

**CHALLENGES FACING NOVICE TEACHERS: THE CASE OF
SELECTED SCHOOLS IN THE ZAMBEZI REGION OF NAMIBIA**

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By

ANNOSCAH LIPUO MUYUMBANO

STUDENT NUMBER:

200726285

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Main Supervisor: Dr. David Nkengbeza

Co- Supervisor: Dr. John Mushaandja

Abstract:

The purpose of this study was to investigate the challenges facing novice teachers: the case of selected schools in the Zambezi region. Qualitative research study was carried out and a case study approach was used to select six schools. The study used unstructured or semi-structured techniques in data collection. A non- probability sampling technique namely purposeful sampling was used. The researcher purposefully selected informative rich participants in order to get more information on the phenomenon under study. Seventeen (17) newly appointed teachers, twelve (12) experienced teachers, four (4) heads of department (HODs) and two (2) school principals were selected as participants. This means that the sample size for the study consists of 35 participants from the Zambezi region.

Qualitative data was carefully analysed manually and grouped into themes. The findings of this study revealed that even though regional and circuit officials were aware of their responsibilities to provide novice teachers with necessary training, they had a mixed understanding of the importance of such responsibilities. Evidence from the findings shows that inadequate in-service teacher training and lack of information and knowledge of what novice teachers go through: A perspective of novice and experienced teachers and most challenges faced by novice teachers in Zambezi region. Teachers were found to have mixed attitudes towards the provision of proper training. It was also established that the assistance being provided to schools by regional and circuit offices was inadequate. The study recommended that the Ministry of Education carries out awareness campaigns and training sessions for all education officers. The study further recommended the regional education officers of the Zambezi region to train teachers and provide information and to support novice teachers. The conclusions drawn from this study are that there are challenges facing novice teachers in providing the necessary support in schools.

Keywords: Novice teachers, Zambezi Region, inadequate in-service teacher training, no proper induction programme designed for novice teachers

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DEDICATION

The dedication of this thesis goes to my late parents Mr. Muyumbano Rymond Muloho and Mrs
Namakando Easter Kachele

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LIST OF ACRONYMS

AT	Advisory Teacher
AUM	AINSCO University of Manchester
HOD	Head of Department
MOE	Ministry of Education
NIED	National Institution Educational development
S1	School 1
S2	School 2
S3	School 3
S4	School 4
S5	School 5
S6	School 6
SDF	School Development Fund
SDP	School Development Plan
T1	Teacher 1
T2	Teacher 2
T3	Teacher 3
T4	Teacher 4

T5	Teacher 5
T6	Teacher 6
UNESCO	United Nations Educational Scientific and Cultural Organization

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CHAPTER ONE: INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 Introduction

This study analysed the challenges faced by novice teachers in six selected schools in the Zambezi Region, Namibia. This chapter introduces the study by providing the background information, the research problem, the research questions, and the aims of the study, its limitations, delimitation and an outline of the study. 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 (Black, 2001; Feiman-Nemser, 2003).

1.2 Orientation of the proposed study

The Namibian Government has a constitutional mandatory obligation to provide free compulsory primary education for all children of school-going age. The Constitution of the Republic of Namibia (1990) in article 20 section 2 stipulates that: "Primary education shall be compulsory and the State shall provide reasonable facilities to render effective this right for every resident within Namibia by establishing and maintaining State schools at which primary education will be provided free of charge" (Constitution of Namibia, 1990. p. 12).

This provision requires government to improve access to and participation in basic education and to enhance teaching and learning in schools. As such, it ties in with the universal aspirations of Education for All and the Millennium Development Goals to which the Republic of Namibia is committed. The beginning of the school year is hard for every educator to untangle all the tasks falling under his/her attribution.

Every teacher has to deal with paper work, class activities, new children and many more. It is an undeniable fact that training qualified teachers will ensure that the next generation will get a

qualified education at schools. As Ingersoll (2004) stated, the quality of teachers and teaching is undoubtedly among the most important factors shaping the learning of students. Studies have shown that the quality of preparations and support teachers receive, will determine their effectiveness in the classroom, the confidence they have in themselves as teachers and whether or not they will remain in the profession (Lieberman & Miller, 1999).

In the light of this fact, many countries including Namibia have taken some steps in selecting and training novice teachers. In spite of all the precautions, it seems that the novice teachers have some challenges in the first year when they enter the profession. According to Brington (1999), a lot of novice teachers start their profession with perfect ideals, high hopes, energy and a determination to be effective facilitators of their students' learning.

In the early years, UNESCO carried out a survey on teacher education in 14 countries involving all the world regions (UNESCO, 1986). The findings showed that classroom teachers were willing to take responsibilities to teach but they were not confident whether they had skills to carry out that task. Most teachers, especially new teachers, felt they needed training. These findings suggested the need for in-service training through teacher trainer. UNESCO, therefore, came up with a project, led by professor Ainscow at the University of Manchester to develop a programme that would assist with the needs of teachers. Flores and Day (2006) argue that the years of teaching form a crucial time in the development of teachers and teacher attrition which is particularly among teachers in the first years. Xaba (2003) also revealed that, novice teachers experience challenges during their induction into the teaching profession.

Among the greater challenges experienced by novice teachers are classroom management, discipline, motivation, student work and relationship with parents.

Moreover, they are confronted with feeling isolated and lack of support that contribute immensely to the frustration and poor performance of novice teachers.

Flores and Day (2006), Wang, Odell and Schwille (2008), and Whitaker (2001) attribute teacher's attrition to lack of support for novice teachers. Hudson (2004) maintains that it is the function of the experienced teachers to assist in nurturing the professional development of novice teachers. This is the compelling reason why the school staff and the teachers' union of the Port Huron area schools in Michigan in United States of America developed and began a new teacher induction programme in 1999. After seven years there were more novice teachers than veteran teachers in the system (Wong, 2012).

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 novice teachers (Black, 2001; Feiman-Nemser, 2013). California for example, has recently developed a comprehensive programme known as California Formative Assessment and Support System for experienced teachers to assist and provide the necessary support to the new teachers in its schools (Rippon & Martin, 2013).

Despite it becoming a global phenomenon, the question was: Is there any institutionalised induction programme for novice teachers in Namibia? All that is there are mere informal and very much school based initiatives. There are national professional standards for quality teaching and learning in Namibia those novices teachers are expected to know and apply once appointed at any school within the country, but still suffer from high staff turnover; which can be attributed to lack of induction (Ministry of education, 2006).

Novice teachers, like all other teachers at secondary school level, are crucial if the aims and objectives of the education system are to be realised. This is parallel with the call by Wayne,

Young and Fleischman (2005) that schools must ensure that novice teachers are eased into teaching and that they are given a comprehensive induction package. Several studies alert us to the fact that induction is about developing and sustaining the best in all of us for the good of all of us (Olebe, 2015; Conway, Kruger, Roninson, Hack & Smith, 2012). It is, therefore, in this context that this study intends to investigate the challenges faced by novice and experienced teachers in six selected schools in public schools in the Zambezi region, Namibia.

Villani (2002) observed that the idea that novice teachers require a structured system to support their entry into the profession has moved from the fringes of the policy landscape to the centre.

The Namibian Government has a constitutional mandatory obligation to provide free compulsory primary education for all children of school-going age. The Constitution of the Republic of Namibia (1990) in article 20 section 2 stipulates that: “Primary education shall be compulsory and the State shall provide reasonable facilities to render effective this right for every resident within Namibia by establishing and maintaining state schools at which primary education will be provided free of charge” (Constitution of Namibia, 1990. p.12).

The researcher, as a teacher, concurs with the above and has a deep- rooted belief that the teacher is the ultimate key to educational change and overall school improvement. All other aspects, such as curricula and text books, are of secondary value if the teacher is not taken into account.

Although teachers come from a variety of backgrounds, the majority of new entrants are recent college graduates who are transitioning from a university or college environment to the world of work and professional life. Whitaker (2001) noted that as such, beginner teachers are often confronted with policies, rules, formal procedures, informal rules and customs.

1.3 Statement of the problem

Regional workshops were held in Africa (Nairobi, Kenya) to improve school practice, giving skills and confidence to new teachers. This includes Namibian (Zambezi Region) teachers since they struggle to teach during their first years of teaching (UNESCO, 1998). But still, novice teachers are confronted by the feeling of isolation and lack of support that contributed to frustrations and poor performance (Flores and Day, 2006). They are unable to handle the disparities between idealistic expectation and classroom reality. Little is known on what novice teachers in the Zambezi Region go through during their first years of teaching (Ministry of Education, 2001).

Beginner teachers had a variety of challenges during their induction into the profession, and among the greater challenges experienced are classroom management, discipline, motivation, student work and relationship with parents (Xaba, 2003). It is against this background that the study intends to investigate what novice teachers go through during their first years of teaching and try to come up with solutions on how they can be supported to overcome those challenges.

1.4 Research Questions

To address this problem, the following research questions are provided:

- What challenges are faced by novice teachers during their early years of teaching in the selected schools in the Zambezi Region?
- How can these novice teachers be supported to overcome their challenges?

1.5 Significance of the study

The aim of the study was to find out the challenges faced by novice teachers in the selected schools and come up with suggestions on how they can be best supported. It was hoped that the study would provide novice teachers with research - based information about induction.

Since the inception of the Namibia Policy on inclusive Education, limited studies have been undertaken to analyse the understanding of what novice teachers go through in the Zambezi Region. The study gave an insight on the challenges novice teachers face in selected schools in the Zambezi Region.

It is hoped that the results would assist the Namibian Government to interpret the policy on inclusive education so that it motivates all educators in delivering their services effectively. The study is also expected to contribute to the body of knowledge on the subject by determining whether to improve the working relationship with novice teacher vis-a-vis experienced teachers. It will also serve as a guiding tool to future researchers who would wish to conduct research on novice and experienced teachers in this region or other parts of Namibia.

This study identified challenges that novice teachers face when they join the teaching profession and how they can best be supported; this will promote the self-efficacy of these teachers as they settle into a community of learners. Therefore, information sourced from the study could serve as a basis for sensitizing policy designers and implementers about the significance of a school-based induction in the early career of a novice teacher. Also, it would assist school principals, Heads of Departments and Senior Secondary School teachers to understand what is expected of them so that they harness their expertise and resources for the benefit of the novice teachers. Such findings might also be useful to the Ministry of Education and school principals to enable them to effect proper school-based induction of novice teachers to improve their performance in the classroom.

The research would therefore assist in deepening our knowledge and understanding about novice teachers' perceptions of school-based induction, and in gaining an insight into the ways that support, assist and affect the quality of the novice teachers' experience, and their intention to continue in the teaching profession.

Theoretically, the study intends to utilize the advantages of a narrative approach to explore the extent to which the beginning teachers change their perceptions and attitudes toward themselves during the first year of teaching and adapt to the cultures of their workplaces, and to consider under what conditions do the changes, if any, take place.

With great emphasis on individual differences and local context, the findings from the six schools the researcher visited, hopefully, contributed to enriching the existing theoretical themes by accommodating critical review of the relevance of these theories and concepts to the Namibian context, and the Zambezi region in particular. From a practical perspective, the study hoped to have a better understanding of what novice teachers go through based on a perspective of novice teachers and experienced teachers in the Zambezi Region.

1.6 Limitation of the study

The first limitation was institutional, as the research was limited to schools in Zambezi region, and only directed to six selected schools; hence, not covering all necessary areas that need to be covered for generalization to take place in Zambezi Region. The second limitation was cost constraints, as the researcher was in need of funds for logistical purposes such as travelling to schools for interview, typing and printing and binding of the thesis. The study was also limited to six (6) secondary schools in the Zambezi Region.

1.7 Delimitation

The study was limited to six Senior Secondary Schools only. In these six schools a few teachers were selected to take part, only twelve (12) experienced teachers, seventeen (17) novice teachers, four (4) heads of departments and two (2) principals were part of the study. This means the total number of participants who took part in the study was thirty-five (35).

1.8 Outline of the research

The study consists of six chapters as follows below:

Chapter One: gives an introduction to the context of the study, discusses the orientation of the study, problem statements, and research questions.

Chapter Two: focuses on the literature review that is relevant to this study and the theoretical framework.

Chapter Three: presents the methodology selected for this study: research design, population, sampling design, research instrument, data collection methods and analysis of data.

Chapter Four: This chapter presents the findings of the study.

Chapter Five: is a discussion of the findings

Chapter six: provides conclusions and recommendations

1.9. Conclusion

This chapter provided an orientation of the study to enable the reader to understand what the study entails and how the following chapter, the literature review, is relevant to this research.

The next chapter discusses a detailed literature review to understand what the novice teachers go through during the first years of teaching.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Literature review is a critical summary and assessment of a range of existing literature in a given field or sub – discipline (Kern, 2011). The beginning years of teaching can be very challenging and it is believed that teachers who exhibit a higher sense of efficacy are more likely to persist and remain in the profession.

2.2 Successes and Challenges faced by novice teachers during the early years of teaching

Mel nick and Meister (2008) found that the biggest challenge that surfaces for new teachers is classroom management, and novice teachers were more likely to say that student behaviour was a serious problem in their classrooms than in the classrooms of veteran teachers. This survey of 500 teachers also found that 85 percent of teachers believed “new teachers are particularly unprepared for dealing with behavior problems in their classrooms. In a current survey, new teachers raised a concern that they lack guidance and resources for lessons and unit planning.

Thus, more than 8,000 teachers in the United States of America nationwide, (41 percent) said their school provided them with few or no instructional resources, such as lesson plans. They believe that when classroom materials were provided, they were seldom useful (Mathew, 2011). Fry (2007) states that although curriculum freedom was welcomed by the veteran teachers, it appears to be a burden to new teachers who have not yet developed a robust repertoire of lesson ideas or knowledge of what would work in the classroom.

Furthermore, novice teachers struggle “just trying to come up with enough curricula and spending hours a day juggling lesson planning, paper work demand and extra curricula assignments. Despite energy brought by new teachers, they also have a specific need which needs the attention of school administrators, not merely assigning them a mentor, a practical that only reduced five-year attrition rate by one percent point (Smith & Ingersoll, 2004).

Veenman (1984) found remarkable consistency across both time and different structured education system. Among the greatest challenges perceived by novice teachers are: classroom management, motivation of students, dealing with individual differences among students, assessing students work and relation with parents.

