induction programme as suggested by the respondents and they are discussed below:

4.3.3.1 Bridges gap between teacher training and actual teaching

Wachira and Waiganjo (2014) stress that induction is an important step in the professional growth and development of a teacher because it acts as a bridge between pre-service training and the actual teaching job. In agreement with this notion, S4N2 observed that:

“Induction programmes help support the novice teachers as they put the theory they got from the universities into practice.” Interview with respondent S4N2 on the 12th August 2021.

In addition, S1N1, S2N1, S2N2, S3N2 and S4N1 stipulated that:

“Although universities send out student teachers to schools for practice, there is a gap between the knowledge/training that the universities offer and what novice teachers experience on the ground.” Interview with respondents S1N1, S2N1, S2N2 S3N2 and S4N1 on the 10th and 12th August 2021.

The above findings in were line with what Nghaamwa (2017)’s observation that an induction programme aims at allowing positive transfer between theory and the practice of teaching; ensure more effective delivery of lessons and promote a school’s culture which could ensure greater teachers’ retention. Thus, the researcher concluded induction programme is very essential to show novice teachers what is expected of them as professional teachers. Induction programmes give novice teachers a smooth start and speed up the adaptation process.

4.3.3.2 Instills confidence and high self-esteem among novice teachers

Muyumbano (2019) reveals that induction programmes are beneficial to novice teachers on a personal level, which includes boosting their level of confidence and self-esteem. In support of what Muyumbano (2019) stated, S4M1 concurred that:

“Induction instils confidence in the novice teachers because they are shown that there is always room for improvement and their mentor teachers as well as all the other stakeholders are available to offer them support.” Interview with respondent S4M1 on the 12th August 2021.

S1N1 said:

“An induction programme helps the novice teachers to face the challenges that may come their way with confidence as they feel that their needs and struggles are recognised and thus the programme was developed.” Interview with respondent S1N1 on the 06th August 2021.

In the same vein, S1N2 also concurred that:

“An induction programme does not only strengthen ones teaching skills but also gives them confidence in their work as new teachers.” Interview with respondent S1N2 on the 06th August 2021.

S1N2 further claimed that an induction programme shows novice teachers that there is always room for improvement and so much to learn in the teaching profession. This is supported by the European Commission (2010) which reveals that new teachers on induction programmes generally report increased feelings of competence, motivation, belonging, support and attention as a result of their experience in the programme.

4.3.3.3 Makes one feel at home

The study revealed that the induction programme helps many novice teachers when they start their teaching profession in various schools. One of the benefits they mentioned was the bond it creates between novice teachers and their experienced colleagues.

S1N2 indicated that:

“Induction programmes offer a sense of belongingness to novice teachers since they are assigned a mentor who is responsible for them and is held accountable to cater for their needs during their first two years of teaching.” Interview with respondent S1N2 on the 06th August 2021.

In addition, S5N1 suggested that induction programmes stopped novice teachers from operating in isolation. This suggestion was supported by Nantanga (2014) who argued that induction does not only provide opportunities to acquire knowledge and skills but also reduces the feeling of isolation that novice teachers might experience in their first year of teaching. When novices interact frequently and purposefully with their mentor teachers, it instils a sense of belonging in them and enables them to strengthen their knowledge and expand their teaching skills, by spotting positive aspects of good teachers in themselves (Uugwanga, 2010). This brings us to the realisation that induction programmes contribute to satisfying novice teachers' social needs.

4.3.4 The strategies to strengthen the implementation of the NNTIP in schools

Respondents identified some strategies which could be used to improve the implementation of the induction programme in Namibian schools. Respondents suggested various strategies to the stakeholders in the Ministry of Education, Arts and Culture for the successful implementation of the induction programme for novice teachers.

S2M1 suggested that the Ministry needs to ensure that the key role players in the implementation of the induction programme receive training regularly instead of a once-off training. S4N1 is also of the idea that:

“Instead of training one general mentor teacher from each school, all the experienced teachers need to be familiarised with the programme.” Interview with respondent S4N1 on the 12th August 2021.