Fry (2007) states that the sink and swim nature of many first year teachers’ experience frequently surfaces as another challenge as they often report difficult interaction with colleagues. Similarly, Chenoweth (2009) noticed that many schools that have successfully raised low-income learners’ achievement have taken a distinctly different approach rather than letting new teachers sink and swim with lesson planning. They provided binders full of model lesson plans and teaching resources developed by veteran teachers. Fullan (2000) revealed that novice teachers face challenges in their schools, where their competence may be questioned. Therefore, it is of significance to provide needed emotional support in order to help teachers assimilate into the new school culture and gain confidence.

This can assist the novice teachers to move from personal concern to address the instructional needs of the students. Steyn and Schulte (2005) reported that novice teachers are confronted with a gap between the reality of teaching and the ideal, unclear and confusing expectations from principals, parents, learners and colleagues, thus bringing about the feeling of inadequacy.

This loss of teachers' 'sense of efficacy has a serious influence on teacher's well-being and learners' (Steyn and Schulte, 2005).

Romano and Gibson (2006) stated that having beginning teachers reflect on their success and strengths in their teaching indicates areas that teacher training programmes and school districts can improve teachers' experiences during their first year of teaching.

When employing a case study analysis design, Roman and Gibson (2006) focused on one teacher's struggles and successes during her first year of teaching. Using descriptive data and inductive analysis, the study examined the demands placed on the teacher by teacher responsibilities, school climate, students in the classroom, students' parents, and the pressure from personal goals and setbacks. The information was collected by monthly open-ended interviews and a questionnaire that was completed three times during the school time. These questionnaires and interviews focused on the successes and struggles that the teacher was having, and the types of knowledge, expertise, and resources that were available or that were needed for effective teaching.

Beck, Kosnik, and Rowsell (2007) conducted a study that focused on 22 first-year teachers' views of their needs during their initial year of teaching. The teachers' comments highlighted areas in their teacher preparation programmes that they wished would have been covered in more depth. These areas included a deeper understanding of theoretical frameworks, procedures for the first few weeks of school, practical knowledge and skill, capacity for comprehensive programme planning, understanding of skills in assessment and evaluation, and ability to implement effective group work. Beck, *et. al.* (2007) concluded that to better prepare teachers, teacher educators should find ways to connect theories with practice.

This would allow for preserves teachers to gain a better understanding of how to implement theoretical knowledge into their planning, teaching and assessments.

2.3 Areas of support that novice teachers need

At this emotional time, more experienced colleagues can play an important role serving as a sounding board by offering advice to help reduce stress. Novice teachers also need help in knowing how to approach new tasks, solving specific problems that crop up in their teaching and deciding what goes on in the grade book. In accomplishing these tasks effectively, experienced teachers need to guide them, share unwritten expectations associated with tasks in a given school, district or state (Britton, Paine & Raizen, 1999).

Kwang (2001) found that in public schools most mathematics and science teachers in kindergarten reported that teachers learn more in teacher networks and study groups than with mentoring. Kwang (2001) further argued that when there is collaborative participation; and when they perceive teacher learning and development as part of the coherent professional programme, the following induction programme will be the end result:

- Have network that creates learning community.
- Treat every colleague as a potential valued contributor.
- Turn ownership of learning over to the learners in the study groups.
- Create learning communities where everyone, new teachers as well as veteran, gain knowledge.

Burley (2011) has stated that the quality of teaching will become not just an individual responsibility. In order to address the challenges experienced by novice teachers, they should be assigned to experienced teachers in their area of specialization. Moreover, novice teachers need the feedback and encouragement that experienced teachers can provide. Peer coaching or

induction is gaining support as an effective supervisor tool (Lieberman, 2011; McDermott, 2011).

Joyce and Calhoun (2010) state that an experienced teacher who acts as a peer coach for an inexperienced teacher performs five functions: (a) *companionship*, discussing ideas, problems and successes; (b) gives *technical feedback*, especially related to lesson planning, classroom management and observation; (c) *analysing of application*, integrating what happens or what works as part of the beginning teachers' repertoire; (d) *adaptation*, helping the novice teacher adapt to particular situations, (e) *personal facilitation*, helping the teacher to feel good about oneself after trying new strategies.

Lieberman and McDermott (2011) argue that novice teachers need the feedback and encouragement experienced teachers can provide. Peer coaching or induction is gaining support as an effective supervisor tool. Assigning experienced teachers to guide and support novice teacher provides valuable professional development for both novice and experienced teachers.

Danielson (1999) found that assigning experienced teachers to guide and support novice teachers provide valuable professional development for both new and experienced teachers. Danielson (1999) concluded that induction helps teachers to face their challenges through reflective activities and professional conversations to improve their teaching practice as they assume full responsibility for a class. In an analysis of effectiveness of novice teachers' induction programme in New Brunswick (Canada - developed by the Provinces Department of Education, Teachers' Association, and the University of New Brunswick), Scott (1999) found that 96 percent of the beginning teachers and 98 percent of experienced teachers in the study felt that they benefitted from the programme.

Maggioli (2004) revealed that the experienced teachers were particularly enthusiastic because they believed that they help others, improve themselves, receive respect, and develop collegiality and profit from the novice teachers' fresh ideas and energy. Maggioli has further stated that teachers can take ownership on learning and development by their own practice theories which they share with fellow teachers. Furthermore, the induction programme helps teachers to grow professionally through collaborative activities. As a result, members arrive at solutions to problems collectively. "The proactive team promotes peer to peer support" (Maggioli, 2004).

Novice teachers are faced with challenges during their first years of teaching such as, lack of support, guidance, unit planning and motivation than in the classrooms of experienced teachers (Melnick & Meister, 2008). In accomplishing these tasks, experienced teachers need to guide them, give feedback, and help with peer coaching in order to improve their self- efficacy (Lieberman, 2011; McDermott, 2011).

Lieberman, (2011) argues that the main objective here is to support novice teachers and provide them with the skills and knowledge they will need as they play their new roles of being teachers. School-based induction is therefore an extension of teacher preparation with the intention to sustain and support teachers who have already completed an initial programme of teacher training. The term induction may also mean introduction, initiation, training and support within the teaching profession.

According to Darling-Hammond and Richardson (2009), comprehensive programmes designed around the novice teachers to provide a foundation in professional development and support are necessary to prepare new teachers entering the field. This is because professional development provided through the means of a teacher learning community affords teachers greater understanding and acceptance.

Freiberg (2012) observed that frequently, many novice teachers develop their teaching skills through trial and error, while at the same time attempting to form a particular professional identity. This process in itself is a complex process that fuses the past, present and future ideals and realities. Freiberg further revealed that this haphazard development often takes years, by which time many struggling educators have left the classroom.

To this effect, a well-intended school-based induction should be put into practice to guide the novice teacher during the initial years of teaching. Findings had shown that school contexts with an embedded sense of trust and respect between experienced and novice teachers share instructional responsibilities and effective pedagogical practices that foster reflective professional dialogue. Therefore, the principal's frame of reference of what constitutes a meaningful induction service often significantly influences novice teachers' perceptions. In conclusion, school organizational cultures that constructively provoke novice teachers to belong and contribute to the ethos of professional collectivity, improve not only pedagogical practices, but also students' learning. Olebe (2005) indicates that induction is as much about schools and school culture as it is about supporting individual teachers.

2.4 What New Teachers Need - Maslow's Hierarchy of Needs

Maslow's theory about how people satisfy various personal needs in the context of their work suggest individuals' needs are arranged and satisfied in a hierarchy; a generally same sequence. According to Maslow, there are generally two levels of needs that the lower level needs which he describes as deficiency needs include physiological needs, safety needs, love and belonging needs and esteem needs, which must be satisfied in order for individuals to move up to the higher levels needs. This higher level needs include the needs to know and to understand, aesthetic needs, and self-actualization needs (Maslow, 1968).

Maslow (1968, pp. 24-27) points out that it is difficult to define the meaning of self-actualization. However, with the state of self-actualizing, people could be indicated by positive cases and negative contrast. Healthy people, whose basic needs have sufficiently satisfied, are motivated by the desires to self-actualization, which can be described as a process of “on-going actualization of potentials, capacities and talents, as fulfilment of mission, through which a fuller knowledge of, and acceptance of the person’s own intrinsic nature” is developed. In a practical sense, the managers, for example, usually attach a lot of importance to the higher level needs as they advance through an organization. The self-actualizing managers are driven by the need to grow in skills and competence as ‘growth need strength’ (Smyth, 2008).

Maslow (1968) argues that the deficiency needs can only be satisfied by other people which indicates that individuals who are driven by these lower level needs are relatively more dependent on the environment than the self-actualizing individuals. In a sense, as Maslow puts it, individuals in dependent position must be more afraid of the environment, since they are dependent variables and not in control of their own fate. They need to be flexible and responsive in order to be able to adapt themselves to the external situation (Maslow, 1968, p. 35).

However, Smyth (2008), argues that the motives discovered in research literature affecting work do not all fit in Maslow’s hierarchy. He points out that money is the most obvious one. Moreover, Arnold, Cooper and Robertson (1995, p. 211) point out 40 flaws of the need theory that needs do not always group up together in the way Maslow predicted and his theory fails to predict when and why particular needs would become important. Nevertheless, money as economic incentives is always a tricky one as it is associated with equity and fairness as well as recognition and achievement which are incentives themselves.

In his two-dimensional paradigm of factors that are affecting people's work satisfaction and attitudes, Smyth (2008) concludes that money is among the hygiene factors that can create job dissatisfaction but are not themselves motivators. He suggests that the hygiene factors that are extrinsic to the job include: company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security; and the growth factors that are intrinsic to the job are: achievement, recognition for achievement, the work itself, responsibility, and growth or advancement (Smyth, 2008).

2.5 The role of the novice teacher in an induction programme

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

The assessing of teacher readiness is therefore an important factor in any successful induction.

An ideal induction programme will remain just an ideal due to lack of clear policies, time allocation, lack of resources and other limitations. This is most probably why it is important to recognize the knowledge, skills, attitudes and assumptions that new teachers bring prior to putting into effect an induction programme.

This study indicates that "if a novice teacher is weak in some essential skills, it is probably unreasonable and unfair to expect mentoring to eliminate the deficiency.

A further problem lies not only in the massive backlog of teachers, but also the low erosion rate of teachers and principals. “When these incumbents stay in place for long periods, it becomes extremely difficult to implement any kind of change” (Smyth (2008). This also leads to the culture shock awaiting new teachers trained with modern methods who are confronted with stubborn resistance to change by established teachers who often use outmoded methods and poor work practices.

2.6 The teaching environment of novice teachers

Johnson, S. and the project on the next generation of teachers (2004) stressed the importance of class assignments and teaching schedules, noting that novice teachers are often set up for failure when administrators assign them the most difficult students and the heaviest workloads. Several studies have shown that novice teachers are many times given the most difficult teaching assignments that include unmotivated students with chronic behaviour, poor class attendance, and also learning difficulties.

2.7 Isolation and loneliness of novice teachers

Johnson et al. (2004) also found that another problem that novice teachers experience are feelings of isolation and loneliness. When novice teachers join a staff where friendships and social groups are already formed and the shared history and norms of the school are unknown to them, it becomes a challenge to become part of the school community (Brock & Grady, 2001).

If the school has been together for a long time, it is difficult for the newcomer to feel a part of the school setup. Novice teachers are initially welcomed and politely spoken to, but not necessarily included or assisted.

Johnson, Birkeland, Donaldson, Kardos, Kauffman, Liu, & Peske, (2004) have observed that in the worst scenarios, experienced teachers hoarded books, materials, or lesson plans; dismissed or

ridiculed novices' ideas; sabotaged any efforts to improve; and constantly complained or criticized. Based on these scenarios, the nature of teaching itself can be lonely, not only for novice teachers, but for experienced teachers as well.

2.8 Meeting diverse needs of students of novice teachers

Sanders and Rivers' study in (2004) revealed that the classroom teacher has more impact than class size, ability grouping, school location, or school climate on student achievement. Novice teachers enter the field of education and teach in a wide variety of contexts and settings: urban, rural, suburban; rich, middle class, poor; many ethnicities, cultures, and languages; supportive and non-supportive families; and students with a wide range of ability levels and learning need.

Bartell (2005) observed that not only do teachers have students in their classrooms that come from more diverse backgrounds and with more varied abilities, but because of the Inclusive Education Act in Namibia teachers are also called upon to be highly qualified, and will now be held accountable for results in their classrooms, is now calling for more accountability for teachers, students, and schools.

2.9 Teacher Preparedness and Self-efficacy Beliefs

The focus on teachers' perceptions of their self-efficacy draws support from research in [elementary and secondary] school-based teacher education. This focus is underpinned by research and theory in self-efficacy. Bandura (1997) defines teacher self-efficacy as a teacher's beliefs about if and how he or she is able to implement a particular teaching task in a specific context. Teachers' perceptions of their self-efficacy have significant implications for student learning. Teachers' self-efficacy beliefs have been positively correlated with teacher persistence and level of success (Ross, 2008).

2.10 Teacher expertise: knowledge and vision

Studies by Hogan (2003) revealed that although consensus on generic distinctions between experienced teachers and novice teachers is lacking, it is widely accepted that teacher expertise influences cognition and representation, depth of content knowledge, and goal-focused thinking. Experienced teachers have shown efficient information-reduction abilities when interpreting classroom complexity, even in classroom scenes that were previously unknown to them. This has been attributed to a difference in the event-structured knowledge of experienced teachers.

Colestock and Sherin (2009) observed that teachers use pedagogical knowledge gained through experience to organize information into meaningful units. Colestock and Sherin further argue that experienced teachers attend to different facts and interpret information differently than novices. Multiple studies have revealed that experienced teachers often integrate concerns of teaching and learning when analysing classroom events, while novices tend to consider surface-level concerns, such as teacher and student characteristics or behaviour and disciplinary issues.

Tsui (2003) revealed that in this study challenges faced by novice teachers are such as classroom climate, and classroom management. Tsui (2003) further suggests that maintaining an effective classroom climate and managing the classroom should be closely connected to the events perceived by teachers, and the visual processing therein.

2.11 Managing and monitoring the classroom by novice and experienced teachers

Studies by Kunter, Klusmann, Baumert, Richter, Voss, and Hauchfeld (2013) found that classroom management has been succinctly defined as “the actions novice and experienced teachers take to create an environment that supports and facilitates both academic and social-emotional learning.” Skilled classroom management combines classroom knowledge with

pedagogical knowledge for handling classroom events and interactions to ensure that learning takes place. Kunter *et al.* further observed that both novice and experienced teachers are under pressure not only to plan educational activities, but also to monitor their effectiveness within the classroom.

According to Kunter *et al.* (2013), to manage the classroom, novice and experienced teachers must observe the relevant cues and events, make sense of them quickly, monitor the progression of events, and ultimately make effective pedagogical decisions based upon this informational intake. These skills are consequential as efficient classroom management has been shown to predict higher student achievement gains, higher levels of learning support and gains in students' enjoyment.

Van den Bogert, N., Van Bruggen, J., Koston, D., and Jochems, W. (2014) used eye tracking fixations to contrast experienced and novice teachers' perception and detection of classroom events. Not only did experienced and novice teachers differ in the number of detected potential events, they also differed in their interpretation and viewing strategies. In those scenes where both groups identified considerable numbers of potential classroom management events, experienced teachers had shorter fixations and more frequent student check-ups than novice teachers (i.e. they monitored more of the classroom). Van den Bogert *et al.* confirmed that experienced teachers have faster processing times than novice teachers, and theorized that when inexperienced teachers fail to notice an event, they continue scanning the classroom. Yet the research did not identify which areas are monitored, which kinds of interactional cues are relevant, and which areas are skipped. Neither did they address how this viewing activity differs between experienced and novice teachers.

2.12 Processing classroom scenes

Based on the studies by Van den Bogert *et al.* (2014), classrooms can be characterized as complex scenes. What a teacher notices and where a teacher fixates attention in the classroom is guided not only by the events occurring in the classroom, but also by the collection of experiences in classrooms, and the knowledge developing through these experiences. Van den Bogert *et al.* stated further that the sense that a teacher makes of a particular scene is a product of ordered prior knowledge of classroom scenes, awareness of particular features of a present scene, and cognitive processes that connect knowledge with current awareness.

The differences in knowledge and experienced and pre-service lead to divergences in the way experienced and novice teachers process classroom scenes. Experienced teachers can maintain a broad awareness of classroom scenes and events, while novices can be easily overwhelmed by the complexity of incoming information (Van den Bogert *et al.*, 2014). In terms of attention distribution, novice teachers have been shown to devote more than half of their viewing-time to only one student, whereas experienced teachers distribute attention more evenly across groups of students, engaging in continual monitoring of the classroom. According to Van den Bogert *et al.*, novices can also be unaware of the behavioural and attentional cues that experienced teachers pick up on in order to prevent disruptions, or to adaptively resolve disruptions when they occur.

2.13 Novice Teacher Learning

This section begins by describing what is known regarding teachers' professional learning across career stages for novice teachers. The transition from the role of preserve teacher to novice teacher is often consumed by ambiguity, vulnerability and even often anxiety.

Feiman-Nemser (2001) asserts that novice teachers find themselves in an illogical maze by which they must exhibit knowledge and skills in their teaching that are primarily acquired through the practice of doing what they may not yet fully comprehend. In their new role, they must simultaneously “teach and learn to teach all while under the observation and demands of students, parents, colleagues, mentors and administration (Feiman-Nemser, 2001)

As teachers leave preparation programmes and begin to shift learning from theoretical to practical in their first classroom, beginning teachers are confronted by unanticipated challenges. Challenging areas most cited throughout studies include curriculum planning, classroom management and discipline, instructional techniques, access to materials, and working with parents. Andrews and Quinn (2005) noted that novice teachers revealed additional challenges as teaching students assessed as emotionally disturbed or overactive, or having psychological disorders or special education needs. While the author identifies that informal professional development [whereby teachers seek workshops or experts that can support their needs] is most effective to address these needs, receiving appropriate support requires teachers with knowledge of their own needs and their students’ needs, as well as knowledge of what to ask to respond to them.

Novice teachers, unfortunately, most often do not possess these skills; a notion that is further empirically explored below in the research explanation of novice teachers’ skills of inquiry as novices work to gain personal acceptance from peers, administrators, and students, while striving to gain control of their new responsibilities and the challenges that accompany them.

As novice teachers navigate their new role, researchers note that numerous personal and environmental factors contribute to decision-making in the new context (Fessler, 1995; Clandinin, Connelly & He, 1997).

Fessler (1995) offers that personal and environmental factors influence how a teacher handles the challenges presented. Personal factors include family support (or lack thereof), positive critical incidents that offer security including mentors and induction programmes, crises, individual dispositions derived from values and experiences, as well as personal interests and life stages. Likewise, influencing environmental factors are the organizational environment, school regulations, the administrators' management style, the public's trust, societal expectations, and professional organizations and unions.

According to the European Commission (2010), novice teachers need to be introduced 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. Literature abounds with novice teachers' personal, social and professional needs (Abbot, 2007).

The process of induction is striving to meet novice teachers' variety of needs and towards helping them to realize self-actualization. Novices' needs should be seen against the background of Maslow's theory of self-actualization. The theory sees man as an imperfect being who is continually striving to satisfy his needs (Crous, 2000; Angell & Garfinkel, 2002). This is implied by the statement made by a novice teacher who felt like "being on a ship that cannot see the horizon" (Cushman 1998). The statement carries the day-to-day frustrations which novice teachers experience. To ease the frustration, Loock, Grobler and Mestry (2006) point out that induction should help novices to function efficiently within a new workplace, by giving them relevant information and skills needed for their new roles.

The necessity of the process to novices in helping to acclimatize them into the unfamiliar working environment can be seen through the support given. The support given culminates in new learning as novices' needs are met.

Induction encompasses the support that novices receive from experienced teachers during the earlier years of their careers to bridge the transition from pre-service to in-service (Cherubini 2007). The experiences during teacher training are different from those experiences during the early years of teaching. Novice teachers find themselves in a transitional period. They need support to make this transition as seamless as possible. While this transition is seen as a small shift, novice teachers see it as challenging and stressful, or they see the distance between the student desk and the teacher's table as too long.

2.14 Extension of further learning

Induction is an extension of learning from the pre-service year which starts immediately after taking up a post. It is an on-going learning process, which should last several years (Nash, 2010). The process therefore takes the form of continuous support and professional development throughout the teacher's career. Induction encompasses all the formal and informal learning experiences that occur throughout the professional career. Novice teachers learn new skills and develop knowledge through formal structured programmes and by interacting informally with experienced colleagues.

Teaching is regarded as a professional career. Nash (2010) regards professionals as people who went through professional training over a long time who are controlled by a code of their organisation. This implies that in order to have committed teachers who are competent, effective and confident to execute the business [of the profession], we need the profession to be manned

by people who not only underwent a lengthy process of training, but for whom the professional development process is not stopping somewhere at a pre-determined time.

2.15 Meeting the needs of novice teachers

Induction as a holistic process meets the personal, social and professional needs of employees, the teachers in this case (Heyns 2000). Teachers' personal and social needs include the need to feel safe and to be backed up, to belong and to be free from isolation, to feel assured and for their views to be accommodated and recognized as valuable. Often novice teachers feel left out and not seen as complete teachers. The induction process helps to promote the self-esteem of novices. Professional needs include the need to be effective in carrying out teaching related tasks effectively. This may include aspects like planning, assessing learners, as well as motivating and disciplining them.

However, the idea of attending to the needs of beginner teacher may be clouded by the fact that novice teachers are reluctant to make their needs known. This arises from the fear that they may be perceived as weak and inadequate, as a problem, a mark of failure or not qualified for accreditation (Lyons, 1993). Experienced teachers need to see novices' learning needs as legitimate needs. Novices could not have grasped those while outside of the teaching context but they become pressing needs as novices become involved in actual teaching.

2.16 Opportunities to acquire skills and knowledge

The learning process offered through induction enables a new person (assisted by experienced colleagues) to become familiar with the new working environment, until such time that the person feels comfortable in the new position. Since the novice teachers' beliefs, knowledge and practices change as they participate in induction programmes; this is likely to affect their desire to hold onto teaching as a profession with vigour and enthusiasm.

The process of induction comprises interconnected components which are also interdependent (Nash 2010). Such components include meetings, workshops, classroom observations, evaluation of the process and reflecting on the teaching after the formal programme has come to an end. These components expose novices to new learning. The recurrent and continuous nature of induction makes the acquisition of skills and knowledge possible. The process not only helps novice teachers to acquire the competence of the experienced teacher, but also to socialise them more quickly into the culture of the school as a learning community (Arends, 2000).

2.17 Increasing teacher efficacy

New learning acquired during induction contributes to teacher efficacy (Cherubini, 2007) Teacher efficacy is achieved when a teacher feels capable to organise and carry out the task as required with good results. The support given during the first year while the novice teacher is capable of being shaped cannot be ignored. Efficacy is related to the level of support that new teachers receive. Often novice teachers experience failure, but through assistance, they may arrive at potentially successful strategies that will develop their efficacy. The experiences modelled by expert teachers, coupled with feelings of mastering the modelled skills and feedback given to novice teachers boosts their efficacy. The outcomes of induction not only promote the well-being of novice teachers by improving their practice, but also the learners' performance (Arends, 2000). The support given to novice teachers cannot be ignored since it benefits not only novice teachers by improving their effectiveness, but learners as well. Kelley (2004) asserts that induction helps to improve the quality of the teachers' service. An improvement in the teachers' service will have an effect on learners' performance.

Literature identifies a list of elements common to induction programmes, for instance orientation, mentoring, professional development, programme evaluation, establishing a learning

community, peer coaching and follow-up (Ashby, 2008). This review will focus only on mentoring, professional development, observation and peer support.

Mentoring facilitates instructional improvement through a collaborative, non-judgemental interaction between experienced teachers and novices (Sullivan & Glanz, 2000). Gordon and Maxey (2000) support this by asserting that mentoring needs to be built on a trusting and nurturing relationship, and should therefore not be confused with gate keeping functions. This means that mentors are there to facilitate improvements and not to judge novices or to prove them correct. It is imperative to note that when mentoring is undertaken with the purpose of finding faults, it may result in defensiveness and resentment on the part of the beginner teacher. When taken as part of dialogue aimed at supporting novices, it will help them realising their professional potential (Wilson, 2004).

Luft (2009) made a study focusing on science-specific e-mentoring programmes among others, for secondary science teachers in five US states. Although novices were given regular online mentoring and support, they found the presence of someone who was close to give assistance to be an important resource. Despite the quick assistance given in e-mentoring, the traditional way of support accompanied by the physical presence of a mentor in the same school / building should not be overlooked.

Not all experienced teachers have the qualities of good mentors, and not every veteran teacher will make a good mentor. The competences of mentors were not always impressive to some novice teachers as some mentors demonstrated questionable teaching practices and the novices have “to learn what not to do” (Hellsten *et al.*, 2009). This gives rise to a question on the credibility of all mentors and a call for the careful selection and intensification of mentor training. Dube (2008) concurs with this and lists a number of characteristics of mentors to novice

teachers as “Guides, advisors, counsellors, coaches, role models, people to lean and rely on, people who understand novices and have the willpower to work with them” Nash (2010) further suggests that mentors be chosen from the ranks of positive teachers, who are chosen not because of their knowledge of the subject matter or the duration of their stay in the school. Nielsen, Barry and Addison (2007) and Mutchler (2000) both call for mentors to be committed people who are carefully selected on basis of their skill in content specific skills to help novices, and the ability to work with them. A mentor’s content knowledge is crucial especially where novice teachers need subject-specific support.

Holmes (1992) warns against selecting mentors based on personal criteria like responsibility, classroom management or popularity with parents and learners. They further suggest careful selection of mentors, because if mismatching occurs, it may add to novices’ anxiety.

To have mentors of good quality, it is vital to use criteria when selecting mentors. Research supports the careful selection and training of mentors (Nash 2010; Mutchler 2000). For effective support by mentors, much time and effort is needed in selecting and training mentors. This is true since the quality of mentor training impacts on the success of the mentoring process (Feiman-Nemser 2003; Weiss & Weiss 1999). Odell and Ferraro (1992) stress the importance of mentor training by suggesting that mentoring is like the teaching profession and should be conceptualized as such. It requires one’s dispositions, beliefs and understanding and hence the specialized skills to implement the practice.

Literature stresses the importance of matching mentors with novices, which can be done on basis of age, same gender, same subject and grades, or same interests (Britton 2000; Dube 2008; Kempen 2010; Johnson 2004; Nash 2010; Stansbury & Zimmerman 2000). A successful mentorship experience will occur if the two are compatible with each other. However,

Glazerman *et al.* (2010) arrived at findings that contradict the popular belief that, better matching results in better support outcomes. In examining if matching will result in better outcomes, the study found no statistically significant relationship between matching and teacher retention. Novices from the same race/ethnicity as mentors and who taught the same grades as their mentors had lower rates of retention. After examining the teacher - learner achievement, the study did not find evidence of a statistically significant relationship with mentor match. The findings imply that matching mentors with novices may not always bear positive results as it is generally believed to be. Other factors like the situations in which novices find themselves, their dispositions, personalities, beliefs and attitudes may play a role in their development and in producing better outcomes (Uugwanga, 2010).

2.18 Peer support

Literature on teacher support advocates peer support as a viable support strategy. Diaz-Maggioli (2004) perceives peer support as a professional development strategy which has been proven to increase collegiality and to improve teaching. Peer support is used in practice groups in Switzerland where such practice groups start during student teaching and continue as novices enter actual classrooms after training (Wong, Briton & Ganser, 2005). The use of peers to support novices creates a platform for open discussion where novices are less inhibited to voice their concerns (Angell & Garfinkel, 2002). Novices freely share their experiences and difficulties experienced with other novices.

This makes them realise that they are not facing the problems alone by developing the “I am not alone” feeling. Various studies see the following benefits derived from peer support:

- Reducing a sense of isolation by creating networks from participants with similar status.
- Providing feedback, thereby refining skills

- Raising the morale since difficulties are shared.
- Exchanging and building on experiences of other colleagues in a secure, blame-free environment (Hanko, 1995; Kempen, 2010; European Commission, 2010).

Peer support can be set up as formal groups of teachers to offer advice and support to other teachers, or as an informal collegial support.