This will ensure that there are more experienced teachers who can carry on with the implementation of the programme even when the general mentor retires. Supporting the

suggestions of S2M1 and S4N1 is S4N2 who also argued that every experienced teacher, HoD and principal need to be familiarised with the implementation of the programme.

Moreover, S4M1 suggested that:

“The school principals need to ensure that every novice teacher is assigned to an eligible mentor teacher who is in the same area of specialization. Unlike me as a life skills teacher being assigned as a mentor teacher to every new teacher that comes to our school” (S4M1, 2021).

In addition to this, S1N1 and S1N2 also concurred that the mentor teacher needs to be someone who is teaching the same subjects as the novice teacher at the time of induction. This suggestion is in line with what is stipulated in the NNTIP implementation guidelines. The Ministry of Education (2014) implies that to ensure meaningful support for the novice teachers, the mentor teachers shall be matched to the novice on two levels, namely phase level and subject level, where possible.

Furthermore, S4M1 observed that:

“The school principals should ensure that documentations for induction are available to both the mentors and novice teachers.” (S4M1, 2021).

Monitoring the progress of the implementation of the induction programme should also be done by the principal as stipulated in the implementation guidelines of the NNTIP. In the same light, S3N2 indicated it would be a good idea for inspectors of education to visit schools to see to it that the school principals are spearheading the implementation of the induction programme and that there is evidence in the portfolios of both novice teachers and mentor teachers.

Moreover, S5N1, S3N1 and S4N2 were of the suggestion that “the mentor teachers need to be paid or receive a token of appreciation to mentor novice teachers.” (August 2021).

S5N1 went on to add that:

“Someone who can be responsible for inducting the novice teachers can also be specifically employed for that job, since giving the mentoring the responsibility to a colleague adds more work to their own work” (S5N1, 2021).

From the above statements, the researcher concluded that respondent suggested that payment will serve as motivation for the mentor teachers to ensure that the programme is implemented effectively.

Lastly, S1N2 suggested that “novice teachers need to be aware of the existence of the Namibia Novice Teacher Induction Programme” (S1N2, 2021). In support of this, S2N2 suggested that if the novice teachers are aware of the programme, they might even enquire about its implementation instead of waiting for the management to spearhead it. In line with these findings, the study conducted by Nghaamwa (2017) revealed that before they graduate at their teacher training colleges or universities, novice teachers should receive information related to the induction programme.

4.4Summary

The discussion of the findings of this study has disclosed that the induction programme in place is not entirely being implemented at the primary schools in the Circuit One of Omaheke Region. However, novice teachers still received support from different stakeholders at their schools. The findings also highlighted the challenges that novice teachers faced in their first year of teaching and how they dealt with the challenges they faced. The chapter further discussed the benefits of an induction programme that were

suggested by the respondents as well as the strategies for strengthening the implementation of the induction programme in schools.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

The research sought to explore the aspect of NNTIP implementation by tapping on novice teachers' experiences and mentor teachers' perceptions. It further explored the challenges faced by novice teachers in their first year of teaching, intending to establish whether the programme in place is helpful to novice teachers and to contribute insights to the improvement in the implementation of NNTIP in schools. Several discussions have been made in the previous chapter and the researcher summed them up as follows.

5.2 Summary of findings

The study addressed the following questions, and the main themes were derived from them:

- What are novice teachers' perceptions with the implementation of the induction programme at selected primary schools in Omaheke region?
- What are mentor teachers' perceptions on the implementation of the induction programme at selected primary schools in Omaheke region?
- What challenges do novice teachers face in their first year of teaching at primary schools in Omaheke region?
- What are the benefits of an induction programme for novice teachers from the novice and mentor teachers' perspective?
- What strategies can be applied to strengthen the implementation of the induction programme at selected primary schools in Omaheke region?