2.19 Theoretical framework

The study was grounded on Situativity theory: The theory involves social interaction and includes learning from observing individuals, sharing ideas through oral and written languages, and engaging in practical tasks. “In the new view of professional development, teachers are engaged in professional learning every day, all day long” (Owen, 2004).

Not much has been written especially in Namibia and specifically in the Zambezi Region on what novice teachers go through. This study narrowed down to investigate the challenges novice teachers encounter and how they could be supported in the selected schools using the following conceptual framework:

Challenges and support system

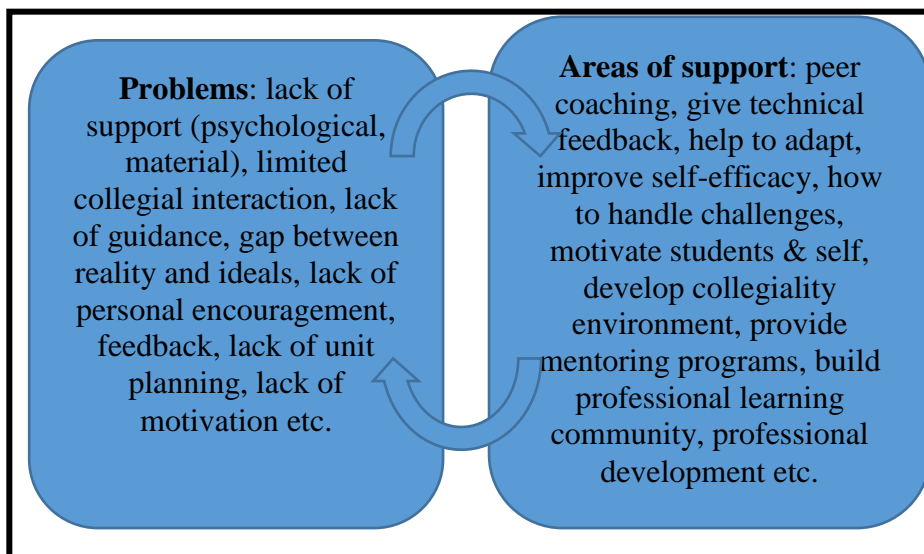


Figure 1 Challenges faced by novice teachers and suggested solutions.

As it can be seen on figure one above, novice teachers are faced with challenges during their first years of teaching such as lack of support, guidance, unit planning and motivation than in the classrooms of veteran teacher (Melnick and Meister, 2008). In accomplishing these tasks, experienced teachers need to guide them, give feedback, and help with peer coaching in order to improve their self- efficacy (Lieberman, 2011; McDermott, 2011).

2.20 Conclusion

Novice teachers are not simply vessels designed to receive content and pedagogical knowledge, but must be supported in generating their own knowledge about the teaching and learning process. Researchers list several challenges that novice teachers face when transitioning into the field of education, with the top need most often listed as the development of classroom management strategies. Other challenges mentioned include obtaining instructional resources and materials, planning, organizing instruction, assessing and evaluating student progress, motivating students, using effective teaching methods, meeting the diverse needs of individual students, communicating with parents and with colleagues.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the methodology that was used in this study. It provided and described research questions, setting, and participants. It described the research design of the study which includes the theoretical perspective on which the study is designed and by which interpretations of findings will be guided. Procedures and guidelines for the interviews and face to face sessions were described. The method of data collection and analysis used to determine the research findings and conclusions was included in this section.

3.2 Research design

In this study the researcher adopted qualitative research design in order to understand the live experience of newly appointed teachers and how they can be supported – a perspective of novice and experienced teachers Babbie, (2007). It further interprets and gives true reflection of participants' situation (naturalistic) with the emphasis on participant s constructing the conceptualization. Since this study needs an insider's perspective, feelings and thoughts, an interpretive approach is found to be relevant. An interpretive approach is associated with qualitative research and this study uses the qualitative research methods. According to Silverman (2003, 2013) qualitative research is the most powerful research in exploring everyday activities that are taken for granted? Silverman further states that the beauty of qualitative research is that it gives the researcher access to the “nitty- gritty” reality of everyday life viewed through a new analytic lens.

Ritchie & Lewis (2009, p2) define qualitative research as a “situated activity² that locates the observer in the world. It consists of sets of interpretive, material practices that make the world visible. Yin (2003) argues that the premise of interpretive researchers is that access to reality

through social constructions such as language is underpinned by observation and interpretations. Observation collects information about an event, while to interpret gives meaning to that information by judging the match between the information and some abstract pattern. The researcher uses face to face interviews and observation to collect data. Data collection methods by means of interviews usually involves close contact between the researcher and research participants, which are interactive and developmental and allow for emerging issues to be explored (Ritchie & Lewis, 2009, p5)

Creswell & Plano Clark (2004,p 6) stress that qualitative research is an enquiring approach, in which the enquirer analyses and codes the data for description themes, interprets the meaning of the information drawing on personal reflection and past research and writes a final report.

3.3 Case study

A case study was found as the best strategy that can allow for a qualitative approach. The Commonwealth Association for Public Administration and Management paper (2010) defines the case study as a general approach to understand phenomenon that involve many specific methodologies such as interviews and direct observation.

Bromley (1986) illustrates that case studies are used to get a deeper understanding which hopefully results in new learning to be investigated. Bromley further states that case studies are pertinent when the research addresses explanatory questions.

According to Baxter & Jacks (2008), qualitative case study methodology provides tools for researchers to study complex phenomena within their context. It becomes a valuable method, develops interventions and evaluates programs for improvement. Baxter and Jacks further state that qualitative research ensures that the issues are not explored through one lens but rather a

variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood. Central to above, Robert Stake (1995) and Robert Yin (2003, 2006) on their approach and guide to case study state that case study is relative and it depends on one's perception.

3.4 Case selection

According to Gerring (2008) case selection procedures should consider focusing on the typical diverse, extreme, deviant, influential and similar information. Curtis et al (2000) cited Stake (1994) who suggests that a distinction should be made between intrinsic case works and instrumental or collective case work. In the intrinsic case the environment is pre specified, not chosen because a particular case is focusing on the actual research question. In an instrumental or collective case one or more cases needs to be chosen from a number of possible alternatives in order to explore a research theme. Curtis et al further state that qualitative research requires a case to be chosen and so making a proper selection is very important.

For this research an instrumental case work was selected. Few schools were selected as a case for this study because it is one of the regions that experienced a lot of challenges with seconded staff members.

3.5 Population

According to Castillo (2009) a research population is generally a large collection of individuals or objects that is the main focus of a scientific query and it is done for the benefit of the population. Castillo further states that this is done because populations can be large in size and often researchers cannot test every individual in the population as it is expensive and time consuming. This research relies on using sampling methods to conduct research.

Ritchie and Lewis (2009, p 87) illustrate three key questions which need to be addressed in defining the population study (summarised)

- Which group or subpopulation is of central interest to the subject matter of the study?
This involves deciding which population will, by virtue of their proximity to the research question, be able to provide the richest and most relevant information
- Are there subsets of the central population that should be excluded? This may be because of their specific circumstances or experiences set them outside the scope of study
- Are there additional groups or complementary insights to the query? Sub- populations that should be included because of their views, experiences and so on, that will bring contrasting.

The research population for this study therefore, consists of 500. The study focuses on staff members both at top management level, middle management level

3.6 Sampling

Sampling is the process by which a relatively small number of individuals or events are selected and analyzed in order to find out something about the entire population from which it was selected (Welman et al., 2001).

The study used convenient, selective sampling. A non- probability sampling technique namely purposeful sampling was used as it is a case study. The researcher purposefully selected 17 newly appointed teachers, 12 experienced, 4 Head of Departments and 2 principals were selected as participants. A purposive sampling was used to select participants from the case schools. This means that the sample size for this study consists of 35 participants from the case schools in the Zambezi Region.

3.7 Research Instruments

The study used interviews as a tool for gathering data because interviews allow more opportunity for self-experience by respondents. Standardized open ended interviews (questions prepared in advance) were used as research instrument. The researcher took notes during interviews to capture more information. Observation was used to obtain data which supplement information obtained from participants (interviews).

Both primary and secondary data collection methods were employed to collect information from the respondents. Informed consent was obtained from the six senior secondary schools and the selected respondents before personal interviews were conducted. A personal interview was used as the data-collection method and a face-to-face setting took place between the interviewer and the respondent.

3.8 Data collecting method

Participants were sent information explaining the purpose of the study along with a letter of consent. They were ensured of confidentiality of their names. Participation in the study was voluntary as was expressed to the participants.

Sessions were scheduled during planning times or after school at the participants' respective school sites. Interviews were the main data collection instrument for this study. According to Bogdan and Biklen (2003), an interview is a purposeful conversation used to generate descriptive data about how participants perceive and interpret the world. The researcher kept a journal to record notes, memos, and reflections of the participants. Interview questions asked during the interview sessions were recorded in the journal. The interviews were the primary source of data. The data collected helped reveal how mentoring can impact the retention of beginning teachers. The journal was used as a secondary source and data collected was destroyed at the end of this study.

3.8.1 Interviews

Kajornboom (2005) defines the interview as a system of talking and listening to people. While Kvale (1996, p 14) defines the interview as an interchange of views between two or more people on a topic of mutual interest, seeing the centrality of human interaction for knowledge production. In contrast to the above, Cohen, Manio and Morrison (2000, p267) state that the interview is not simply concerned with collecting data about life, it is embedded and becomes part of life itself. Gill et al (2008) state that the interview explores the views, experiences, beliefs and motivation of individuals on specific matters and provides a deeper understanding of social phenomena.

According to Legard, Keegan & Ward (2009) a researcher has to be able to create a good working relationship with participants. A good working relationship is achieved where the researcher seeks to put the participants at ease and create a climate of trust. Interviews have some advantages such as the ability to respond flexibly to the interviewee and being able to show understanding and empathy.

In this study an interview guide (in the form of questionnaire) was developed and organised into different themes to guide the interviews. This guide was used to collect data during the interview.

This helped the researcher in collecting primary data. It comprised of several open ended, as well as a few structured questions regarding planning of delegated functions and the co-ordination of activities. Before starting with the interview, the researcher contacted respondents at their work place and appointments were made on when to conduct interviews with them.

The researcher also explained the whole process of the interview to the respondents as well as the consent letter. Some respondents were given the prepared questionnaires to read through

before the interview (given on request only). Since the interviews were done using a prepared questionnaire, the interview probing was used in cases where respondents gave inadequate information. Questions were also made clear where respondents felt they were not clear.

The researcher used interviews, observation focused group discussion in order to obtain views of the participants. Face to face interviews were transcribed. The researcher also wrote key points to capture more information from the participants.

Data was collected through interviews and observation was held between the researcher and the novice teachers, and also between the researcher and the heads of department, at the six (6) senior secondary schools. Furthermore, focused group discussion was also used to collect data. Armed with the permission letter from the Regional Education director, the inspector, and that of the school principals, the researcher visited the six (6) public senior secondary schools on different days during the afternoon hours to conduct the planned interviews.

All interviews were conducted at the respective schools. This was merely to maintain a school environment and to present an opportunity to observe the working environment of the novice teachers. The interviews were recorded as well as hand written for further references.

The researcher did this in an attempt to understand the progress novice teachers made in their teaching careers. Document analysis in this study involved a textual and content analysis of the observation instruments in which emphasis was placed on the interpretation of underlying meanings documents might possess to cement theoretical arguments. These are instruments used by the heads of department to observe, assess, evaluate and determine the development and suitability of novice teachers in the teaching profession.

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

3.8.2 Observation

Marshall (2006, p99) indicates that observation entails the systematic noting and recording of events, behaviours and artifacts in the social setting chosen for the study. Dewalt and Dewalt (2001) state that observation involves more than just “hanging out,” self-aware observers use observation systematically. Participants’ observation studies can begin by choosing a site that helps to explore gaps in the theory or choose a site that offers the chance to observe groups or organisation of specific substantive interest.

The aim of this study is to investigate the challenges faced by novice teachers in their first years of teaching in selected school in the Zambezi region.

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

3.9 Data analysis

Data analysis of this study used qualitative analysis, as this was conducted with officials at different levels such as senior management officials, middle management officials and

operational officials. A thematic analytical approach was adopted to analyse data for this study. This approach uses themes that describe the phenomenon under investigation. Data collected from respondents were first classified into clusters based on position and in a few cases directorates.

Similar responses were merged and grouped together to form categories that were later organised into themes. This process helped the interviewer to examine the transcripts as well as those noted during observations. All the records obtained during interview, observation were then organised into categories and themes and interpreted to arrive at the findings. Some respondents' views were also quoted verbatim to give their actual feelings about the issues that were raised. Data was also coded for easier analysis and interpretations since some interviews were edited based on their categories. Interview analysis helped the researcher to compare the information collected. As Dobson (1999) argues the context dependent approach recognises more fully the reality of the research situation. The data was interpreted in the narrative form.

According to Babbie, (2007), the researcher collected data from several individuals and depicts their experience of a phenomenon in qualitative research.

3.10 Ethical issues

According to Orb, Eisenhower and Wynaden (2001) the concept of ethics is the cornerstone for conducting effective and meaningful research. Orb et al (2001) further recommend that conducting qualitative research requires the researcher to be responsible for any ethical issues within an investigation. According to Haughton et al (2010) ethical issues pertaining to qualitative research is concerned with the issues of consent procedures, the relationship between the researcher and participants and the ratio of risk and benefits.

For this study consent was obtained from the University of Namibia, Regional Director, circuit inspector, from my school principal and principals of targeted schools. All selected respondents signed a consent form before interviews were conducted; the interviewer ensured that the respondents understood the consent form before signing it. Respondents were also informed of their right to withdraw from the study at any time. Face to face interviews were conducted and the results of each interview were kept confidential for example, the participants were coded as T1, T3 and schools were coded as S1, S2 etc.

3.11 Conclusion

The main purpose of chapter three was to present an overview of the research design used in this study. Therefore, several issues regarding a qualitative research design and methodology in this study are highlighted. They are inclusive of the selection of participants and data collection instruments used in this study. The next chapter covers the findings of the research project. It deals with the data collected, data analysis, the interpretation and the result thereof. The researcher sought permission from the relevant authority to conduct the research study at the six (6) Senior Secondary Schools.

HAPTER FOUR: DATA PRESENTATION

4.1 Introduction

This chapter presents the findings of the study. The aim of this chapter is to assist the reader to understand the challenges faced by novice teachers during their first year of teaching. The findings were based on research in six selected senior secondary schools in the Zambezi Region.

Table 4.1 Research participants in six selected Senior Secondary Schools in the Zambezi Region

Secondary Schools	Experienced teachers	Novice teachers	School management	Total number of participants per school
S1	2	3	HOD	5
S2	2	2	HOD	4
.S3	2	3	Principal	5
.S4	2	3	HOD	5
S5	2	3	Principal	5
S6	2	3	HOD	5
Total	12	17	4 HODs & 2 principals	35

According to figure 4.1 twelve (12) experienced teachers, seventeen (17) novice teachers, four (4) heads of departments and two (2) principals from the selected senior secondary schools took part in the study.

4.2 Challenges faced by novice teachers during their first years of teaching

Literature reviewed different challenges faced by novice teachers during the early years of teaching such as lack of induction and mentoring since no proper communication exist between

novice teachers and management. Teachers have fear and frustration of what others expect of the Moreover, research found that the biggest challenge that surface for new teachers was classroom management and lack of resources. Novice teachers need to create a safe classroom environment in order to engage all learners in worthwhile learning (Melnick & Meister, 2008). According to my findings, the following are some of the challenges faced by novice teachers: Lack of induction and mentoring, fear and frustration, lack of time and classroom management, lack of guidance and resource among others.

4.2.1. Lack of induction and mentoring

With reference to table 4.1 above, Novice teacher 1 at S1 revealed that there was no proper communication between novice teachers and management. The novice teacher always struggled alone to accomplish school activities without training. These are activities such as creating an internal subject policy, scheme of work and subject year plan. T1 further argued that the management was not doing enough in the sense that there was stereotyping and they had to believe in themselves. Managers sometimes turned a blind eye to what was happening at school that novice teachers were in need of help from experienced teachers to become effective teachers.

Experienced teacher 2, S1 supported T1 that for the past three years he had been seeing the laptop and the projector used by experienced teachers in the science department which he thought was a personal property, but to his surprise, he found out that the equipment belonged to the school. This school has communication breakdown and it needs to be improved. Furthermore, no feedback in the form of writing from held staff meetings was provided to teachers at the school. Managers had to inform teachers to whatever was happening in and outside the school.

The HOD, S4 mentioned the challenge of undisciplined new teachers because some of them do not turn up in the afternoon. The afternoon roster was not followed by some novice teachers. Moreover, teachers were provided with School Development Year Plan (SDP) which they should need to accomplish their tasks as required. The HOD, S4 understands that the country did not have enough money for teachers to attend workshops, but peer coaching could assist fellow new teachers and she believes that novice teachers could use internet to search for information related to their topics. The novice teachers also were free to observe experienced teachers' lesson presentation as long as they only made arrangements with them.

On the issue of not coming back in the afternoon, teacher 2, S4 thinks the manager need to treat all teachers equally because some veteran's remaining at home but nothing happens. She has also proven this in their group for afternoon supervision. 'We are six but if I am not mistaken only three teachers turn up and three don't and this has been happening for two years. But if I miss even a day, I would be given a warning letter, is that fair? Managers also don't turn up but no one intervenes. They need to set good examples to teachers especially us who are new in the ministry (T2, S4).

The point was also supported by the HOD from school S6; that many a times the HOD called the new teachers to come back in the afternoon for remedial classes but they did not turn up. Experienced teachers are to set good example of being committed, and hard working to motivate new teachers. "From my experience, I think the old staff have a great influence towards novice teachers' behaviour because experienced teachers are role models or mentors even if we are not away" (HOD). Some new teachers do things according to what they learn from experienced teachers. For example, if veteran teachers do not turn up for study, the novice teachers will also follow the culture of that particular school (HOD).

Teacher 2, S5 suggested that Advisory Teachers (AT) were not helpful; they could be providing assistance to novice teachers through workshops and in service –training to learn how to construct models, worksheets, and support novice teachers. Furthermore, schools have to raise funds from activities like Valentine’s Day, beauty contests, parents’ day and so on, as long as parents were consulted instead of relying only on government support.

Moreover, novice teachers were also competing with experienced teachers due to qualification differences and for better grades / performance at the end of the year. T2 S5 suggested that the ministry needs to stop the system of awarding other teachers because it has affected the education system. At least, every teacher was supposed to receive something as a token of appreciation and encouragement to improve, instead of recognizing few individuals whom they do not know if their results were reliable or not. This makes it difficult for veteran teachers to share their experience.

In addition, teacher 2 at the same school mentioned the challenge of being criticized by experienced teachers instead of providing them with support. “I am criticized of not giving enough written work to learners” (T2, S1). Novice teachers are sometimes allocated with subjects who are not of their specialization for example, TS1 was given entrepreneurship without consultations. Classroom with bully learners were also left in the hands of novice teachers to prove them incompetent and were confronted for poor performance of learners in the presence of other teachers, which he thinks was very frustrating (T1, S1).

Teacher 3 S6 believed that all teachers regardless of what position they occupy have to work cooperatively in order to accommodate novice teachers. T3 further stated that new teachers were not empty vessels to be filled, but are experts in their area of specialization which the school

could benefit from. Managers need to delegate some of the duties to novice teachers to learn and have ownership.

This point was also identified by novice T3, S 1 that there was no opportunity to work or learn from experienced teachers on how to manage classrooms, how curriculums were presented and how to interpret the syllabus. Teaching is not something you learn overnight but it takes a lot of energy to prepare class activities, to evaluate learners' performance, to mark and to give feedback to the learners. Furthermore, novice teachers need to be taught by experts in their area of specialization.

On the issue of induction / mentoring, T2, S2 feels isolated from experienced teachers whom she thought could help her. Novice teachers do not share the staffroom with experienced teachers and the staffroom for experienced teachers was identified as staffroom for senior teachers. T2, S2 lamented that "This is very unfair, and this indicates that we are not valued." T2, S2 further stated that, they normally had one subject meeting each term but the topics that were discussed were irrelevant. Experienced teacher 2, S1 argued when answering on the issue of isolation:

From my 30 years of teaching experience, I have learnt that novice teachers look at veteran teachers as out-dated. New teachers spent most of their time with learners than novice teachers. Apart from that they also share chairs and food with them and this makes it difficult to work and share their challenges with experienced teachers (T2, S1).

The early years of teaching were of significant importance because during these years novice teachers decide whether to stay in a profession or not. New teachers need to acquire skills from their colleagues (experienced teachers) in order to create a learning community. Induction programmes help managers to assess the progress of the novice teachers. Unlike the previous years when teachers attended workshops, seminars and meetings, today novice teachers struggle

with the subjects without support. On the other hand, technology is the solution to the challenges faced by novice teachers. The school is also next to the community library with variety of reference books which the novice teachers can use to improve their teaching methods and acquire knowledge. On this a head of department, S1 said

They can also learn from their peer teachers by observing their lesson presentation, asking questions where they don't understand for assistance. Advisory teachers can also assist by presenting challenging topics, how to draft schemes of work and on how to use the syllabuses. I think novice teachers have to be inducted in the form of workshop and this requires both the Regional Director through subject advisors. Subject head can also induct or mentor the novice teacher by planning together, class visiting each other's classroom (HOD, S1).

T3, S1 also contributed to the discussion that, as a new teacher she does not understand the subject well and she was afraid that learners were not going to perform well as to the expectation of the ministry because since her arrival at the school, she never attended any workshop. “Why is it like this in education?” However, she decided to observe one experienced teacher who had changed her life on how to discipline learners. Before this intervention, T3 was stressed because the class was too noisy and a lot of movements distracted attention. Books for learners were not covered and there was no proper supervision to the learners. In her words she said

I concur with the HOD, (S3) those previous years' workshops, seminars and meetings were part and parcel of learning. Teachers, especially new teachers, were sent to the resource center for pre-service training unlike today. At my appointment, I attended a workshop for almost one week where we created teaching materials, basic were interpreted. Furthermore, I attended the other workshop at NIED for computer literacy and if I am not mistaken I went there three times. All these workshops helped teachers from different regions of the country. This means novice

*teachers need guidance from other teachers to learn how to draft schemes of work;
Draw year plans (Experience teachers 1, S1)*

Things have changed and that is why new teachers are now passive because they do not know what to do. In any situation, it was impossible to accomplish a task without knowledge or skills. In our days immediately when a teacher was appointed, they attended workshops and they were willing to be mentored. Novice teachers were instructed by experienced teachers for example, to control the class, marking books for veteran teachers which were some kind of training for them to be competent. Today's newly appointed teachers do not learn from experienced teachers because they are from the universities and they think they know better than old teachers (T1, S4). Similarly, T3, S6 also compared the pre-independence education system and the post-independence education system when new teachers went through a certain preparation in the form of teacher in-service – training. Experienced teachers were trained at the resource centres. These teachers were referred to as facilitators, who after their teacher in-service training later trained especially new teachers according to specialization.

T2, S 5 on induction felt that the workshop that these novice teachers attended was also that of non-promotional subjects. Therefore, the teachers were facing a problem of discipline in the sense that learners made a lot of noise disruptions, they did also not write class activities, not to mention especially homework. The teachers have now resorted to class activities and assign fewer homework. This was supported by T3, S5 during focused group discussions. The principal from S5 believed that the school had subject heads whom he thought were supposed to assist in facilitating novice teachers at the school level. He added that novice teachers should learn to ask where they face challenges and promised to come up with a programme that could help new

teachers. The principal encouraged new teachers to keep on developing themselves through learning by enrolling themselves with university courses.

4.2.2. Fear and Frustration

Fear is one of challenges that were identified by T1, S2 that he was afraid of what others expected of him. He lamented that “I am a graduate, so if my learners fail other teachers will start questioning my qualifications.” The teacher was not at ease / free because of the pressure from the management to cover the syllabus, to give twenty (20) class activities, 2 tests, and 2 assignments per month. T3, S1 told the researcher that there were a lot of topics she felt uncomfortable to teach, so this novice teacher was afraid of what to present to the learners whom she thought could regard her as incompetent.

Furthermore, a novice teacher respondent stressed that the policy makers did not know what the novice teachers were going through or experiencing in schools. Some learners did not do their assigned homework and the following day there is no way one can continue with a new topic, otherwise the learners would be left behind in covering the assigned work for the week. The teacher has to instead stop teaching and let them finish the task, mark before starting with the next topic (T3, S1). The novice teacher respondent stated:

We need a break of being pressurized if good products were to be produced. I taught learners for many years. In the 1980s but we had better results. Teacher gave activities of their choice and it was teacher-centered, I still remember in 1986 when all our learners passed junior secondary certificate. The paper work had to be reduced to let teacher concentrate on teaching (T3, S1)

Firstly, to put theory into practice was a serious challenge as this was her first time to teach. The novice teacher once mixed up topics in her teaching leading to a confusing situation. The other time, for example, the teacher omitted some of the basic competencies which led to the learners

reminding her to revisit the lesson content. This teacher has now developed a fear that one day the learners could disappoint her in front of other teachers, especially when asked a question, “I thought they were disrespectful and I was not comfortable” (T2, S2).

Secondly, parents were not supportive enough especially when they were called to school concerning their child’s conduct. ‘Few weeks ago I invited one parent to encourage his kid to be serious with school work. But to my surprise, the parent took the side of the learner, and he told me it was not his problem but mine as a teacher.’ The other teacher in the same staffroom was trying to convince parents but he refused. “I am very busy with my work”, T2, S2 told the researcher that some learners at this school were not disciplined because charity begins at home and this contributes to her poor classroom management.

From his experience T1, S6 emphasizes that, if parents were to work together with teachers, the school could not experience disciplinary problems. From the look of things, however, parents were afraid of their children. ‘I still remember this year I invited the parent of one learner who was always absent from school. I was surprised from what the parent told me, that she was sick and tired; even at home she was uncomfortable.’ (T1, S6).

Moreover, she don't have a say and he was going to kill her that why she decided to keep quiet. I am a single mother since his father died; I don't receive the respect that I deserve as a parent (T1, S6).

Not only the novice teachers but also experienced teachers had fear of being beaten either by the learners or parents. The same behaviour was discovered at S2 where a learner left the staffroom and went home in the presence of the parents when summoned for disciplinary meeting.

He never came back to school but the bad part of it he organized a group of learners who were called (team 50). The following month I was beaten at my house. Even

though the guy was arrested am not at rest. Fear and frustration were serious challenges that encountered. (T1, S 6)

The ministry was too lenient to school learners and this put teachers at a disadvantage. The blame was put on teachers. T3, S6 believes that; the school is not a place to be these days; parents accuse teachers that they are failing the school.

“Last year I was teaching at one school in town but I was chased away by parents and this is very frustrating. They are pointing a figure at me forgetting that I am beginner teacher and this is my second year of teaching. I need support from the school especially managers.” (T3, S6)

T2, S2 thinks the principals need to be serious in protecting their teachers than always taking the side of the parents in the presence of the parents. To resolve this, the Ministry of Education had to take serious measures against the learners’ attitude towards teachers. School principals also have to work together with parents to handle learners’ issue by having parents’ meetings. Each learner should have a file opened for recording their conduct. Schools should introduce a parents’ day where parents would come in to review their children’s school work, or they need to inform the social worker and employ more life skill teachers or psychologists (T2.S4; T1, S6; T2, S4).

4.2.3. Lack of time and classroom management

Teacher 2, S3 mentioned to the panel that there was not enough time to teach and cover the syllabus as required by the ministry, and time to mark learners’ books since they conducted remedial teaching in the afternoon. Moreover, time to plan lessons for the next day and presentation took him a couple of days to complete one basic competent. A lot of instructions from the different offices (principals and HODs) also take the teachers’ time and concentration. For example, a teacher was called during lessons to set for an examination paper, provide lesson preparation files and lot of paper work taking his teaching time away.

Lack of spare time or a heavy workload is one of the biggest challenges in the work-related concerns and even one of the most difficult tasks the new teachers face. Novice teachers often feel the inability in learning how to manage all the duties successfully and express hopelessness in carrying out all the work that is assigned in time (T1, S3).