5.2.1 The experiences and perceptions of novice teachers and their mentors of the Namibia Novice Teachers' Induction Programme (NNTIP) in their schools

The sub-themes generated under this main theme were reception, participation in the Namibia Novice Teachers' Induction Programme, orientation, assignment of mentors, support received from the mentors and other stakeholders and the evaluation of the implementation of the Namibia Novice Teachers' Induction Programme.

Study findings indicated that all the novice teachers were accorded a warm and welcoming reception on their first arrival at their schools. In addition to describing the reception accorded, the respondents went on to reveal the orientation process that they went through at their respective schools. All the novice teachers indicated that they were oriented to the school during the first week of school and later on to the community and the circuit/cluster. The findings indicated that some novice teachers were oriented by the school principals while others were oriented by fellow teachers and HoDs. Nonetheless, they all went through proper familiarisation with the school faculty and staff, physical facilities, resources and school procedures.

Although novice teachers underwent an orientation process which is a component of the institutionalisation of the NNTIP, the study revealed that all the novice teachers did not know anything about the existence of the Namibia Novice Teachers' Induction Programme and therefore, have not participated nor are they currently participating in this programme.

In response to the question of mentors' assignments to novice teachers, study revealed that the majority of the novice teachers had no mentor teachers assigned to work closely

with them. However, those that had mentor teachers revealed that their mentor teachers were supportive and made their adaptation process faster. Even though the majority of novice teachers in this study indicated that they had no mentor teachers assigned to them for support, findings revealed that other stakeholders such as the principal, HoDs and fellow teachers offered support to help them to adapt to their new working environments. The stakeholders supported novice teachers mostly with subject content matters and classroom management.

On the evaluation of the support received and the implementation of the Namibia Novice Teachers' Induction Programme, the study revealed that the support that novice teachers have received at their schools was not enough for them. As a result, all respondents (mentor teachers and novice teachers) revealed that the Namibia Novice Teachers' Induction Programme was not being implemented at their respective schools and more could have been done to effectively support the novice teachers if the programme was being implemented in accordance with the guidelines in place.

5.2.2 The challenges faced by novice teachers

Findings revealed that novice teachers experienced difficulties at the beginning of their careers. The challenges experienced by novice teachers in the Omaheke Region did not differ to a large extent from those experienced by novice teachers in other studies as indicated in Section 2.8 of this study. The challenges experienced by novice teachers in this study ranged from classroom management, lack of resources, language barrier and overcrowded classrooms.

The study revealed classroom management as one of the major challenges that novice teachers have had in their first year of teaching. This challenge mostly stemmed from indiscipline amongst learners. Learners were aware of the abolishment of corporal punishment and took undue advantage of the outlawing of the corporal punishment in schools. As a result, learners have little respect for novice teachers. Another challenge that faced novice teachers was a lack of resources. The study revealed that the schools had inadequate resources which affected the novice teachers' teaching and the learners learning.

In Namibia, learners in Grades 0-3 have their mother tongue as their medium of instruction. Therefore, the study revealed that some novice teachers faced communication problems when learners have reached the senior primary phase and still could not communicate in English. Lack of good communication made the teaching and learning process difficult. Lastly, findings revealed that some novice teachers had to teach overcrowded classrooms. This made the workload unbearable for novice teachers and made the teaching process difficult for them.

From the above, it can be concluded that novice teachers in Omaheke Region were faced with numerous challenges in their first year of teaching. Another conclusion is that, the schools in the region were not effectively implementing the Namibia Novice Teachers' Induction Programme to induct novice teachers.

5.2.2.1 How novice teachers dealt with the challenges encountered

The study revealed that novice teachers had to find ways to overcome the challenges they faced and to carry on with an effective teaching and learning process. Novice

teachers indicated that they had to come up with their own coping mechanisms for each specific challenge that they faced. The novice teachers also sought support from their experienced colleagues to deal with challenges such as indiscipline. The study revealed that the challenges subsided as the year went by. This means that challenges lessened with teaching experience of novice teachers.

5.2.3 The benefits of an induction programme for novice teachers

Although the respondents indicated that the Namibia Novice Teachers Induction Programme was not being effectively implemented at their respective schools at the moment; they still considered the programme to be essential to novice teachers. Some of the benefits outlined are a bridged gap between teacher training and actual teaching, which signifies that an induction programme supports the new teachers as they put the theory that they got from universities into practice. Furthermore, the study revealed that induction programmes instilled confidence and self-esteem in novice teachers since they acknowledged that novice teachers need support. Another benefit was that it made one feel at home as it reduces the feeling of isolation and creates a bond between the novice teachers and their mentor teachers.

5.2.4 The strategies to strengthen the implementation of the NNTIP in schools

Having disclosed that the Namibia Novice Teachers' Induction Programme is not being implemented in Omaheke Region, the respondents recommended some strategies that can be used to improve/strengthen the implementation of the programme. Some of the strategies recommended include:

- The Ministry of Education ensuring that the key role players in the implementation of the program go through training regularly and all the experienced teachers are oriented to the programme;
- The principals ensuring that they match novice teachers with the right mentor teachers at the beginning of the year and keeping on monitoring the implementation of the programme.
- Remunerating mentor teachers to motivate them to carry out their roles effectively; and
- Universities and teacher training colleges ensuring that novice teachers are aware of the existence of the induction programme in schools.

5.3 Conclusions

From the findings of this study, it can be concluded that the Namibia Novice Teachers' Induction Programme in place is not being implemented at primary schools in the Omaheke Region. Novice teachers did not know anything about the existence of the NNTIP and therefore, have not participated nor were they participating in this programme at the time this study was conducted. The study further revealed the challenges experienced by novice teachers which included classroom management, lack of resources, language barrier and overcrowded classrooms. To overcome these challenges, the findings revealed that novice teachers had to come up with coping mechanisms for each challenge they have faced.

It was demonstrated that although the Namibia Novice Teachers' Induction Programme was not being implemented in the schools, the respondents still considered it to be

beneficial to the novice teachers. Some of the benefits stated were; bridging gap between teacher training and actual teaching, instilling confidence and self-esteem in novice teachers, and reducing the feeling of isolation amongst novice teachers.

The findings of this study shall help the novice teachers, mentor teachers and other educational stakeholders to work on the effective implementation of NNTIP in different schools. To ensure that the novice teachers are benefiting from the induction programme, strategies suggested by the respondents can be used to strengthen the implementation of the programme. In the end, this may minimise the challenges faced by novice teachers in their first year of teaching.

5.4 Recommendations for improvements

In addition to the strategies recommended by the respondents the study, recommends the following:

- Regional offices of the Ministry of Education, Arts and Culture, in collaboration with individual circuits, cluster centres and schools, need to develop an annual induction and mentoring plan appropriate for their novice teachers' needs.
- There is also a need to have an annual conference involving principals, mentor teachers, novice teachers and advisory teachers to reflect on the implementation of the NNTIP and to provide input into the programme design for future amendments.
- The Ministry of Education, Arts and Culture needs to make sure that the schools are provided with adequate resources to make novice teachers' transitioning period smooth. The lack of the necessary resources may constrain the

effectiveness of induction of novice teachers and the effective facilitation of teaching and learning.

- The school principals need to ensure that novice teachers are matched with mentor teachers in their areas of specialisation as soon as possible and are provided with all the documentations that they need to start with the induction and mentoring programme.
- The mentor teachers and novice teachers need to be given release time to specifically work on issues related to the induction programme. This time can be created by exempting them from extra-curricular activities such as supervision of study time, sporting activities and social activities. Provision of such time could be used for activities such as the mentor observing the beginner teacher, teaching a class with the mentor assessing the performance and providing constructive feedback.
- The school principals need to make sure that mentor teachers and novice teachers are not overloaded with subjects to make sure that they have enough time for them to interact with one another. The novice teachers may not be assigned to teach subjects they were not trained to teach, since it might make their first years of teaching more challenging.
- All the institutions offering teachers' training need to integrate induction programmes in the teaching content of the institution. There is a need for the training institutions and the schools to have a common vision for novice teachers.