Workload is claimed to take the novices away from their friends, which results in lacking personal connections and social time spent out, and as a result, this leads to some depression. For example, one teacher at T2, S3, in the study area revealed that he had a high level of stress the whole year just worrying about planning of the school work and how to deal with other assignments. Lack of spare time in teachers' life by pointing out the fact that teachers, outside of the classroom, must spend many hours with clerical work, paperwork, lesson planning, and evaluation of learners' work is an additional challenge.

Managers have to create a situation where every teacher is accommodated, they had to realize that we are of different ability and I cannot work beyond that. They have to let us to work freely if better results were expected.

I think the ministry has to revise some of the policies like that of accommodating pregnant learners in the mainstream is time consuming. We are human beings who need enough time to relax, brainstorm and come up with solution about our daily lives. There is no way I cannot be frustrated if every day of the week is occupied with activities for the school such as afternoon classes, athletics, netball/football, manual work, study to mention but few. This year I am having pregnant learners in my classroom. These learners affect the learning time by asking permission either go to vomit, wash their face or for fresh air outside to mention but few. Tell me, what do they expect with all those demands? The school also has disabled learners who can take almost one hour to write a paragraph but also expected to give more written work. I am a human being who needs to relax and be with the family. (T 3, S3).

The teacher was frustrated because last year she invigilated one of the learners with a special need who failed and now she has a case because the learner claims that she contributed to his failure by not giving him enough time to write which was not true. Moreover, she was complaining of not having been trained to handle such kind of learners. Training is of significant importance to novice teachers. Time was not enough to accommodate all different individual learners. T3, S3 thinks the disabled learners were to be rehabilitated and provided with trained teachers who could handle their situation.

I propose that, pregnant learners also need special schools with their special teachers who are trained. Time is wasted for instance now I have five learners who are on leave for maternity, more information had been covered and I don't know whether to repeat or go ahead with those who were in class? Time is not enough for me (T3). I know what exactly was happening in the real situation. The best resolution was to let those learners take care of their babies in order to learn from their mistakes. (T3, S3

Interestingly, Principal, S3 joined the discussion where he agreed that time was never enough but teachers were supposed to try and use their time effectively. In contrast with the principal, T2 S3 accused the managers that they have few periods this why they spend most of their time criticizing their subordinates. Principals have to focus on one task before they switch to the next to make it easier for the teachers, especially novice teachers who are still in the learning process. T2 S3 claimed that there were a lot of directives coming from the principals' offices meant or intended to be taken and put into practice by teachers.

The other novice teachers were complaining about afternoon classes they viewed as very disturbing, and books were not marked and it was impossible to give another activity while the

other one was still outstanding (T1, S 3). As such, paper work needs to be reduced. T3 was concerned with the policy of accommodating pregnant learners in the main stream.

Last week I was running up and down to take one pregnant learner to the hospital and yet I was supposed to teach. No wonder the failure rate is too high these days. It is because pregnant learners do not pay attention, and they are absent most of the time. Teacher run up and down taking these learners to clinics or hospital and yet instructed to finish the syllabus on time. The policy need to be revised by the ministry, this was my proposal if schools were to perform effectively. (T1, S 3)

Novice T2 S4 was surprised to get pregnant learners in his class without facilities and that one life skills teacher could not attend to more than 700 learners. Time affects new teachers who were already frustrated. The ministry has to do something like building more infrastructures so as to reduce teacher-learner ratio. This could provide enough space for pregnant learners who feel squeezed in the classes and end up vomiting.

I concur with T2, our situation was unbearable in the sense that this school accommodates three quarters of both learners with disabilities and pregnant learners. The school needs to be divided into sections especially for learners with disabilities. Hours were spent teaching those learners or extra hours were provided to them but we were not compensated.

Both teachers 1 and S1 and T2, S1 stated that there was discrimination by managers (principal and HODs) in the sense that during staff meeting or morning briefings, their problems were brought forward but they were not taken into consideration. Only few experienced teachers were running the school, those thought of to be related to members of school management as family or close friends and associates. As for novice teachers, they are regarded as inexperienced personnel who know nothing about teaching.

Similarly, T2, S1 was not happy, “Our managers do not buy anyone’s ideas. They only support management members because we are beginners at work. T3, S5 was not at easy because of the threats from managers and this affected my performance and the teacher decided to leave the profession and he argues that they need to be treated equally and accept our contributions.” (T3 at S5)

Some participants thought that experience was considered in regard to class distribution. However, in many instances, the classes that senior colleagues refused to teach were offered to the junior colleagues. Responses indicated struggles with classroom management and discipline. In Contrast, the HOD from S4 argued that there were misunderstandings between managers and some novice teachers. From her experience, she thinks managers were trying their best to groom the novices in order to work according to the requirements of the national standard.

HOD, S1 observed that some novice teachers seem not to be serious with their work”. She mentioned things like less written work was given to learners, absenteeism from work without permission and negligence were few examples. She believes if tea club can be introduced and identify mentors to guide novice teacher for at least six months, this could be helpful and this could make them feel at home.’ (HOD S1)

Novice teachers were required to cover as much material as possible, and as a result, they favoured direct instruction in order to cover the material. Therefore, their methods tended to favour a transmission model rather than a co-construction of knowledge. The form of learner-centred learning advocated by teacher training institutions was seen by these novice teachers as requiring learners to have more choices, greater freedom and autonomy within the classroom, which meant teachers losing their perceived control over learners (HOD, S2).

Participants from S1-S6 indicated that novice teachers were, for the first time, fully responsible for teaching their learners the designated curriculum; they became more aware of the limitations in their settings. Such contextual factors led these teachers to make compromises in their teaching approaches. T2 from S2 stated that this entailed negotiation between the forms of learner-centred approaches encouraged during their teacher training to approaches that considered their learners' disposition, and other contextual factors. Teachers felt that these factors restricted their ability to challenge learners, and to allow those learners to explore materials on their own. In one instance, the inclusion of research work as part of learning was seen as having the potential to confuse the learning process (T2, S2).

I think there was no co-relation between completing the syllabus and learner-centered, because from my experience learners interrupt lessons, had chance to review their stupid ideas and is time wasting. The approach learner-center was misunderstood by some teachers who kept learners in groups all the time but nothing happened during their lessons. Learners had to change sitting arrangements depending to the situation in the classroom to avoid noise or undisciplined behavior.
(T2, S1)

T3 from S3 indicated that a critical part of other things was the issue of lack of respect on the part of learners because bullying learners decided not to take instructions from new teachers. Large size of classes taught coupled with inadequate furniture in the classroom contributed to failure to control learners since there was no space between learners' chairs. T2 from S4 also seconded that experience was important in managing learners in classroom. Therefore, due to increased enrolment, inadequate classrooms, furniture and other resources, classes were normally large and sometimes overcrowded leading to classroom management issues. "This also has to be looked at by following teacher-learner ratio to avoid mismanagement of the classrooms. There was no way a teacher can control 45 learners in 45 minutes (T2, S4).

Experienced teacher 3, S1 thinks learners need clear instructions from their teachers and confidence when presenting their lessons. Teachers had to be prepared and use relevant resources to arouse their interest than doing things the same way nearly every day. The HOD from the same school seconded T3 that most of the teachers write on the chalkboard as a teaching aid daily, but we have local resources that teachers could use to make their lessons more interesting. (HOD, S3). An HOD from S4 stated that parents should observe novice teachers' presentations in order for them to be on par with schools' activities and developments. Parents have to observe their children and find out from their teachers not only their performance but also how they behave in class.

Novice teacher T1, S6 revealed that learners undermine novice teachers' authority as some of these teachers were still young. Learners have a tendency of disrupting their classroom activities by asking irrelevant questions for attention. These demotivate the teacher from carrying on with effective teaching. As a teacher, one is the commander of the ship and therefore need to control, manage all the activities in the classroom by installing rules and regulations. Novice teachers have to teach learners when to talk and when to listen to the teacher. The only problem was to leave learners do whatever they wanted from the beginning before learners took advantage of them (T3, S2).

T3 at S2 gave more information from her own experience that learners do not trust novice teacher than they trust the experienced teachers because it is alleged novice teachers go to class without preparations or the presentation were too short to cover the whole period. One activity was not enough to keep learners busy and also disappointingly, learners' activities were not marked. Her 30 years of teaching experience taught her a lot including building very close relationship with learners which creates problems which, for example, leads the novice teachers

to having relationship with learners. In order for the novice teachers to gain trust from their learners they have to be fully prepared, give enough activities and assignments to keep the learners busy. The other challenge that she mentioned was absenteeism from school without proper reasons.

I know of two novice teachers who lost their jobs because of absenteeism, especially male teachers. Both were drinking alcohol and sometimes they used to come to school being drunk and this made it difficult to manage the class. It is a fact well known that teachers are role models to learners. But instead he used abusive words to learners, sexually assaulted learners which resulted in their expulsion from teaching. The other teacher was absenting himself from school after getting his salary and could only come back after spending all the money. (T3, S2)

It was further, supported by teacher1 at S2, T1 that novice teachers were so close to learners to an extent that they shared food tables, especially with the girl learners. With all these evidences there was no way learners can listen and respect the novices. From this experience, learners need our support, and also to know their boundaries before things go wrong (T3, S2).

4.2.4. Lack of guidance and resource

From my observation if not all, three quarters of the participants struggled to get instructional resources. Last year the school ordered stationery, few were received and this worsened the situation of novice teachers. At many times learners were asked to bring paper for the copy machine (T3, S1).

T 2, S1 concurred with T3, S1 on the issue of resources and overcrowded classrooms lead to shortage or lack of resources like textbooks which were not enough for the learners. Furthermore, the school had worn out chalkboards and computers, it is for this reason teachers resorted to teacher-centred approach. This situation prevented learners to explore more information in order to find answers for themselves. There were no effective libraries and

learners were unable to read, a situation which resulted in high failure rate. Furthermore, though chalkboards were used, they were worn out or not suitable. It is only that teachers do not have time otherwise they could be creating resources from local materials.

From the past three years this school receives leftover material and stationery because it is located far in the remote areas. When the school goes to collect their consignment, schools in urban areas have everything at hand. Despite the fact that the ministry provides some of the resources, they were not enough for the learners and were mostly received very late. T2 S6 is therefore of the opinion that to avoid receiving less materials, cluster centre principals should be assigned to collect for the entire sister schools as it had been done previously. Advisory teachers could be helpful in this regard (Experience T2, S6).

T1, S5 indicated that more could be done to improve their access to the quality of curriculum resources, given that resources were centrally controlled under the responsibility of the Ministry of Basic Education. The teacher was not optimistic that there would be improvement in the quality of resources given that Senior Secondary School S5 was still struggling to obtain adequate core resources (e. g, computers and projectors). Urban schools have a shortage of chairs and tables, as well as classrooms which hamper effective teaching and learning (T2, S5).

Novice teachers from S6 in the study area revealed that these issues about resources partly hindered their ability to effectively provide for their learners' learning needs (T2, S6). The principal from S3 gave emphasis that resource limitations also impacted on the ability of teachers to meet curriculum requirements. T3, S1 believed that the lack of resources hampered some learners' ability to fully undertake external examinations with confidence. As an example, a reference was made to learners taking "alternatives to practical" external examination in Home Economics. This means that when learners were without resources like textbooks to study from,

teachers were to experience a lot of disturbance from learners because nothing that could keep them busy. When asked why they were making noise, learners would tell the teacher that it was boring because they had no textbooks (T3, S1). Lack of resources was identified by almost all the participants.

4.2.5. Lack of accommodation

Accommodation seems to be a challenge faced by most rural schools. T2, S3 states that

I am not well accommodated compared to veteran teachers. Those rejected houses are allocated to novice teachers without electricity and water. Some novice teachers find themselves renting small shanties from local villages far from school and this contribute to late coming and fatigue. (T2, S3)

Accommodation was also an issue for T3, S3 that

You can even see for yourself that novice teachers' houses are quite different from those of veteran teachers. The thing which normally happens is that if one teacher gets a higher position or is transferred to another school, experienced teacher occupies the house or an office leaving the broken ones to the one who is coming. (T3, S3)

This teacher was accommodated by an agricultural extension department officer since there was no accommodation at the school (T1, S3). T3, S3 told the researcher that she hates working in rural schools because there is no proper accommodation. She further explained that she rented a flat for N\$400.00 and there was no water and electricity at that house.

The same problem was discovered at school S6 that lack of accommodation was one of the problems the novice teacher experienced. The school was next to a river which made it cold during night time. When asked about accommodation, T1, S6 said the houses were not good and also not safe as snakes could also creep into this traditional mud - thatched houses. The ministry

need to abolish traditional houses because at times those houses were flooded during the flood season leaving all teachers (both veteran and novice) stranded.

The only lucky teacher was T1, S5 who indicated that she had accommodation that had both electricity and water connection, but these houses were not enough to accommodate the entire teaching staff. T1, S5 added that, in contrast with T2, S4 who was complaining that a flat for accommodation was available, but unfortunately had its roof blown away by a wind storm the previous year. The regional office promised to renovate them but all in vain. When asked to tell where she currently stays; the teacher stated that she shares a house with a colleague who stays in traditional (thatched) house. The house is not only old but also small for two people and their families. She said “the ministry of education has to build houses for the teachers or parents to compensate to build even traditional houses.”

T1, S4 indicated that doubling as a supervisor at the hostel, the accommodation was not bad because she gets benefits like electricity, water which does not pay for, and also food from learners’ leftovers. The problem was learners who opted to leave the hostel without permission and at times the learners were too playful. However, this does not directly relate to teaching.

The HOD at S4 told the researcher that the issue of accommodation seriously affected the entire system, and it needs a solution. Parents in the area where the schools are located refused to provide even traditional (thatch) houses without being compensated.

It was found that S4 had accommodation in place but some houses (flats) had their zinc roofs blown away by strong winds. The principals, HODs promised to consult with the line ministries to renovate those houses.

4.3 Support that novice teacher need to overcome those challenges

The support that Novice teachers need include how these novice teachers can improve classroom management, overcome fear and frustration, improving their induction and mentoring, provision of accommodation, provision of guidance and resources, and the provision of guidance and resources.