5.5 Recommendations for further research

The study recommends the following for further research. Since the study was focused on a small geographical area of Omaheke Region, studies in other areas of the country will be necessary to complement the findings of this one. The researcher also recommends that the same topic should be replicated in secondary schools to generate new knowledge. It is also recommended that more research need to be conducted on novice teachers related topics such as:

- The changes in the perceptions of novice teachers of the teaching profession during their pre-service training and their first year of teaching.
- The attitude of mentor teachers toward novice teachers and how this affects the implementation of the induction programme and
- The role that induction programmes play in solving challenges faced by novice teachers in schools.

5.6 Summary

In this last chapter of the study, the researcher summarised the findings of the study, stated conclusions and outlined the recommendations for improvement and further research. The study explored the aspect of NNTIP implementation by tapping on novice teachers' experiences and mentor teachers' perceptions.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE-009-2021 **Date:** 09-04-2021

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: NOVICE TEACHERS' PERCEPTION TOWARDS THE NAMIBIA NOVICE TEACHERS INDUCTION PROGRAMME AT SELECTED PRIMARY SCHOOLS IN THE OMAHEKE REGION.

Nature/Level of Project: MASTERS STUDY-HON-HEALTH

Researcher: WILHELMINA NDAHAMBELELA SHANYENGANA

Student Number: 201207097

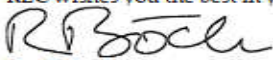
Faculty: FACULTY OF EDUCATION

Supervisors: Dr. R. Amaambo

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.

REC wishes you the best in your research.


Dr. R. Bock
REC Chairperson

APPENDIX B: UNIVERSITY OF NAMIBIA RESEARCH PERMISSION LETTER

CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia
342 Mandume Ndemufuro Avenue, Rundu, Namibia
☎ +264 61 206 3275/4662; Fax +264 61 206 3290; URL: <http://www.unam.edu.na>



16 April 2021

Student Name: WILHELMINA NDAHAMBELELA SHANYENGANA

Student number: 201207097

Programme: MASTER OF EDUCATION (LEADERSHIP, MANAGEMENT AND POLICY STUDIES)

Approved research title: NOVICE TEACHERS' PERCEPTION TOWARDS THE NAMIBIA TEACHERS INDUCTION PROGRAMME AT SELECTED PRIMARY SCHOOLS IN THE OMAHEKE REGION

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

Dr. Seth J. Elseb

Acting Director: Centre for Postgraduate Studies

Tel: +264 61 2063414

E-mail: directorpgs@unam.na

APPENDIX C: MINISTRY OF EDUCATION, ARTS AND CULTURE

RESEARCH PERMISSION LETTER


REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61-2933202 Fax: +264 61-2933922 Enquiries: G. Munene Email: gm12munene@yahoo.co.uk File no: 13/2/91	Luther Street, Govt. Office Park Private Bag 13186 Windhoek Namibia
--	--

Ms Wilhelmina N. Shanyengana
P. O. Box 1146
Gobabis
Email: swilhelminan@gmail.com

Dear Ms Shanyengana,

SUBJECT: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN OMAHEKE REGION

The Ministry wishes to acknowledge receipt of your letter dated 19 April 2021 seeking permission to conduct academic research at schools for your Master's Degree studies which is focussing on: *"Novice Teachers' Perceptions Toward Namibia Novice Teachers Induction programme at Selected Primary Schools in Omaheke Region."*

Permission has been granted to you. However, you have to seek for further clearance from the Regional Director of Education, Arts and Culture in Omaheke region to ensure that:

- the school principals are aware of your presence;
- teaching and learning should not be interrupted;
- participation is voluntary.

Furthermore, you are kindly requested to share your research findings with the Ministry after completion of the research project. You may contact Mr G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for submission of your research findings at the above indicated details.

We wish you the best in conducting your research and the Ministry looks forward to hearing from you upon completion of your studies.

Yours sincerely,


Sanet L. Steenkamp
EXECUTIVE DIRECTOR



All official correspondence must be addressed to the Executive Director

Page 1 of 1

APPENDIX D: REGIONAL DIRECTOR'S PERMISSION LETTER TO CONDUCT RESEARCH



REPUBLIC OF NAMIBIA



Omaheke Regional Council

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Tel: 062-577600

Fax: 062-564210/ 562888

Web Address: www.omahekere.gov.na

Email Address: gngava87@gmail.com

Enquiries: Mr. E.K. Kavari

P/Bag 2004

Gobabis

Namibia

02 June 2021

To: All the Primary School Principals: Circuit 1
Omaheke Directorate of Education, Arts and Culture
Omaheke Regional Council

From: Pecka Semba
Director of Education, Arts and Culture
Omaheke Regional Council

Dearest Colleagues,

**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL
RESEARCH: CIRCUIT 1 SCHOOLS.**

The captioned subject matter has reference.

I am writing to you to inform you that **Ms. Wilhelmina N. Shanyengana** is a Master of Education student at the University of Namibia. Part of her studies requires her to contact Education Research on the topic of her Master Degree Thesis which is:

"Novice teachers' perceptions toward Namibia Novice Teachers Induction programme at selected primary schools in Omaheke Region."

The Directorate of Education, Arts and Culture does not have any objection in regards this exercise and permission is hereby granted to Ms. Shanyengana to conduct her research. Further dynamics and arrangements will be done with the Principals of her chosen schools.

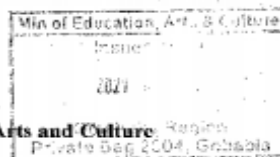
In all her endeavours towards this crucial research, the understanding is that she should not disturb the normal school programme and all COVID19 requirements/protocols to be strictly adhered to. Please provide her with the necessary opportunities and cooperation.

In the event of further clarity, don't hesitate to contact either this office or Ms. Shanyengana.
Wishing Ms. Shanyengana all the best with her research/studies.

Yours faithfully

Mr Pecka Semba

Regional Director of Education, Arts and Culture
Omaheke Regional Council



02/06/2021

Date:

All official correspondences must be addressed to the Regional Director.



APPENDIX E: CONSENT LETTER FOR NOVICE TEACHERS

PARTICIPANT INFORMATION SHEET

TITLE OF THE RESEARCH PROJECT: *NOVICE TEACHERS' PERCEPTIONS TOWARDS THE NAMIBIA NOVICE TEACHERS' INDUCTION PROGRAMME AT SELECTED PRIMARY SCHOOLS IN THE OMAHEKE REGION.*

Dear participant

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary**, and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

1. What is this research study all about?

The study aims to explore the aspect of the implementation of the Namibia Novice Teachers Induction Programme by tapping on novice teachers' perceptions and to establish whether the programme in place is helpful to teachers in primary schools in Circuit One of Omaheke Region. The study will further identify the challenges novice teachers face in their first year of teaching at primary schools; find out the benefits of an

induction programme for novice teachers and determine strategies that can be applied to strengthen the implementation of the induction program.

2. Why have you been invited to participate?

As a novice teacher, it is assumed that you possess relevant information about the implementation of the Namibia Novice Teacher Induction programme since you are the one undergoing the induction programme. Therefore, sharing your experience as a novice teacher is of utmost importance to this study.

3. What will your responsibilities be?

As a participant, you are expected to answer the questions truthfully and ask for clarity when you do not fully understand the question. You are also free to refrain from answering questions that you are not comfortable with. The interview will only be done for one day and it will only last for 30-45 minutes.