4.3.1 Improving the inductions and mentoring

According to participant 2 from S1, novice teachers need to be supported to cope with the new challenges in order to become better and effective teachers. They need to learn to work cooperatively with their fellow teachers or consulting the principal for help. Beginner teachers need to learn to cope with the new challenges in order to become effective in the changing world. Moreover, peer coaching, in service-training, workshops and induction programmes could be the solution to help new teachers to overcome their classroom struggle. These activities could be conducted at a cluster level. Managers need to improve their communication with new teachers by informing them what exactly is happening at the school (T2, S1)

The principal from S6 further argues that morale and logistic support need to be provided to the novices for using innovation in their classrooms. This can encourage further development and love towards the teaching profession. This was also a concern by T2, S5 who believed that advisory teachers could be of assistance through workshops and in – service teacher training as mentioned by T2, S1. Peer group was one way of inducting novice teachers by letting them observe the presentation of their peer teachers (HOD, S1).

The HOD from S4 advised novice teachers to work in pairs in order to help each other, and also to use internet to get more information related to their subject topics. Similarly, experienced teacher 2, S1 mentioned technology as a solution to the challenges experienced by novice teachers.

T2, S5 also suggested that advisory teachers provide regular assistance to novice teachers by conducting workshops and in-service trainings. In addition, T2, S5 proposed that their school could raise funds instead of relying on the Government support. An example where schools could raise is through subjects like Home Economics and Entrepreneurship. Home Economics learners and their teachers could start cooking food events where food such as bread and cake could be sold to the local public, thus raising funds. Such schools could also host shows such as debate, drama, and even beauty pageants by learners, provided permission is granted by education authorities and parents.

Regardless of the position they occupy T3, S6 believes that the school has to work cooperatively to accommodate new teachers. T3 further mentioned that novice teachers were not empty vessels to be filled because they were experts in their areas of specialization from where the school could benefit. Managers therefore need to delegate some of their duties to novice teachers to learn and experience ownership.

The HOD, S1 is of the opinion that novice teachers have to use reference books from the local libraries to improve their teaching methods and acquire knowledge. They could also learn from their peer teachers as mentioned by the HOD from S1. Induction programmes should be conducted by advisory teachers in their areas of specialization. The same point was mentioned by the HOD from S3 that meetings, seminars and computer literacy programmes could be helpful. Principal, S5 advised the beginner teachers to enrol themselves for university courses in order to develop academically.

4.3.2 Overcoming fear and frustrations

The heads of department (HOD) from S1, S2 and S5 indicated that Namibian teachers should have opportunity to keep on learning to overcome challenges during their early years of teaching. They need to consult reference books, prepare before the class to avoid frustrations and the

preparation of activities to maintain conducive classroom environment for effective learning (HOD from S5).

Subject experts can help and guide novice teachers for example, on how to construct the scheme of work, prepare a lesson, worksheets, and models. This could show the importance of an effective manager. The subjects should be allocated to teachers according to their specialization in order to avoid favouritism, (HOD, S5).

T1, S1 revealed that novice teachers require more support in the induction process, particularly around the school context, classroom management, motivation, professional development (subject meetings), parental support and creating work-life balances. According to him these novice teachers require more support in school culture and infrastructure with stronger consideration of developing teaching practices, such as pedagogical knowledge development and behaviour management. He highlighted that willing and capable mentors should be assigned to model practices and provide feedback on the novice teachers' practices, which is pivotal to induction and mentoring process to build confidence when presenting their lessons, (Experienced T1, S1).

In the six participating schools, management (principal and HODs) observed that the teaching standards of novice teachers need improvement. Some of these improvements were recognized as being within the abilities of experienced teaching staff at their respective schools.

In the worst-case scenario, absenteeism of some novice teachers for classes was reported at S3, S4, S5 and S6 in the study located in rural areas visited by the researcher. Therefore, the inability of novice teachers to master management skills, and to access required help intensified the disciplinary problems they encountered. T3 S6 thought delegating novice teachers to accomplish tasks in their area of specialization could be of significant importance and could also acquire

skills to reduce their fear and frustrations. In addition, induction does not only benefit new teachers to have confidence but also helps managers to assess their progress.

T2, S2 told the researcher that charity begins at home, meaning learners need to be disciplined at home first. From the above scenario it seems some parents were afraid of their children, so, parents need to take a stand by consulting social workers to intervene in situations beyond their scope.

Principals need to protect novice teachers against parents by not taking learners' sides all the time. This could be possible if the school keeps a record file of each learner's behaviour, and also to holding parents' meetings to update them on their children's progress and conduct, and also use the parents' day as vehicle to build teacher-parent relationship (T2, S4, T1, S6, T2, S4). T3, S6 believed that principals were to support novice teachers who knew what was happening instead of blaming them all the time.

According to T3, S3 on the issue of time, novice teachers need to be treated equally or as individuals with different abilities, and that the ministry should build schools for both learners with disabilities and pregnant learners. Alternatively, the novice teachers have to be trained before they are appointed to teach such kind of learners as this was time consuming. During the discussion, principal from S3 argued that novice teachers need to use their time effectively instead of complaining. He asserted that 'this won't take us anywhere if we keep on pointing figures at other people. We need to identify our weaknesses and try to find ways to change.'

In contrast with the principal, T2, S3 suggested that managers have to prioritize their activities to make it easy for novice teachers who are still learning. On the issue of time, T1, S3 suggested that paper work to be reduced, as teachers cannot perform tasks from all the ministries in the

country. T1 S3 argued that teachers cannot for example, be teachers, be nurses for pregnant learners, and be typists to mention but few.

Experienced T3, S5 stressed that it was time wasting to combine pregnant learners and learners with disabilities in classrooms and more schools need to be constructed to avoid overcrowding which could help teachers to give more attention to needy learners. Remedial teaching compensatory lessons could be possible if learners are few. It is therefore wonder activities given to learners were not enough because of the time which was not enough to cater for all in a mixed ability class situation. Working with learners is not an easy job as most of the people think; teachers need time for all the massive activities waiting for them in the classrooms. They need time to teach learners, need time to discipline learners during lessons, need time to have learners discuss in groups and time for the teacher to elaborate on the topic. The teachers also need time to give summaries to learners due to few textbooks, time to prepare and give homework and classwork, time to mark and give feedback, to mention but few. All these activities mentioned have to be accommodated in 45minutes. Policy makers need to look into the matter by visiting schools for almost six months to observe, demonstrate, and find out what teachers go through, especially the new teachers.

The same teachers are the ones who mark the external examination for both junior and senior secondary certificate levels. This requires a lot of time to finish the syllabus and then go to the national marking sessions. Schools should be taught in three sections, for example grade 11 and 12 teachers should focus on those grades that when it is time for marking some learners could not be affected as is the case currently.

4.3.3 Improving classroom management

Classroom management is one of the serious challenges faced by novice teachers. T3, S2 states that in order to gain trust from their learners, teachers need to be fully prepared, give enough

activities to keep learners busy. In addition, Experienced T2, S1 advised teachers to be in control of their classes, right from the beginning to effectively maintain discipline. Moreover, novice teachers had to avoid abusing learners sexually or absenting themselves from school without valid reasons, or building unhealthy relationships with [girl] learners.

Novice teachers need to give clear instructions and be confident enough when presenting their lessons. Teaching resources are to be used to arouse learners' interest (Experienced teacher3, S1). This issue was seconded by the HOD from the same school who recommended local resources instead of using the chalkboard every day. HOD, S1 raised his concern that at many times when preparation files were controlled, most of the teachers used chalkboard as their teaching aids. Learners were thus bored on how lessons were presented and this resulted in noisy classrooms.

The same HOD added that upon their arrival novice teachers were supposed to use the syllabuses given, and prepare themselves thoroughly by reading and get more information to avoid disappointment on themselves. Parents were supposed to be invited to come and observe or to come share ideas concerning their children (T3 S3).

Teachers need to use different approaches in their lesson presentation especially including the learner-centred approach to involve learners. This approach makes learners to feel more responsible for their learning and it makes motivated. The ministry has to do away with the system of larger classrooms which could be a burdensome situation to novice teachers to manage. This could be possible if more schools were built to accommodate learners according to teacher-learner ratio.

4.3.4. Provision of guidance and resources

The Head of Department at S6 senior secondary school stated that teachers were limited in their ability to fully prepare learners at senior secondary school levels in this area due to lack of

economic resources. The study found that management at S5 and S6 senior teachers were also cognizant of this situation, and encouraged their teachers to make the best of what they had. At S1, S2 and S3 it was recognized that some teachers had devised hand outs to support their teaching. This was seen as having the potential to encourage collaboration amongst teachers.

There was variation in the manner that these novice teachers understand and implemented the curriculum in most senior secondary schools in the study area. Their choices were partly influenced by their philosophy of what learners' Learn and by influencing issues in their setting. According to teacher 1, S3, the ministry should build new schools as the enrolment was increasing almost annually. The schools also have to be provided with resources such as computers, copy machines and all the stationery in advance before the new academic year commences. Apart from what the ministry was providing, teachers have to create some of the teaching materials from the local materials to enhance their teaching.

4.3.5 Provision of accommodation

Lack of accommodation was also a burning issue at most of the schools in the rural areas. T2, S3 told the researcher that up to now they were still waiting for the Ministry of Education to provide every teacher with a house. The houses were to be given to teachers who received smaller salaries compared to those of principals who were getting enough money.

Principals should distribute those few brick houses equally among veteran and novice teachers who were given small traditional houses (without electricity) in order to attract graduates to rural schools (T1, S3, T3, and S3). On the other hand, T1 S6 told the researcher that mud houses were not safe because the mud can be washed away during rainy season. It was therefore felt that the ministry be requested to build permanent structures (brick houses). This suggestion was supported by T2, S3 and HOD from school 4 who asked for the renovation of their flats.

4.4 Conclusion

Many current experienced teachers as evident in this study are the product of didactic methods of teaching that are inconsistent with constructivism and derived from alternative theories. Given these findings, professional development and learning may also be viewed as an integral part of the life and culture of the school. The six researched schools had the flexibility to decide on the expectations for effective teaching.

Concerns over learners' disengagements and misbehaviour in these contexts informed the demands for effective teaching practices across the different schools. These demands included the necessity to incorporate effective classroom management, and pedagogical practices that provide for a range of abilities in order to maximize learners' engagement.

CHAPTER FIVE: DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents and discusses the results of the data into understandable concepts to assist the reader/s to make sense of information collected from the field during data collection in the six selected senior secondary schools in the Zambezi Region, namely S1, S2, S3, S4, S5 and S6. One of the main goals of this study was to find out the perception of novice teachers and to understand the experience they go through. The researcher intended to bring the information to the reader as it was found in the field.

5.2 Teacher collaboration

The findings of the study have shown that novice teachers face different challenges depending on situation where they find themselves, the type of learners and the environment. Moreover, T1, S1 revealed that no proper communication existed between managers (Principals/ HOD) and novice teachers. It also revealed that novice teachers were struggling alone to accomplish school activities such as creating internal policies, scheme of work and subject year plan. The above findings have been equally reported that teachers struggle hard to overcome the content and logistical issues in the first years of their teaching (Koetsier & Wubbels, 1995; Ball, 2000). Literature also reveals that novice teachers want to discuss curriculum implementation, get ideas about how to address specific student needs and gain insight from colleagues with experience in the subject (Johnson & Kardos, 2002).

Literature shows that when there is collaborative participation, and when they perceive teacher learning and development as part of the coherent professional programme, a learning community could be created where everyone, new teachers as well as the veteran gain knowledge (Kwang,

2001). However, the findings of the study revealed that the novices faced criticism by the ministry according to their performance at the end of the academic year.

The result of the study shows that T2, S2 felt isolated and unworthy to the school setup when the teaching staff (experienced teachers) did not share the staffroom with novice teachers. The challenge was also observed by some researchers that novice teachers experience a feeling of isolation and loneliness when they join a staff friendship and social group that was already formed, and shared history and norms of the school were unknown to them (Brock & Grady, 2000).

Another research finding shows that new teachers often find it difficult to interact with colleagues (Fry, 2007, P). The same sentiment was also shared in the study by some researchers that novice teachers are confronted with a gap between the reality of teaching and the ideals, unclear and confusing expectations from principals, parents, learners and colleagues, thus bringing about the feeling of inadequacy. This loss of teachers “sense of efficacy has a serious influence on teachers well-being and learners” (Steyn & Schulte, 2005).

Furthermore, the study revealed that T1, S2 had fear of being pressurized by the management that learners were not given enough written work. This new teacher felt uncomfortable, incompetent and was afraid to ask. Some scholars such as Cartese (2005) indicated that personal interest, professional development courses, peer and supervisor support, collaborative school culture, supportive leadership encouragement, and the availability of resources were facilitating factors in easing the teaching.

5.3 Classroom challenge

The findings of the study show that T2, S3 felt that time was not enough to complete a variety of basic competencies and felt that the workload distanced the teacher from friends, making the

teacher ever worried about daily preparations. The study also found that T1, S3 was complaining about not having time for afternoon classes and marking learners' books. This novice teacher was also surprised to find pregnant learners in the classrooms which also limited the time for learning and teaching. Similarly, T3, S5 felt discriminated because managers listened to few experienced teachers who were their own family members and relations. Favouritism was a challenge that disturbed the teacher to decide to leave the profession. From the HOD, S4s' observation in the study, it was concluded that the new teachers were not discriminated but they were instead not serious with their work. Absenteeism from school without a valid reason and few written work were given to learners. Managers believe that they were trying to groom the novice teachers to work according to the national standards.

The result of the study from T3, S5 revealed that lack of respect was observed from learners and that the learners were rude to take instructions from novice teachers. Larger classrooms contributed to the problem. T2, S4 believed that experience was of importance to have knowledge and skills on how to handle large classes. Literature gave a possible explanation that "Experience is the best teacher" seem to fit the novice teachers because it combines technical knowledge and practical judgment into application (Field & Latta, 2001).

The result of the study shows that the novice teachers' authority was undermined by learners because the teachers were still young and learners took advantage belittling them by asking irrelevant questions. Furthermore, the findings show that some novice teachers could go to class without being prepared and that their presentations were very short. This lack of preparedness of the novice teachers made learners not to trust them. In addition to what HOD, S4 said, T3, S2 also shared the same sentiment of absenteeism as a reason why some novice teachers lost their

jobs. T1, S2 also complained of the closeness of new teachers to learners especially the girls. The findings of the study show that this closeness contributed to learners not respecting new teachers. The result of the study from T2, S5 indicated that their school was running short of resources which affected effective learning and teaching. This sentiment was also shared by T3, S1 and the principal from S3 that lack of resources impacted the ability of teachers to meet curriculum requirements. This contributed to learners failing to tackle external examinations with confidence. The researcher observed that learners were bored since they were not given enough work to keep them busy. The class was noisy after the presentation, for example, the school had forty minutes (40) per teaching period, but T3 and S4 finished earlier.