4. Will you benefit from taking part in this research?

The findings of this study may equip novice teachers with information that may enhance their participation in the programme. The study may help policy designers with amending the NNTIP policy for teachers. The findings would help school principals, HODs and mentor-teachers to understand what is expected of them to help novice teachers.

5. Will the information that you convey to the researcher and your identity be kept confidential?

Your responses to research questions posed in the interview will be treated as confidential. This means that your identity shall not be revealed at any point during the conduct of the study and during the reporting of the research findings. In addition, access to your responses and voice recordings (which shall be erased after the study) will be restricted to researchers only. To ensure that this takes place, your responses to interview questions will be stored in a lockable drawer that will be accessible to researchers only.

6. Are there risks involved in your taking part in this research?

There are no anticipated risks involved in taking part in this research.

7. If you do not agree to take part, what alternatives do you have?

Participating in this study is voluntary. You are free not to participate or to withdraw from the study anytime and at any point without any consequences.

8. Will you be paid to take part in this study and are there any costs involved?

Taking part in this study is free and any other cost involved will be resolved by the researcher.

9. Has the study received ethics approval?

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

10. Is there anything else that you should know or do?

- *You can contact the Centre for Research and Publications at +264 061 2063061; pclaassen@unam.na if you have any concerns or complaints that have not been adequately addressed by the investigator.*
- *You will receive a copy of this information and consent form for your own records.*

APPENDIX F: CONSENT LETTER FOR MENTOR TEACHERS

PARTICIPANT INFORMATION SHEET

TITLE OF THE RESEARCH PROJECT: *NOVICE TEACHERS' PERCEPTIONS TOWARDS THE NAMIBIA NOVICE TEACHERS' INDUCTION PROGRAMME AT SELECTED PRIMARY SCHOOLS IN THE OMAHEKE REGION.*

Dear participant

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary**, and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

1. What is this research study all about?

The study aims to explore the aspect of the implementation of the Namibia Novice Teachers Induction Programme by tapping on novice teachers' perceptions and to establish whether the programme in place is helpful to teachers in primary schools in Circuit One of Omaheke Region. The study will further identify the challenges novice teachers face in their first year of teaching at primary schools; find out the benefits of an

induction programme for novice teachers and determine strategies that can be applied to strengthen the implementation of the induction program.

2. Why have you been invited to participate?

As a mentor teacher, it is assumed that you possess relevant information about the implementation of the Namibia Novice Teacher Induction programme since you are assigned to a novice teacher and are responsible for the school-based portion of his/her induction. Therefore, sharing your experience with novice teachers is of utmost importance to this study.

3. What will your responsibilities be?

As a participant, you are expected to answer the questions truthfully and ask for clarity when you do not fully understand the questions. You are also free to refrain from answering questions that are not comfortable with. The interview will only be done for one day and it will only last for 30-45 minutes.

4. Will you benefit from taking part in this research?

The findings would help school principals, HODs and mentor-teachers to understand what is expected of them to help novice teachers. Furthermore, the findings of this study may equip novice teachers with information that may enhance their participation in the programme. The study may also help policy designers with amending the NNTIP policy for teachers.

5. Will the information that you convey to the researcher and your identity be kept confidential?

Your responses to research questions posed in the interview will be treated as confidential. This means that your identity shall not be revealed at any point during the conduct of the study and during the reporting of the research findings. In addition, access to your responses and voice recordings (which shall be erased after the study) will be restricted to researchers only. To ensure that this takes place, your responses to interview questions will be stored in a lockable drawer that will be accessible to researchers only.

6. Are there in risks involved in your taking part in this research?

There are no anticipated risks involved in taking part in this research.

7. If you do not agree to take part, what alternatives do you have?

Participating in this study is voluntary. You are free not to participate or to withdraw from the study anytime and at any point with no consequences.

8. Will you be paid to take part in this study and are there any costs involved?

Taking part in this study is free and any other cost involved will be resolved by the researcher.

9. Has the study received ethics approval?

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

10. Is there anything else that you should know or do?

- *You can contact the Centre for Research and Publications at +264 061 2063061; pclaassen@unam.na if you have any concerns or complaints that have not been adequately addressed by the investigator.*
- *You will receive a copy of this information and consent form for your own records.*

Declaration by participant (Please return slip)

By signing below, I agree to take part in a research study entitled: NOVICE TEACHERS' PERCEPTIONS TOWARDS THE NAMIBIA NOVICE TEACHERS INDUCTION PROGRAMME AT SELECTED PRIMARY SCHOOLS IN THE OMAHEKE REGION

I declare that:

- a) I have read the information sheet and consent form and it is written in a language with which I am fluent and comfortable.
- b) I have had a chance to ask questions and all my questions have been adequately answered.
- c) I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- d) I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- e) I am aware that the findings of this study will be processed into a research report,

journal publications and/or conference proceedings, but that my participation
will be
kept confidential unless otherwise specified.

f) I agree with the recording of the interview that I will be part of.

Participant Name and Surname (please print):

Participant signature:

Date:

Researcher's names (please print): Wilhelmina N Shanyengana

Researcher's signature:

Date:

APPENDIX G: INTERVIEW GUIDE FOR NOVICE TEACHERS

SECTION A: BIOGRAPHICAL INFORMATION

1. School name (pseudonym):
2. Teacher's name (pseudonym):
3. Age.....
4. Gender.....
5. Qualifications.....
6. Years of experience:

SECTION B: INTERVIEW QUESTIONS

1. The implementation of the induction programme

- i) Can you describe the reception that was accorded to you on your first arrival at this school?

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- ii) Did you participate in the Namibia Novice teachers Induction Programme/ are you currently being inducted at your school? If so, for how long?

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iii) Were you assigned a mentor teacher? What kind of support do you receive from your mentor teacher?

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iv) What kind of support do you receive from the following stakeholders?

a) Principal:

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b) Head of department:

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c) Fellow teachers:

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.....

v) As a novice teacher, what is your evaluation of the induction you have received at the school?

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2. Challenges faced by novice teachers in their first years of teaching

i) What challenges did you face as a novice teacher?

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ii) How do you deal with the challenges that you encountered as a novice teacher?

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3. The benefits of an induction programme for novice teachers

i) Would you consider an induction programme beneficial to the novice teacher? If so, what are the benefits of an induction programme to novice teachers?

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4. Strategies to strengthen the implementation of the induction programme

i) What do you think needs to be done to strengthen the implementation of the induction programme at your school?

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iii) Is there additional information you would like to contribute to this study?

.....

.....

.....

We have come to the end of our interview. Thank you very much for your time.

APPENDIX H: INTERVIEW GUIDE FOR MENTOR TEACHERS

SECTION A: BIOGRAPHICAL INFORMATION

1. School name (pseudonym):
2. Teacher's name (pseudonym):
3. Age.....
4. Gender.....
5. Qualifications.....
6. Years of experience:

SECTION B: RESEARCH QUESTIONS

1. The implementation of the induction programme

- i) How many years have you been mentoring novice teachers?
.....
.....
- ii) What roles do you play in the implementation of the induction
programme for novice teachers at your school?
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- iii) Do you consider the implementation of the induction programme
effective?

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2. Challenges faced by novice teachers in their first years of teaching

- i) What challenges do novice teachers encounter in their first year of teaching?

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- ii) How do novice teachers that you are mentoring overcome the challenges mentioned?

.....

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- iii) Does the induction programme in place help them overcome the challenges that they face?

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3. The benefits of an induction programme for novice teachers

- i) What do you think are the benefits of having an effective induction programme for novice teachers at your school?

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4. Strategies to strengthen the implementation of the induction programme

- i) What would you suggest to be done to strengthen the implementation of the induction programme for novice teachers at your school?

.....
.....
.....

- ii) Is there additional information you would like to contribute to this study?

.....
.....
.....

We have come to the end of our interview. Thank you very much for your time.