5.4 Rural challenges

Other findings from T3, S5 show that accommodation was one of the challenges that affected rural schools. Rejected houses were the one allocated to beginner teachers as observed by the researcher's T3; S 3 was renting a house that did not have water and electricity. Another challenge experienced by T1, S 6 was that he shared a house with a colleague. The only teacher who was accommodated by the school was T1, S4 who was a supervisor at the hostel.

The result of the study revealed that teachers continue to learn more in their profession and they gain useful insights in this process. This, therefore, suggests that as time goes by, teachers gain a firmer understanding of the learners' needs, which provides them with enhanced awareness of how best to implement their teaching strategies in a way that makes for effective learning.

The participants' responses in S1-S6 indicate that they have different perspectives about the initial years of teaching. Respondents stated that understanding good and hard sides of teaching, learners' needs more, learning how to teach better, and improving themselves in the profession

are some points regarded as the acquired knowledge of the first year of experience by novice teachers in this study.

5.5 Learning from teaching experience

In light of the findings of this study, assistance to novice teachers in their initial years of teaching on teaching methods, using instructional tools, delivery of lessons in accordance with the skills of the learners, and time management can be emphasized. The study revealed that every teacher has their own stories in their early years of teaching. Those teachers learn from their experiences and explore ways to be more effective as teachers.

They spend their early years with teaching in addition to seeking new ways to be more successful with their learners. Novice teachers are very enthusiastic about their profession in early years and try to develop their learners' knowledge and skills. This study indicated that teachers may come across distinct problems in each educational system; each dimension of problems encountered should be analysed in detail. New research with a larger sample can be conducted to get a larger picture to see the novices' problems in general.

The principal and heads of departments (HODs) at S1-S6 in the study area observed that novice teachers have to cooperate with experienced teachers because they will be able to learn from the competent or experienced teachers. Findings from S1-S6 show that cooperation with experienced teachers will be useful for novice teachers because they have problems in applying pedagogical teaching strategies. Novice teachers can learn many things from experienced teachers, and such interaction provides them with professional knowledge.

5.6 Conclusion

It can be concluded that some novice teachers face problems in their early year of teaching in the six selected senior secondary schools in the Zambezi region. The intensity of problems felt by novice teachers varies from individual to individual. It entirely depends on the individual's characteristics and their coping mechanisms to deal with problems faced by novice teachers in senior secondary schools.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter deals with the conclusions and recommendations of the study based on the research findings and results in chapter four and chapter five.

The purpose of this study was to investigate the challenges faced by novice teachers in the Zambezi Region. Specifically, the study sought answers to the following questions:

1. What challenges are faced by novice teachers during their early years of teaching?
2. How can these novice teachers be supported to overcome their challenges?

This study explored and offered some insights into the experience novice teachers go through during their early years of teaching in the selected six senior secondary schools in the Zambezi region. To pursue this study, the problem faced by novice teachers in six selected schools; namely: S1, S2, S3, S4, S5 and S6 were examined to find how they can be integrated into the teaching profession. Every novice teacher needs to be inducted into the career they want to pursue. Respondents from S3 argue that teaching is not all about making money, but also to be satisfied about ones' career. When teachers are inducted there is a greater chance of retaining them in the teaching profession.

The study has shown that the novices experienced different challenges according to the situation, environment and from an individual to individual person. The study shows that no proper induction programmes were designed for novice teachers. The findings from all the novice teachers show that they have never attended any workshops except for non-promotional subjects. It was implicated by T1, S1 that they felt isolated from experienced teachers since the novice teachers were allocated a different staffroom from the veteran teachers.

6.2 Conclusions

The purpose of this study was to understand the challenges faced by novice teachers in the Zambezi Region with a view to develop guidelines that are aimed at ensuring successful integration of novice teachers into the mainstream education system. This research also sought to find out how novice teachers could be better trained into the teaching profession. In other words, the intention was to find out who should play direct and indirect roles in integrating novice teachers into the teaching profession.

Based on the study findings in chapter four, the following conclusions can be inferred. First, secondary school teachers in the six targeted schools faced many challenges including, but not limited to, delayed processing, heavy workload, different classes and periods taught and different preparations, teaching of large classes, difficulty with assessing learners' work, difficulty with classroom management and discipline, living accommodation problems, and difficulty in dealing with individual differences among learners. Teachers reported many concerns including inadequate teaching and learning materials, poor salary, inadequate furniture, and lack of teacher in-service training.

The conclusion reached was that novice teachers in this study experienced many problems during their early years of teaching.

6.3 Recommendations

This study has explored and offered some insight into the understanding of novice and experienced teachers in the teaching profession. The findings from this research have significant implications for support reforms and provision to novice teachers in the six selected senior secondary school in the Zambezi region.

Support for novice teachers is especially important in their early years of teaching. School management are seen as the key people for the induction of novice teachers. For that reason, the recommendations are as follows:

- School Board members should welcome novice teachers in their new place of work and assure them of support and guidance during their initial years of teaching, and throughout their teaching career.
- School management should initiate orientation and long term induction programmes.

They should walk novice teachers around to tour the school and introduce them to each and every member of staff and community.

- Principals should initiate and support all novice teachers' programmes in the school through the staff development coordinator and other relevant role players.
- School management should anticipate some of the questions novices might have and appoint mentor teachers who will guide novice teachers throughout the year.
- Principals and heads of department should involve novice teachers in the process of identifying and planning for their development needs.
- Principals and heads of department should adopt an open door policy for novices and also remember that their presence and intervention will be necessary at all times.

Regarding different roles of the school community for novice teachers, principals should contribute by:

- Guarding novice teachers against abuse like being allocated heavy and irrelevant workloads.
- Accepting the responsibility and accountability for the quality and standard of work done by novice teachers in the selected schools.

6.3.1 Involvement of other teachers

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

In this regard, the recommendations are as follows:

- Experienced teachers should facilitate the entry of novice teachers into the profession by welcoming and appreciating them.
- Experienced teachers should be willing to mentor novice teachers if approached by the principal to do so. They should be willing to offer necessary information, skills, support and guidance.
- When helping novice teachers, experienced teachers should explain things in great detail. They should be willing to coach novice teachers on how to:

Address issues of the curriculum.

It is important for novice teachers to be treated as professionals by their colleagues and other role players right from the start of their career.

6.3.2 Involvement of other stakeholders

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

Recommendations about involving other stakeholders are as follows:

- The school circuits should pay more attention to the supply of equipment, furniture and other teaching resources needed in schools.

Improving the conditions of school buildings and facilities positively affect the morale of novice teachers. A positive morale will positively impact on the attitude of novice teachers.

- Experienced teachers should help novice teachers by providing them with quality training which emphasizes the skills as well as the content of teaching.
- They should expose learner-teachers to a variety of teachers' manuals and other relevant documents so that when faced with the reality of teaching, newly qualified teachers can use any of them efficiently. They should also design comprehensive and effective teaching practice programmes that will expose prospective teachers to the realities of teaching.

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

6. 4 Suggestions for further research

This topic of understanding what novice teachers go through: A perspective of novice teachers and experienced teachers in Zambezi Region does not include the perceptions of other role players such as school principals, supervising teachers and mentors who are involved in the initiation of novice teachers into teaching. Another research possibility would be to obtain the perceptions of principals and other supervising teachers who are the programme facilitators in schools. Findings from such studies are necessary to complement the findings of this study. Since this study is limited to six selected schools in the Zambezi region, a replicating study in other areas is needed.

This topic is open to further research in a larger section of the Zambezi region. It would be interesting to find the perspectives of novice teachers in rural areas of the region and how they would respond to questions like those asked in this study.

Education influences the long term future of a nation, a dominant position must be allocated to the training and professional development of teachers. Without a doubt, providing quality teaching to teacher's early years of teaching experience is of paramount importance. The principle of ongoing training and development must be emphasized. It has been the contention of this study from the beginning that if teachers are made to feel that they belong, they will find their adaptation less difficult.

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Appendix

University of Namibia, Private Bag 13301, Windhoek, Namibia
P.O. Box 13301, Windhoek, Namibia
Tel: +264 61 206 4750 | <http://www.unam.edu.na>



<p>DR. JOHN MUSHAANDJA Management Faculty of Education Main Campus Windhoek Namibia'</p>	<p>Post Graduate Studies Faculty Of Education University of Namibia Windhoek Website: http://www.unam.edu.na/faculty-of-education Tel: 061-2064750 Email: cwilders@unam.na Date: 12 June 2017</p>
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Dear DR. MUSHAANDJA

APPROVAL OF PROPOSAL: ANNOSCAH LIPUO MUYUMBANO 200726285- MASTER OF EDUCATION (MANAGEMENT) – SUPERVISOR: DR. DAVID NKENGBEZA

The above proposal was approved by the FEPGSC in the minutes of **9 March 2017, Approval Nr FE/PGSC/17/01/13.**

Please proceed with the ethical application as soon as possible. The UNAM Centre for Post Graduate Studies Committee (UCPGSC) will issue RESEARCH PERMISSION LETTER (Annex 16) after approval of proposals

TAKE NOTE: The FEPGS office will **NOT** submit any documentation to UPGSC if the following documentation is not submitted at the FEPGS office:

1. **ANNEX 1:** SUPERVISION AGREEMENT BETWEEN GRADUATE STUDENT AND SUPERVISOR
2. SUPERVISION PLAN MUST BE ACCOMPANIED THE AGREEMENT
3. **ANNEX 5:** ABRIDGED CURRICULUM VITAE OF SUPERVISOR
4. **ANNEX 15:** CHECKLIST FOR APPROVAL OF RESEARCH PROPOSALS

Thank you for your hard work.

Regards

Prof CJ Wilders

HOD: FEPGSC




REPUBLIC OF NAMIBIA
ZAMBEZI REGIONAL COUNCIL
MINISTRY OF EDUCATION, ARTS & CULTURE
DIRECTORATE: EDUCATION



Enquiries: Mr John Musa Mwillima KATIMA MULILO CIRCUIT Tel: 066 252448, Fax: 066 25 2615

04 October 2017

The Principal


.....

ATT: THE PRINCIPAL

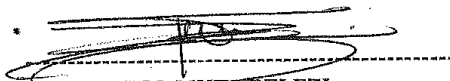
Dear Sir/Madam

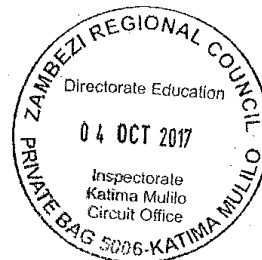
RE: PERMISSION TO CONDUCT A RESEARCH

Kindly assist Mrs Annoscah Lipuo Muyumbano, a Master Level Student of the University of Namibia, to conduct her research studies in your School.

However, note that her research must not disturb the teaching and learning in your School.

Yours faithfully.


.....
MR PETUHO MUTABELEZI
ACTING INSPECTOR OF EDUCATION





REPUBLIC OF NAMIBIA
ZAMBEZI REGIONAL COUNCIL
MINISTRY OF EDUCATION, ARTS & CULTURE
DIRECTORATE: EDUCATION



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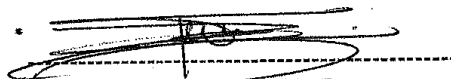
Dear Sir/Madam

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However, note that her research must not disturb the teaching and learning in your School.

Yours faithfully.


MR PETUHO MUTABELEZI
ACTING INSPECTOR OF EDUCATION



Informed Consent Form

Study name: CHALLENGES FACING NOVICE TEACHERS: THE CASE OF SELECTED SCHOOLS IN THE ZAMBEZI REGION OF NAMIBIA

Researchers: ANNOSCAH LIPUO MUYUMBANO

Masters - Candidate

Graduate Program in the Faculty of Education

Email address: muyumbanoa@gmail.com

Office phone:

Purpose of the research:

The purpose of this research is to find out the challenges facing novice teachers in selected schools in the Zambezi Region of Namibia.

What you will be asked to do in the research:

In this study, the researcher will ask you questions whereby all data shared will be handled with confidentiality. The duration of the interview will be roughly 40 minutes and for about one hour for focus group interviews. Furthermore you will be required to respond truthfully to all questions as the right of being anonymous is reserved.

Risks and discomforts:

The researcher will use an audio recorder to record all interviews with participants to enable her to promptly collect information rich data. Be assured that these audio recordings will be handled with confidentiality and will eventually be destroyed within a period of three years. I do not see any risk associated with your involvement in this research.

Benefits of the research and benefits to you:

The information you provide to this study will help to understand the challenges facing novice teachers in selected schools in the Zambezi Region of Namibia. Suggestions on how to handle the challenges will also be helpful to all those who face similar challenges.

Voluntary participation:

Your participation in the study is completely voluntary and you may choose to stop participating at any time. Your decision not to volunteer will not influence the relationship you may have with the researchers.

Withdrawal from the study:

You can stop participating in the study at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researcher.

Confidentiality:

The data collected via audio recordings will be handled with confidentiality, and the data will be collected anonymously and therefore your answers will not be associated to any informants. The data collected will only be accessed by the researcher's supervisor and will be destroyed after the study. Confidentiality will be provided to the fullest extent possible by law.

Questions about the research

This research has been reviewed and approved by the Post Graduate Studies, Faculty of Education, University of Namibia, Windhoek. Website: <http://www.unam.edu.na/faculty-ofeducation>. Tel: 061-2064750, Email: cwilders@unam.na. If you have any questions about this process, or about your rights as a participant in the study, you may contact the Professor C. Wilders through the email above.

Legal Rights and Signatures:

I, consent to participate in "CHALLENGES FACING NOVICE TEACHERS: THE CASE OF SELECTED SCHOOLS IN THE ZAMBEZI REGION OF NAMIB" conducted by ANNOSCAH LIPUO MUYUMBANO. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature & Date

Participant name:

Signature & Date:

Principal Investigator name: